

# ANNUAL REPORT

School Year 2024-2025

BDC, A Public Charter School, Inc. BASIS DC

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Chairman of the Board

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# **ANNUAL REPORT NARRATIVE**

## **School Description**

### **Mission**

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

### **School Program**

#### **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 5<sup>th</sup> grade students take nine separate classes, including Introduction to Science, Physical Geography, Math, English, Writing, History, Art, Music/Theatre and PE. In 6<sup>th</sup> through 8<sup>th</sup> grade, students take Biology, Chemistry, and Physics as separate subjects each school year, like many top-performing peers in European and Asian countries. In 7<sup>th</sup> and 8<sup>th</sup> grade, students take additional supplementary courses including Logic and Linguistics 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 8<sup>th</sup> 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 the 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 their highest academic potential.

Teaching students to take responsibility starts in middle school. Teachers focus on helping students build organizational skills, proper note-taking techniques, and good study habits. Beginning in 6<sup>th</sup> grade, students are required to pass Comprehensive Exams in each core subject 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 support 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 can 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 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-Comprehensive Exams*

- 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 Foreign Language). With this feedback, families learn more about the effectiveness of study habits, entering 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 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.

## **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 2024-25 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.

- *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 2024-2025 school year, BASIS DC held bi-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 2024-2025 school year, including a community Thanksgiving dinner, "Winter Cheer" events for students and families alike, and end-of-the-year Field Day.

## **School Performance and Progress**

### **Mission, Goals, and Academic Achievements**

#### **Meeting our Mission**

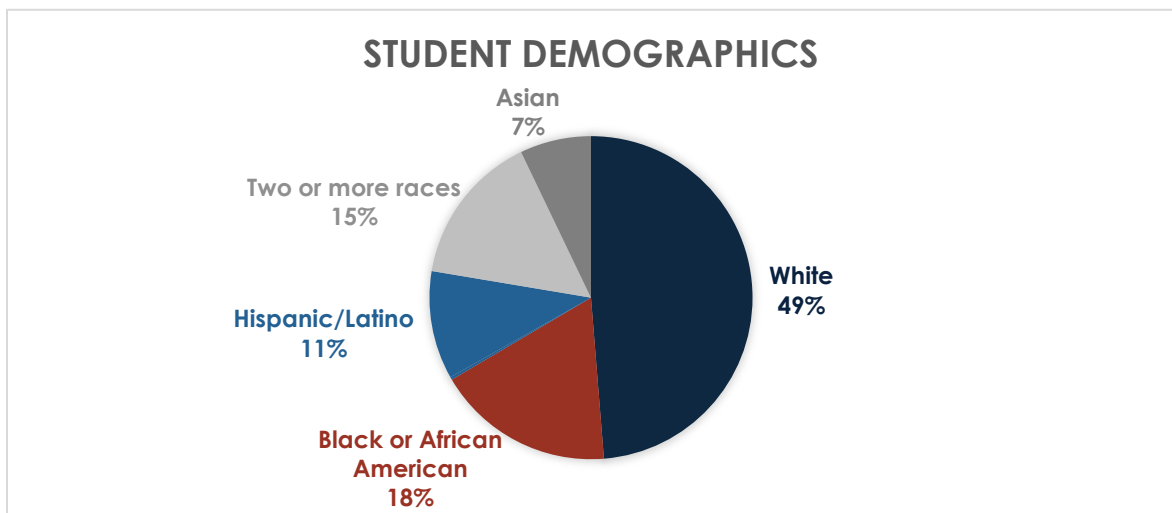
BASIS DC strives to fulfill the mission of providing an academically excellent and rigorous liberal arts college preparatory education to any middle and high school student in the District of Columbia. BASIS DC serves students from across the district and maintains high academic standards and programming.

#### **Our Philosophy**

One of America's most enduring traditions has been the principle of education as a great equalizer. Regardless of 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 prepare 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 2024-2025 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 2024-2025 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 nearly 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 and academic support. This is reflected by student achievement on both internal and external assessments as documented in the sections below.

### **Our Results**

BASIS District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) testing 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 2025 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 2024-2025 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.

## Our Goals and Academic Achievement

### ***FastBridge Student Performance***

FastBridge is a nationally normed, Common Core-aligned ELA and Math assessment that BASIS DC administers three times per 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 assessments. BASIS DC students showed success with most students meeting or exceeding benchmark for the 2024-2025 school year.

