

ANNUAL REPORT

School Year 2015 - 2016

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ANNUAL REPORT NARRATIVE

I. School Description

A. Mission Statement

BASIS DC will provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students in the District of Columbia.

B. School Program

1. School Program. *Summary of Curriculum Design and Instructional Approach.*

Curriculum Design

The BASIS curriculum is an organic article. A new, higher quality version of the curriculum is created each year through the process of collaboration between BASIS management 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, AP exams and State Assessments). The teachers also participate in designing key exams. The academic leadership audits the syllabi and formulates final versions of key exams. This process assures continuity of the BASIS curriculum and determines any revisions that may be necessary due to changes in:

- The state of knowledge
- The structure of the BASIS curriculum: subjects offered, hours taught, graduation requirements, etc.
- DC Educational Standards
 - Implementation of new District assessments (PARCC)
- Student structure: grade and group structure, parallel entry of students from other schools

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

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 the grade).

- 2) To evaluate how BASIS students in specific BASIS institutions perform compared to other BASIS institutions 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 assure 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 BASIS question bank: written by all BASIS staff and teachers.
- 3) Questions, written by the experts outside the school, testing how BASIS students compare 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. On the contrary, 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 outside experts.

Instructional approach

Creating and reinforcing a culture of academic excellence

The BASIS school 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 especially important at BASIS because teachers play a critical role in curriculum development and syllabi design. As a growing school BASIS DC sought many diverse avenues to recruit the best and the brightest teachers through a variety of sources.

BASIS DC strives to create a culture of ongoing professional development in which teachers are accountable for improvement.

Training teachers for success

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 our teacher induction and mentoring program. The first step in this program is attending a summer training session. During this training, veteran faculty members throughout the BASIS network share their knowledge of classroom management techniques, teaching methods, and pedagogical research with new teachers. The goal is to expose BASIS teachers to various instructive strategies and methods to allow them, as professionals, to determine which approach works best for them.

Throughout the school year BASIS DC teachers are partnered with a veteran teacher chosen to be their Instructional Advisor. This advisor builds upon knowledge of classroom management techniques, teaching methods and pedagogical research that was reviewed in the summer training and helps them implement this in real time. The BASIS model is unique in both curricular design and instructional method and it is very important that in the start-up year, professionals who are well versed in the model guide the school. In particular, the mathematics program at BASIS schools requires a unique pedagogical approach.

Teaching personal responsibility

BASIS aims to teach students that success is the result of hard work. Whether they are at the top of their class or struggling to keep pace with the demands of the BASIS curriculum, every BASIS student is supported and encouraged to improve and to reach for his or her 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 learn to own it.

As the school matures and 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. Academic support advisors work with identified students on specific

interventions in the areas determined by assessment through breakout classes, small groups, and one on one. The academic support advisor will work individually and in small groups with identified student during non-academic periods within the school day. This may include time during the student's lunch period or before or after school.

The Academic Support team will communicate directly and indirectly (i.e. through the Communications Journal) to the student's teachers and parents.

2. School Program. Parent involvement.

BASIS DC continues to work hard developing a community among our students, their families and our faculty. The work we require of students is difficult. Thus, engaging parents around our expectations to ensure alignment between the school and families is of the utmost importance. As with our academic program, we have made efforts to replicate the manner in which we engage parents in the District, all the while being mindful that not all families want to engage with the school in the same way. To that end, we endeavor to connect with parents in 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 at BASIS as "The CJ". This notebook that students essentially live by is more than a place to record class notes and assignments. It is more than a planner. It is *the* preferred method of alerting parents to their child's academic progress on a **daily** basis. At the start of the school year, parents receive and commit to the guiding principles and rules in the Parent Student Handbook. When a parent agrees to that which is outlined in the Handbook, they are agreeing to not only the hard work that and high expectations that BASIS demands, but to working with their child's teachers through The CJ.

In our second year of operation, use of the CJ was well established by most students at the school, and our new entries in the lower grades quickly adopted regular use. Our management team also implemented a new system of CJ accountability, such that lapses in CJ efficacy were addressed by Deans or School Directors to streamline communication and afford teachers more time to focus on instruction. We also required teachers to post a CJ entry for their class in a regular place in each classroom, with specific necessary details, to make the process of CJ entries a more uniform endeavor.