#### **aMath Results**

<b>Student Group</b>	<b>Percentage At or Above Benchmark</b>
Middle School (5 <sup>th</sup> -8 <sup>th</sup> )	89.1%
High School (9 <sup>th</sup> -11 <sup>th</sup> )	96.1%
All Grades (5 <sup>th</sup> -11 <sup>th</sup> )*	91.0%

#### **aReading Results**

<b>Student Group</b>	<b>Percentage At or Above Benchmark</b>
Middle School (5 <sup>th</sup> -8 <sup>th</sup> )	89.0%
High School (9 <sup>th</sup> -11 <sup>th</sup> )	96.7%
All Grades (5 <sup>th</sup> -11 <sup>th</sup> )*	91.0%

*\*Please note 12<sup>th</sup> grade students were not administered Spring FastBridge testing.*

## 2025 DC CAPE Assessment Results

BASIS DC is extremely proud of our students' performance on the 2025 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, most 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 60% of students in all race/ethnicity subgroups achieved level 3 or better in Math and at least 73% of all student race/ethnicity subgroups achieved level 3 or better in ELA. This data is reflected in the tables below.

<b>Grade Level</b>	<b>English Language Arts</b>		<b>Math</b>	
	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>
Middle (5 <sup>th</sup> -8 <sup>th</sup> )	90.5%	74.5%	87.8%	67.3%
High (9 <sup>th</sup> -11 <sup>th</sup> )	97.4%	91.2%	93.0%	69.3%
All Grades	91.8%	77.8%	88.8%	67.7%

<b>Students with Disabilities</b>	<b>English Language Arts</b>		<b>Math</b>	
	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>
	64.9%	47.4%	59.6%	38.6%

<b>Students identified as Economically Disadvantaged</b>	<b>English Language Arts</b>		<b>Math</b>	
	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>
	67.7%	41.9%	51.6%	22.6%

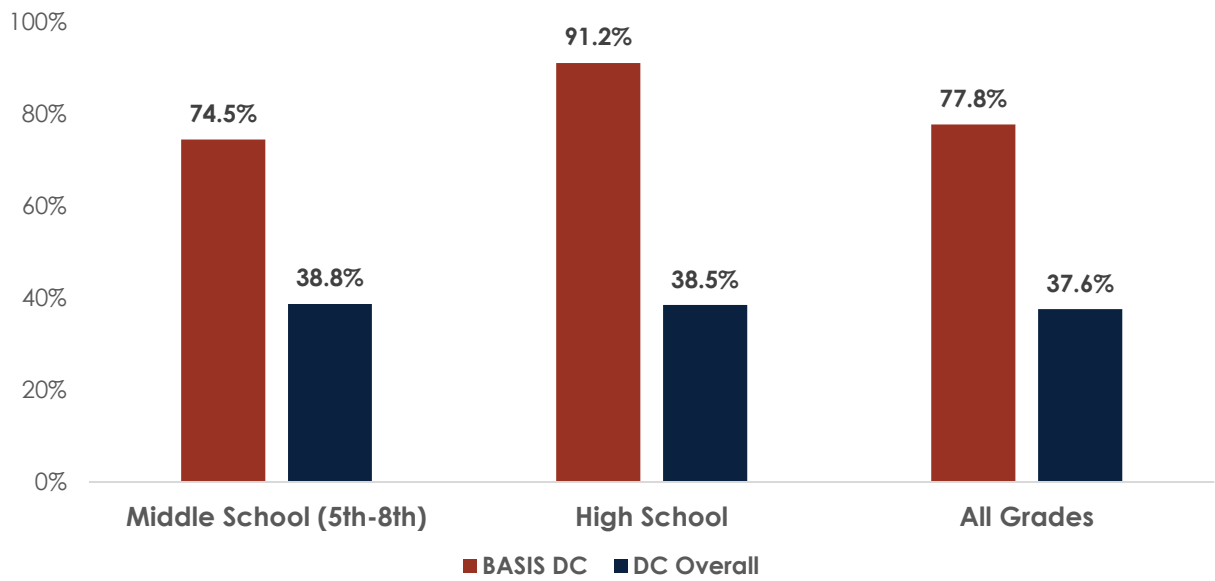
<b>English Language Learners</b>	<b>English Language Arts</b>		<b>Math</b>	
	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>
	68.8%	37.5%	50.0%	18.8%

<b>Race/Ethnicity</b>	<b>English Language Arts</b>		<b>Math</b>	
	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>	<b>% of Students scoring 3+</b>	<b>% of Students scoring 4+</b>
Asian	100%	94.7%	97.4%	92.1%
Black/African American	73.2%	47.4%	61.6%	21.2%
Hispanic/Latino of any race	93.0%	75.4%	86.4%	66.1%
Two or More Races	94.5%	85.7%	95.7%	75.0%
White	96.0%	83.9%	95.6%	79.2%

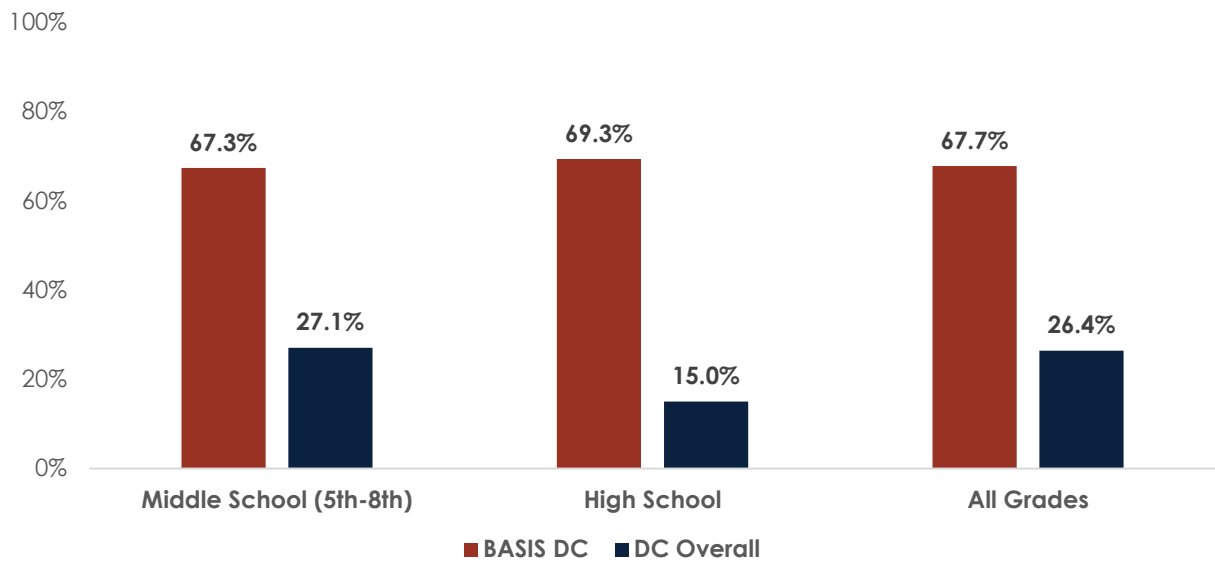
Additionally, BASIS DC 2025 DC CAPE scores significantly outpaced citywide averages in every group and subgroup. Results indicated that 37.6% of all DC students who took the ELA assessment and 26.4% of all DC students who took the Math assessment were at- or above- grade level. In sharp contrast, 77.8% of BASIS DC students scored at- or above-grade level on the ELA assessment and 67.7% scored at- or above- grade level on the Math assessment. This marks the fourth 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.

Even more impressively, every subgroup of students at BASIS DC outperformed their comparable subgroup citywide, and BASIS DC students with disabilities 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. The academic performance of Economically Disadvantaged BASIS students in both ELA and Math is double the comparable citywide subgroup. This marks the fourth year in a row after COVID that BASIS students with disabilities and Economically Disadvantaged students have dramatically exceeded their citywide peers. 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.