BASIS Parent Boosters. One of the most critical ways in which BASIS DC involves all families is through the communications and engagement efforts with our parent partners who come together as the school's Parent Boosters Organization. The Head of School, Head of Operations, and the Boosters work hand in hand to ensure that messages are communicated timely and that the school management is in tune with our parents. In our second year we saw increased collaboration with our Booster organization in implementing different forms of communication with BASIS DC families. The following events are all examples of the many ways in which parents were involved at BASIS DC during the 2015-2016 school year:

- **Back to School Picnic & Potluck** – In October of 2015, BASIS DC families, teachers, and staff came together for a picnic at Haines Point to welcome students to the 2015-16 school year.
- **Annual Teacher Fund Gala** – Bettering the inaugural 2014-2015 Gala, the BDC

community joined together in supporting the Annual Teacher Fund (ATF) by throwing the mid-year, 2015-2016 ATF Gala. The event was welcome to all BDC families and was received even more favorably than the gala the year before. Attendance, donations, and enjoyment of the event rose considerably. The ATF is the primary fundraising effort of the school and all money raised goes directly to teacher bonuses. This year's attendees include Mayor Bowser.

- **Family Nights** – Building upon last year's success, throughout the year the Parent Boosters hosted family nights at nearby restaurants. This proved an opportunity for BASIS DC families to build community and support local businesses and neighborhood relationships.
- **Boosters Meetings** – Typically held on a monthly basis, Boosters meetings allowed parents the opportunity to receive in-person "state of the school" addresses and to interact with school administration.
- **Exam Prep and Analysis Open Houses** – Prior to our pre-comprehensive exams in February, parents were invited to attend a Pre-Comp Prep Night where teachers reviewed study strategies, highlighted important topics, and clarified the test design and question types. After the exams, the Head of School reviewed performance of DC students as compared to the other schools in the BASIS network to give context for our results and provide guidance as to how families could interpret their student's scores to develop plans for improvement.
- **Coffee Chat Meetings** –BDC hosted town hall style meetings to discuss the direction of the school, improvements to the staffing model, and to answer as many of the community's questions as possible.
- **Spring Ensemble** – BDC music and choir students performed in late May to BDC families who were invited to this special event. Artwork from across grade levels was displayed for enjoyment between performances.
- **Friday Updates** – BDC sent weekly, Friday Updates to all community families detailing achievements of BDC students and opportunities such as extracurricular activities, special events, community offerings, and city services.
- **Recruitment Events** – Parents helped organize and recruit new families interested in enrolling at BASIS DC for the 2015-2016 school year. These events included participation at neighboring elementary schools, meet and greets with veteran BASIS families, teachers, and staff.

II. School Performance

A. Performance and Progress

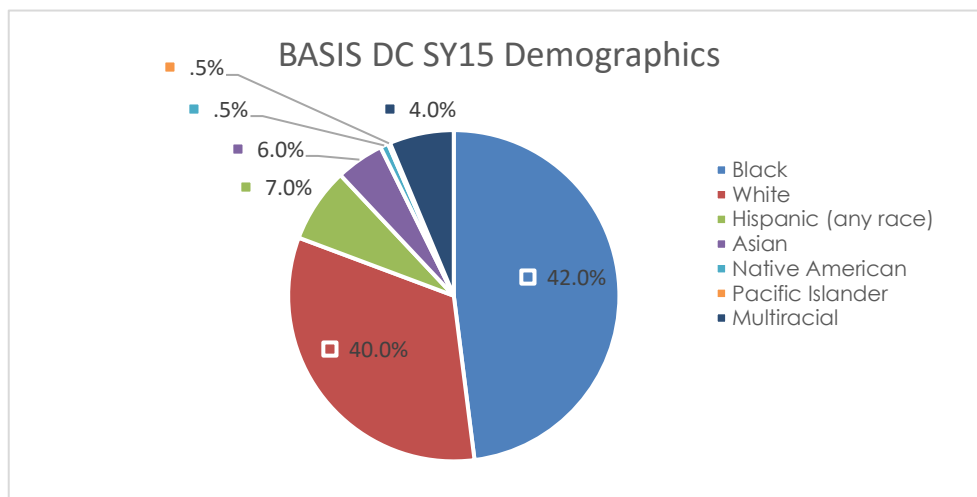
1. Performance and Progress. *Meeting our Mission.*

BASIS DC is striving every day to fulfill our mission of providing an academically excellent and rigorous liberal arts college preparatory education to all middle and high school students in the District of Columbia. BASIS DC is doing this by serving students from across the District and by maintaining our high academic standards and programming. We know that we will not fulfill our mission if we compromise our high expectations.