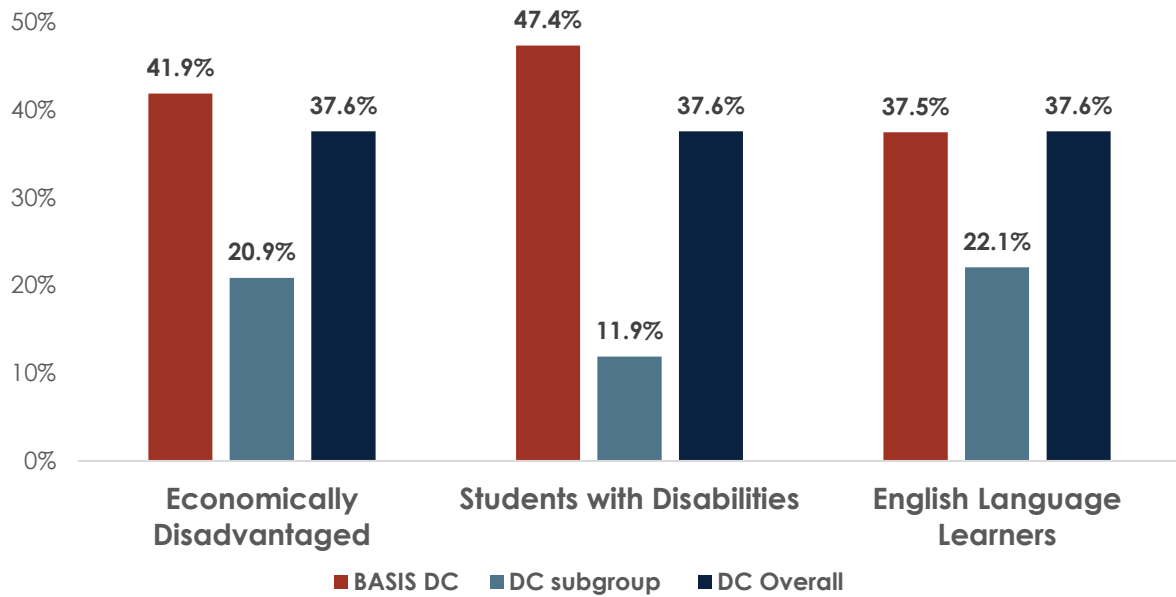
### All Students At- or Above- Grade Level DC CAPE ELA



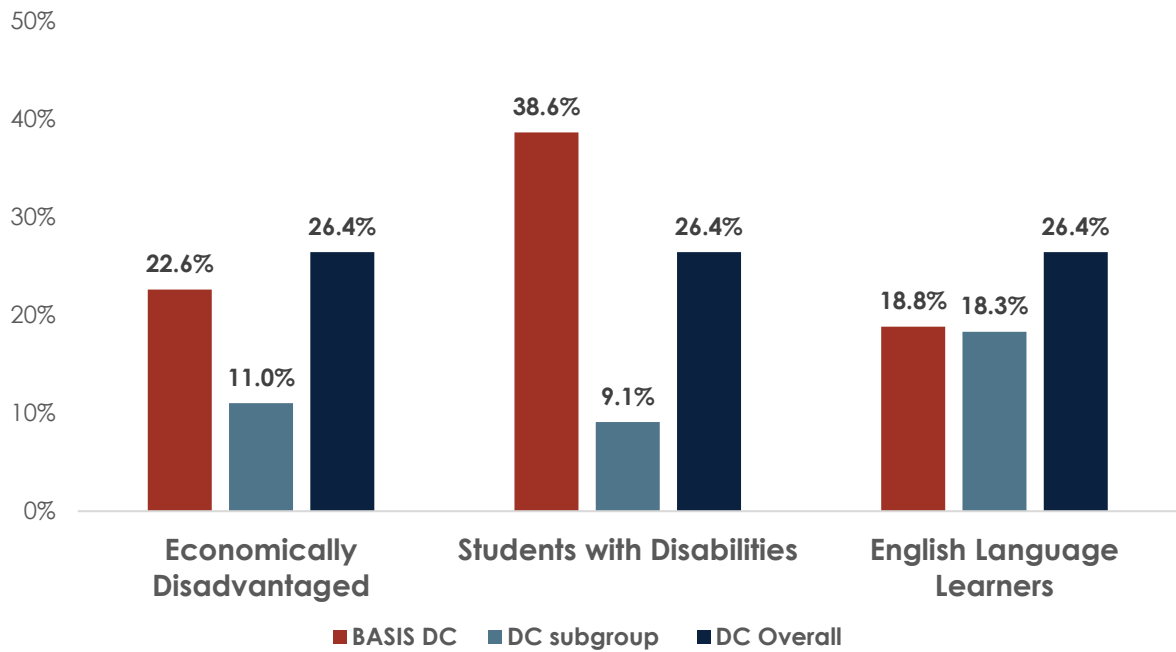
### All Students At- or Above- Grade Level DC CAPE Math



### 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 works to prepare students for the highest international academic standards, and the curriculum 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 2025 graduating seniors are college ready. As such, BASIS DC is incredibly proud of 2025 senior class scores.

#### **Class of 2025 SAT results (based on March 2024 testing)**

<b>Section</b>	<b>Range (25<sup>th</sup>-75<sup>th</sup> percentile)</b>	<b>Mean</b>
Evidence-Based Reading and Writing	600-750	655
Math	580-700	635
<b>TOTALS</b>	<b>1180-1440</b>	<b>1335</b>

### *Advanced Placement Exams*

In addition to successful outcomes for our graduates, BASIS DC has also demonstrated excellence in student academic achievement. The 2025 graduating class of 48 students earned the following AP distinctions:

• # of AP Exams taken by the end of grade 11	511
• Average # of AP Exams per student	10.64
• % of students earning a 3 or higher on at least one exam	98%
• % of students recognized by the College Board	88%
• # of AP Scholars with Distinction	22
• # of AP Scholars with Honors	4
• # of AP Scholars	16

## **Performance Management Framework (PMF) as Goals**

Goal	Progress Toward Goal Attainment
BASIS DC has adopted DC PCBS's Performance Management Framework (PMF) as its goals and academic achievement expectations. 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 PCBS no longer produces PMF results therefore, BASIS DC need not report on PMF progress as per DC PCSB guidance. However, DC PCBS will publicly report on the school's performance on its revised accountability system, ASPIRE, annually.

## **Unique Accomplishments**

BASIS DC is most proud of its students' strong academic performance. 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 and accolades over the course of the school year. Some of these highlights include:

- As determined by the 2024 *US News and World Report*:
  - BASIS DC continues to be ranked as the #1 open-enrollment high school in the District of Columbia
  - BASIS DC was the #3 school overall in the District of Columbia and the #16 high school in the Washington, DC metro area
  - BASIS DC was identified as the #81 charter school in the nation
- 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 12th grader was selected to the State Board of Education (SBOE) as a Student Representative and was also elected YMCA Youth Mayor.
- A 7<sup>th</sup> grade student was the runner-up in the city-wide spelling bee for the second year in a row.
- A 12<sup>th</sup> grader was selected by the College Board as a Student Ambassador.

## **List of Donors**

BASIS DC is extremely grateful for the generosity of all those in our community who made financial contributions for the 2024-2025 school year. The names below 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).

**BASIS DC Donors for 2024-2025**

Bekele Debele	Maileen Villamor
Elizabeth Poos	William Copeland
Kevin Reger	Theodore Nemeroff
Elizabeth Karan	Rebekah Eagle
Lance Hayden	Audrey Reese
Kathleen Rasmussen	Claudy Jules
Lisa Sherman	Craig and Barbara Barrett
Elizabeth Matthews	Danya Dayson
Shahna Gooneratne	Elizabeth Latham
Rachel Charles	Victoria Ansari
Anastasia Traylor	Catherine Morvis
Gaelle Kolb	Natalie Skidmore
Katherine Weishaar	John Giles
Jacqueline Johnson	Jennifer Suzara
Alexis Ahlstrom	Joshua Markman
Michael Murphy	Kelly Thornburg
Susan Oakley	Tyler Brown
Tetiana Dao	Kirtan Parikh
Kendra Kinnaird	Juan Millan
Oya Pinar Ardic Alper	Robert Adcock
Emilio Gonzalez	Sher Salao
James Caparas	Thomas Peng
Jennifer Moffatt	David Stevenson
Justin Louchheim	Petr Polasek
Angeline Spain	Kevin Moore
Larissa Moriconi	Gerald Kepes
Jocelyn Alvarado	Noah Meyerson
Robert Delonis	Michelle Lefferts
Joanne Csedrik	Todd Cochran
Cindy Moon	Kevin Latner
Corrie Schoenberg	Jennifer Perry
Charles Baker	Joshua Izenberg
Annie Hunt	BASIS DC Boosters Inc
Gloria Lee	Peter and Patti Bezanson
Dr. John and Patricia Konkel	Microsoft - Benevity Platform
Steven L Rapaport	