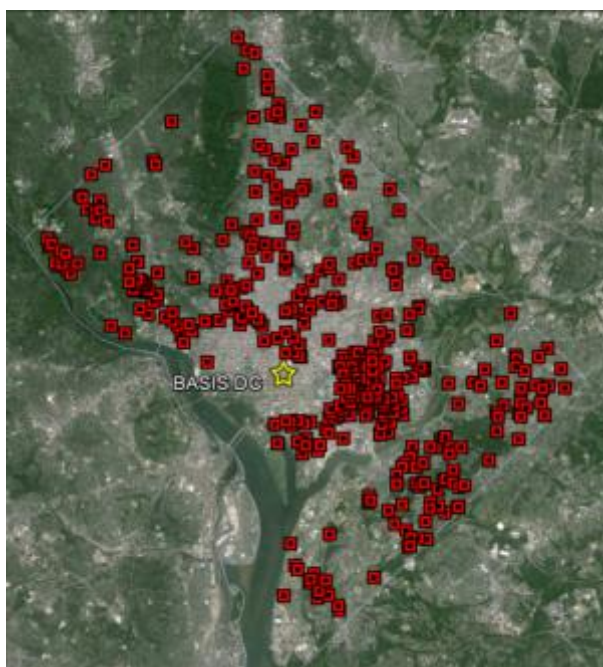
Our Philosophy. One of America's most enduring traditions has been the practice of education as an equalizer. No matter a child's economic background, geographic location, culture or ethnicity, a quality education accessible to all students breaks down the barriers of poverty and the self-fulfilling prophesy of low-expectations, and prepares students to compete in a global economy. This tradition is threatened as long as our schools are not successful. The first step in reversing this trend is to encourage innovation in education. BASIS was founded to raise academic expectations, student achievement, and academic accountability. The model has proven successful in Arizona and BASIS DC is on track to demonstrate that educational excellence can be replicated to fit the needs of diverse student populations in differing jurisdictions. BASIS DC strives to serve students by helping them reach their highest academic potential by raising academic standards, teaching quality, and expectations for student support.

In the second year of operation, BASIS DC continued to build on past programmatic success to both maintain fidelity to our school model and ensure academic success for all BASIS DC students.

Our Students. Our students are at the core of everything we do at BASIS DC. The BASIS DC student demographic for the 2015-2016 school year is represented in this chart:



Furthermore, the students at BASIS DC represent not just a demographically diverse population, but also one of geographic diversity. In the 2015-2016 school year, BASIS DC drew students from every residential zip code in the District, as seen in this map:



Our Teachers. BASIS 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. While several of our veteran teachers went on to graduate programs, medical school, or other industries, we were pleased with the teachers who returned

and excited by the new additions to the team. As is reflected in Appendix A, our teachers hailed from a broad spectrum of highly regarded colleges and universities. A snapshot of the data shows that in addition to being Highly Qualified:

- 100% of all BASIS DC academic teachers have a Bachelor's degree.
- 67.6% of all BASIS DC teaching faculty hold a Master's degree.
- 14.7% of all BASIS DC teaching faculty hold a Doctorate degree.
- 29.4% of all BASIS DC teaching faculty earned their Bachelor's degree from a Washington DC based university.

We will continue to recruit and retain the best teaching force to ensure our students reach their academic potential as we strive to fulfill our mission.

Our Results. Of course, the most promising measure of whether BASIS DC is on track to fulfill our mission is the academic success of our students. The best measure available for the 2015-2016 school year for this metric is the DC PARCC. Students will take PARCC at the end of 10th grade for English, Integrated Math 2 at the end of Pre-Calculus (unless Pre-Calculus is completed prior to 9th grade).

PARCC Performance Summary 2015-16 school year

Percent of students who met or exceeded expectations for grade-level learning standards in BASIS DC in the 2015-16 school year.