## **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. Below is a reflection of BASIS DC's progress in implementing the plan during the 2024-2025 school year as required by PCBS. 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 maintains 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 launched a monthly Special Education Newsletter shared with all families, designed to increase awareness of special education processes, rights, and available supports. The newsletter has served as a valuable communication tool that fosters transparency, partnership, and parent education across the school community.
- Special education teachers began hosting weekly Student Hours, providing targeted academic and organizational support outside of the regular school day. These sessions allow students to receive one-on-one or small-group assistance aligned with their IEP goals and course content, while promoting self-advocacy and consistent progress monitoring.
- A centralized progress monitoring dashboard was implemented to track individual student progress toward IEP goals in real time. The dashboard integrates academic, behavioral, and service delivery data, allowing case managers and instructional leaders to make timely instructional adjustments and document service fidelity.
- 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 using language that is inclusive of students of all

abilities.

- BASIS DC's percentage of students receiving special education services was 8.9% at the end of school year 2024-2025, which exceeds the DC PCSB enrollment target of 8.5%. This is double the 4.4% at the time of BASIS DC's 10-year review. Additionally, the percentage of students with disabilities receiving support and services under Section 504 was 10.9%. This resulted in 19.9% of BASIS DC students identified as a student with a disability for school year 2024-2025.
- Based on Federal Fiscal Year (FFY) 2023 metrics and School Year 2023-2024 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."

## DATA REPORT

### SY 2024-2025 Campus Data Report

Source	Data Point
PCBS	LEA Name: BASIS DC PCS
PCBS	Campus Name: BASIS DC PCS
PCBS	Grades served: 5-12
PCBS	Overall Audited Enrollment: 692

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	-	-	-	-	-	-	-	134	129
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	102	94	57	58	71	47	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	<b>Total Number of Instructional Days:</b> 180
PCBS	<b>Suspension Rate:</b> 3.18%
PCBS	<b>Expulsion Rate:</b> 0.00%
PCBS	<b>Instructional Time Lost to Out-Of-School Suspension Rate:</b> 0.05%
PCBS	<b>In-Seat Attendance:</b> 94.11%
PCBS	<b>Average Daily Attendance:</b> 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.
PCBS	<b>Midyear Withdrawals:</b> 1.88%
PCBS	<b>Midyear Entries:</b> 0.00%
PCBS	<b>Promotion Rate (LEA):</b> 98.92%
School (SY23-24)	<b>College Acceptance Rate:</b> 100%
School (SY23-24)	<b>College Admission Test Score:</b> 96.77%
PCBS (SY23-24)	<b>Graduation Rate:</b> 95.31%

### Faculty and Staff Data Points – All Data provided by BASIS DC

<b>Teacher Attrition Rate</b>	12.3%		
<b>Number of Teachers</b>	51		
<b>Teacher Salary Schedules</b>	Pay Grade	Minimum Pay	Maximum Pay
	1	\$61,750.00	\$68,250.00
	2	\$64,837.50	\$71,662.50
	3	\$68,079.38	\$75,245.63
	4	\$71,483.34	\$79,007.91
	5	\$75,057.51	\$82,958.30
	6	\$78,059.81	\$86,276.63
	7	\$81,182.20	\$89,727.70
	8	\$84,429.49	\$93,316.81

	9	\$87,806.67	\$97,049.48
	10	\$91,318.94	\$100,931.46
	11	\$94,058.51	\$103,959.40
	12	\$96,880.26	\$107,078.18
	13	\$99,786.67	\$110,290.53
	14	\$102,780.27	\$113,599.25
	15	\$105,863.68	\$117,007.22
	16	\$107,980.95	\$119,347.37
	17	\$110,140.57	\$121,734.31
	18	\$112,343.38	\$124,169.00
	19	\$114,590.25	\$126,652.38
	20	\$116,882.05	\$129,185.43
	21	\$119,219.70	\$131,769.14
	22	\$121,604.09	\$134,404.52
<b>Teacher Demographics: Race</b>	Black/African American		29.40%
	White/Caucasian		51.00%
	Two or More races		7.80%
	Asian		5.90%
	American Indian/Alaskan Native		2.00%
	Other		3.90%
<b>Teacher Demographics: Gender</b>	Male		49.02%
	Female		47.06%
	Non-binary		3.92%
<b>Average years of teaching experience:</b>	8.3 years		
<b>Compensation over \$100,000</b>	Not applicable		