Middle School students earned:

Top Performing Schools - Above State Average for Meeting Expectations and Above in ELA (28%) and Math (27%) Grades 3-8					
School Name	Ward	ELA		Math	
		Approached Expectations and Above	Met Expectations and Above	Approached Expectations and Above	Met Expectations and Above
BASIS DC PCS	2	86%	59%	83%	58%

High School, 91 percent of students earned these high marks — an 18 percent increase over the previous year.

Above State Average for Meeting Expectations and Above in ELA (21%) and Math (17%) High school					
School Name	Ward	ELA		Math	
		Approached Expectations and Above	Met Expectations and Above	Approached Expectations and Above	Met Expectations and Above
BASIS DC PCS	2	100%	91%	97%	86%

ELA	4 or 5	1	2	3	4	5	Number
Basis DC							
PCS	60.2%	3.9%	9.9%	26.0%	50.9%	9.3%	507
Math							
Basis DC							
PCS	60.5%	3.6%	12.3%	23.6%	47.6%	12.9%	521

2 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 model, BASIS DC's 5th grade students took nine separate classes including Introduction to Science, Physical Geography, Math, English, Latin, Classics, Art, PE, and Music. In 6th -8th grades students took Biology, Chemistry, and Physics as separate subjects, like many top-performing peers in European and Asian countries. By 7th grade, students begin taking additional supplementary courses like Logic and Economics, and even 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.

Assessment

To ensure students master grade-level material, all BASIS DC students in grades 6-8 were required to pass comprehensive exams in seven core subjects at the year's end. Students were prepared for these exams by taking pre-comprehensive exams 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 performs exhaustive data analysis on all of our internal exams. We use data to drive decision-making in the classroom – so that 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.

Students will be prepared to compete against their international peers in highly performing education systems.

BASIS DC, like the best school systems in the Europe and Asia, breaks the hard sciences down into their essential elements in middle school.

BASIS is competitive at all levels, including with our sister campuses on the other side of the country. In the very first year of BASIS DC, the data analysis revealed that BASIS DC outscored legacy and mature BASIS schools in some English & Science comprehensive exams. These trends continued into our second year, where we also saw significant advancements in Math results, specifically Algebra I and Algebra II.

These legacy schools are the same schools that have recently demonstrated student achievement that outpaces even the top schools in Shanghai on the internationally benchmarked OECD Test for Schools (based on the PISA). Last year two more BASIS Schools reached this performance benchmark, results that suggest that BASIS DC's growth will set our students up for similar levels of success.

This accomplishment is unique in that it is one more proof point that the efforts at BASIS DC in the 2015-2016 school year to deliver an internationally competitive educational program were on the right track.

Comprehensive Exam Results

Results from year four show that, while students at BASIS DC are experiencing the benefits of a maturing campus, challenges still remain to bring our results to higher levels.

In each of these exams, BASIS DC students not only outperformed schools at similar maturity, but also several of our legacy schools whose students rank in the top 5% of the world. Of course we are pleased to see these results as an indicator of our goals and look forward to future years when these students are eligible to participate in new assessments designed to gauge not just content mastery but problem solving and

As BASIS DC matures, it will become eligible to participate in the Programme for International Student Assessment (PISA), an international study that was launched by the OECD in 1997. This assessment will provide an independent measure of how 15 year old BASIS DC students compare to their international peers in the key subjects of reading, math, and science. Thus, the PISA exam will provide an opportunity for the school to not only be compared to others internationally but also it provides for a greater measure of critical thinking and learning. The benefits of using the PISA exam over other international exams is best summed up by Amanda Ripley in her book The Smartest Kids in the World: And how they got that way:

"Other international tests had come before PISA, each with their own forgettable acronym, but they tended to assess what kids had memorized, or what their teachers had drilled into their heads in the classroom. Those tests usually quantified students' preparedness for more schooling, not their preparedness for life. None measured teenagers' ability to think critically and solve new problems in math, reading, and science. The promise of PISA was that it would reveal which countries were teaching kids to think for themselves." (p.15)

A. PMF (Performance Management Framework) As Goals

BASIS DC recently adopted the PMF (Performance Management Framework) as goals in alignment with DC PCSB's Adopt the PMF as Goals Policy. The revision to the goals will help BASIS DC focus on the academic and non-academic areas most important to our organization and to DC PCSB by aligning accountability systems.