## APPENDICES

### APPENDIX A – 2024-2025 Staff Roster

Last	First	Title	Highest Degree Earned
Alexander	Erica	Special Education Specialist	High School Diploma
Alvarez Morillo	Natalia	Substitute Teacher	High School Diploma
Amis	Asia	Special Education Teacher	Bachelor's
Asare	Andrews	Teacher	Bachelor's
Azizi-Zia	Sophia	Teacher	Master's
Babu	Architha	Teacher	Master's
Banire	Maryam	Math Specialist	Master's
Beabout	Althea	Teacher	Master's
Beach-Kimball	Gabriela	Teacher	Bachelor's
Booker	London	Substitute Teacher	High School Diploma
Bowman	Allison	Teacher	Bachelor's
Brown	Michael	Special Education Teacher	Master's
Browne	Taylor	Senior Curriculum Coordinator	Master's
Burt	Evan	Teacher	Master's
Canales	Cristian	Teacher	Master's
Cook Jr	Ronald	Special Education Specialist	Bachelor's
Cooper	Calvery	Head of School	Master's
Crawford	Christopher	Teacher	48 Hours of college credit
Custance	Michael	Teacher	Bachelor's
Davis	Emily	Teacher	Master's
Dennie	Chauncey	College Guidance Counselor	PHD
Diaite	Rahim	Dean of Students	Bachelor's
Divver	David	Facilities Coordinator	High School Diploma
Dolgin	David	Dean of Student	Bachelor's
Dome	Garrett	LEA Data Manager	Master's
Draper	Holly	Teacher	Master's
Eichelberger-Mitchell	Mariah	Dean of Students	Bachelor's
Farrell	Candace	Director of Student Support Services	Master's
Faucillon	Stephane	Teacher	Bachelor's
Florian	Brendan	Auxiliary Teacher	High School Diploma
Ford	Margaret	Special Education Specialist	High School Diploma
Gilbert	Kevin	Teacher	Bachelor's
Green	Nathaniel	Teacher	Doctorate
Hampton	Stephon	Teacher	Bachelor's
Harger	Emma	School Counselor	Master's
Hausdorff	Eleanor	College Counselor	Doctorate
Hawkes	Esmeralda	Teacher	Bachelor's



Incorvati	Isabel	Director of Academic Programs	Bachelor's
Jackson	Natalie	Teacher	Master's
Jensen	Jack	Teacher	Bachelor's
Johnson	Steven	Teacher	Master's
Jones	Barrington	Monitor	High School Diploma
Korman	Beth	Substitute Teacher	Bachelor's
Korman	Caroline	Teacher	Bachelor's
Kyaw	Jared	Special Education Teacher	Master's
Lemen	Michaela	Teacher	Master's
Li	Yalan	Teacher	Master's
Lichtenstein	Joshua	Special Education Teacher	Master's
Lowe	Jerrik	Auxiliary Teacher	High School Diploma
Malsch	Daniel	Teacher	Bachelor's
Maranchuck	Kelly	LEA Data Manager	Bachelor's
Marshall	Curtis	Monitor	Bachelor's
McCarthy	Rachael	Director of Academic Programs	Bachelor's
McMillon	Michael	Director of Student Affairs	Master's
McNinch	Rachel	Athletics Director	Master's
Milton	Noelle	Auxiliary Programs Assistant	High School Diploma
Montcalm	Robert	Teacher	Bachelor's
Moore	Antoinette	Teacher	Bachelor's
Mrabet	Fatima	Teacher	Master's
Nilsen	Dennis	Teacher	Master's
Parnell	Lydia	Teacher	Master's
Pathak	Vageesha	Teacher	Master's
Ray	Kasey	Teacher	Bachelor's
Ray	Alyssa	Reading Specialist	Bachelor's
Reich	Daniel	Teacher	Master's
Riewe	Andy	Head of Operations	Bachelor's
Rigby	Samuel	Teacher	Master's
Robinson	Jamal	Auxiliary Teacher	High School Diploma
Robinson Hillis	Skye	Teacher	Master's
Sanghavi	Trisha	Director of Planning and Instruction	Master's
Scarberry	Brandon	Teacher	Bachelor's
Settles	Kerri	SPED Instructional Assistant	High School Diploma
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
Tarley	Dorbor	Substitute Teacher	High School Diploma
Taylor	Candace	Dean of Students	Master's
Taylor	Chimere	Teacher	Master's
Terranova	Luke	Teacher	Bachelor's
Thomas	Preston	Substitute Teacher	Bachelor's
Thompson	Cassandra	Special Education Coordinator	Master's