The PMF Goals Policy will allow for more consistently measurable school performance. The PMF contains specific weighted and measurable indicators and targets. DC PCSB will report on BASIS DC school progress in its publication of the 2016 PMF.

Middle School PMF (Grades 6 – 8)

Weight	Indicator	Measure	Weight	Floor	Target
40%	Student Progress	Transitional Median Growth Percentile ¹ – ELA	20%	30.0	70.0
		Transitional Median Growth Percentile ¹ – Math	20%	30.0	70.0
25%	Student Achievement	Moderate Command of Content and Above in ELA	10%	0.0	90th percentile + 31.8% of the Percentile
		Moderate Command of Content and Above in Math	10%	0.0	90th percentile + 22.4% of the Percentile
		College and Career Ready in ELA	2.5%	0.0	90th percentile + 33.3% of the Percentile
		College and Career Ready in Math	2.5%	0.0	90th percentile
15%	Gateway	Moderate Command of Content and Above on Grade 8 Math	15%	0.0	90th percentile + 4.6% of the Percentile
20%	Leading Indicators	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	65.6	90.0

Elementary/Middle School PMF (Grades 3-8)

Weight	Indicator	Measure	Weight	Floor	Target
40%	Student Progress	Transitional Median Growth Percentile ¹ – ELA	20%	30.0	70.0
		Transitional Median Growth Percentile ¹ – Math	20%	30.0	70.0
25%	Student Achievement ²⁶	Elementary: Moderate Command of Content and Above in ELA	5%	0.0	90th percentile + 42.8% of the Percentile
		Elementary: Moderate Command of Content and Above in Math	5%	0.0	90th percentile + 33.6% of the Percentile
		Elementary: College and Career Ready in ELA	1.25%	0.0	90th percentile + 197.3% of the Percentile ¹⁶

		Elementary: College and Career	1.25%	0.0	90th percentile
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Weight	Indicator	Measure	Weight	Floor	Target
		Ready in Math			
		Middle: Moderate Command of Content and Above in ELA	5%	0.0	90th percentile + 31.8% of the Percentile
		Middle: Moderate Command of Content and Above in Math	5%	0.0	90th percentile + 22.4% of the Percentile
		Middle: College and Career Ready in ELA	1.25%	0.0	90th percentile + 33.3% of the Percentile
		Middle: College and Career Ready in Math	1.25%	0.0	90th percentile
15%	Gateway	Elementary: Moderate Command of Content and Above Grade 3 ELA	7.5%	0.0	90th percentile + 53.3% of the Percentile
		Middle: Moderate Command of Content and Above Grade 8 Math	7.5%	0.0	90th percentile + 4.6% of the Percentile
20%	Leading Indicators	Attendance	10%	82.0	92.0 (no change)
		Re-Enrollment	10%	65.6	90.0 (no change)

High School PMF (9-12) for schools not opting to include the Career and Technical Education (CTE) metric

Weight	Indicator	Measure	Weight	Floor	Target
15%	Student Progress	Transitional Median Growth Percentile ¹ – ELA	7.5%	30.0	65.0
		Transitional Median Growth Percentile ¹ – Math	7.5%	30.0	65.0
25%	Student Achievement	Moderate Command of Content and Above in ELA	10%	0.0	90th percentile + 52.7% of the Percentile
		Moderate Command of Content and Above in Math	10%	0.0	90th percentile + 14.1% of the Percentile
		College and Career Ready in ELA	2.5%	0.0	90th percentile + 53.4% of the Percentile
		College and Career Ready in Math	2.5%	0.0	90th percentile + 163.2% of the Percentile
35%	Gateway	4-Year Graduation Rate (Adjusted Cohort Graduation Rate)	3%	48.8	100.0
		5-Year Graduation Rate (Adjusted Cohort Graduation Rate)	4.5%	62.5	100.0
		PSAT Performance (Grade 11)	7.5%	3.0	50.0

Weight	Indicator	Measure	Weight	Floor	Target
		SAT Performance (Grade 12)	7.5%	8.9	75.0
		College Acceptance Rate	7.5%	66.9	100.0
		College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement	5%	0.0	39.5
25%	Leading Indicators	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	71.3	90.0
		9 th Grade on track to graduate	5%	57.9	100.0