Timme	Walker	Teacher	Master's
Tucker	Ariel	School Psychologist	Master's
Villarreal	Terry	Teacher	PHD
Wade	Joseph	Teacher	Bachelor's
Walters	Malika	Registrar	Associate's
Ward	Stephanie	Teacher	Master's
Wingate	Rozalyn	Teacher	Master's
Yarborough	Taneeea	Head of Operations	Master's
Yigletu	Messai	Teacher	Bachelor's
Zemanick	Kyra	Teacher	Master's

## Appendix B - 2024-2025 School Year Board Roster

<b>NAME/ Position/Residence</b>	<b>Original Appointment</b>	<b>Last Date Appointment</b>	<b>Date Appointment Expires</b>
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 2024-2025 Financial Statement

### Statement of Financial Position

BASIS Washington, DC

As at June 30 of 2025



ASSETS	
<b>Current Assets</b>	
Cash & Cash Equivalents	\$8,655,238
Restricted Cash	\$0
Accounts Receivable	\$67,154
Other Current Assets	\$139,676
<b>Total Current Assets</b>	<b>\$8,862,068</b>
<b>Non-Current Assets</b>	
Fixed Assets	\$2,509,819
Right of Use	\$30,228,566
Less Accumulated Depreciation	-\$12,882,646
<b>Total Non-Current Assets</b>	<b>\$19,855,739</b>
<b>Total Assets</b>	<b>\$28,717,807</b>
<b>LIABILITIES AND NET ASSETS</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	\$2,260,201
Other Current Liabilities	\$1,438,040
<b>Total Current Liabilities</b>	<b>\$3,698,241</b>
<b>Non-Current Liabilities</b>	
Right of Use	\$23,383,375
<b>Total Non-Current Liabilities</b>	<b>\$23,383,375</b>
<b>Total Liabilities</b>	<b>\$27,081,615</b>
<b>Net Assets</b>	
Beginning Net Assets	\$325,765
Net Surplus	\$1,310,427
<b>Total Net Assets</b>	<b>\$1,636,192</b>
<b>Total Liabilities and Net Assets</b>	<b>\$28,717,807</b>

## Appendix D – FY26 Budget

### Proposed Budget - BDC Operating School BASIS Washington, DC



	FY26 Fiscal Year Budget
Student Count	696
State Revenue	
State Aid	15,331,011
Supplemental State Aid	4,524
Total State Revenue	15,335,535
Federal Revenue	
Recurring Grants	317,146
One-Time Grants	-
Total Federal Revenue	317,146
Local Revenue	
Annual Teacher Fund	225,000
Reimbursable Activities	687,988
Other Revenue	-
Total Local Revenue	912,988
Total Revenue	16,565,669
Payroll	
Instruction Payroll	6,221,702
Non Instruction Payroll	2,643,560
Total Payroll	8,865,262
Other Expenses	
SME-Student Driven	443,397
SME-Maintenance	414,187
Reimbursable Activities Expenses	640,971
Sponsored Testing	61,250
Insurance and Audit Fees	140,237
Hiring and Professional Development	110,455
Other Expenses	72,152
Core Fee	476,066
Service Fees	1,806,440
Debt Service/Rental Expense	1,214,023
Total Other Expenses	5,379,178
Total Expenses	14,244,440
Change in Net Assets before Dep. and Amort.	2,321,229
Depreciation & Amortization Expense	343,324
Right of Use Amortization Expense	1,119,577
Change in Net Assets	1,977,905
Non-Operating Outlay	
Debt Service - Principal Payments	940,387
Capital Expenditures	344,022
Debt Service Coverage Ratio	1.7