High School PMF (9 – 12) for schools opting to include the CTE metric

Weight	Indicator	Measure	Weight	Floor	Target
15%	Student Progress	Transitional Median Growth Percentile – ELA	7.5%	30.0	65.0
		Transitional Median Growth Percentile – Math	7.5%	30.0	65.0
25%	Student Achievement	Moderate Command of Content and Above in ELA	10%	0.0	90th percentile + 52.7% of the Percentile
		Moderate Command of Content and Above in Math	10%	0.0	90th percentile + 14.1% of the Percentile
		College and Career Ready in ELA	2.5%	0.0	90th percentile + 53.4% of the Percentile
		College and Career Ready in Math	2.5%	0.0	90th percentile + 163.2% of the Percentile
35%	Gateway	4-Year Graduation Rate (Adjusted Cohort Graduation Rate)	3.0%	48.8	100.0
		5-Year Graduation Rate (Adjusted Cohort Graduation Rate)	4.5%	62.5	100.0
		PSAT Performance (Grade 11)	7.5%	3.0	50.0
		SAT Performance (Grade 12)	7.5%	8.9	75.0
		College Acceptance Rate	7.5%	66.9	100.0
		College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement	3%	0.0	39.5
		Career Readiness: CTE Certification Rate	1%	TBD	TBD

Weight	Indicator	Measure	Weight	Floor	Target
		Career Readiness: CTE Program of Study Completion Rate	1%	TBD ²⁶	TBD
25%	Leading Indicators	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	71.3	90.0
		9 th Grade on track to graduate	5%	57.9	100.0

B. Lessons Learned and Actions Taken

At BASIS schools, high expectations are not reserved for our students. We also challenge ourselves by setting high standards. We believe in constant analysis of our program and our efforts to ensure we are on track to meet these standards of excellence. While we rely heavily on academic performance measures of our students to assess if we are doing our job, our school management team works with teachers to dissect the data to see where we need to improve our practice, continually working to ensure we are providing the most effective instruction and most engaged environment for student achievement possible.

As was described in last year's Annual Report, BASIS DC committed to enhancing services provided to students with disabilities, and during the 2015-2016 school year, we were able to realize many improvements.

With the support of an experienced Special Education Coordinator, BASIS DC expanded a department of Special Education Teachers (called Learning Specialists) to provide direct services in accordance with Individualized Educational Plans and 504s for many of our students. Training and professional development for our teachers occurred during intensive sessions before the start of school, and was repeated and augmented throughout the year. Record keeping and compliance was dramatically improved, and the team of instructors increased their collaboration to provide support for students across the curriculum. While BASIS DC is always seeking best practices and advances to these programs, and will continue to do so for years to come, we were pleased to see data suggesting that efforts were yielding results.

At the end of our first year, BASIS DC team distilled the major lessons learned across the school into five key points and related actions for improvement. These lessons remain pertinent to our continuing work, and the review that follows describes several actions taken last year and establishes continuing action looking into 2015-2015.

(1) Behavioral expectations need to be consistent across classrooms.

- *Action Taken:* Common practices aligned teacher expectations and enforcement across classrooms, hallways, stairwells, and common areas. Students became accustomed to teacher redirections in non-verbal, verbal, and written forms. Policies for before school, after school, and lunch were unified with more traditionally academic settings. Students helped take ownership of environment and policies by creating artistic flyers and posters representing a simplified code of

conduct, "Show, Take, Make" (show respect, take responsibility, make improvements).

- *Action Forward:* Increase support inside classrooms with mentorship related to classroom management, additional staff including Teacher Fellows and Aids, and more frequent observation from school managers.

(2) Tiered intervention systems must become a part of school wide culture.

- *Action Taken:* Responsibilities and procedures surrounding "Dean of Students" position were solidified and results indicated that all BASIS schools would benefit from a similar model. Thus, 18 BASIS Schools will have Deans for the 2014-2015 school year thanks to the experiences learned from BASIS DC. Suspension rates decreased as more students received structured support before disciplinary action. Parents were informed of trends or issues in a more timely and personalized fashion.
- *Action Forward:* Increase partnerships between the Dean of Students and the instructional staff to enhance classroom interventions, lower referrals to the Dean, and tailor support plans based on individual needs.

(3) Direct instruction alone is not sufficient to meet the needs of all students.

- *Action Taken:* Subject experts received enhanced professional development to increase fluency with differentiated pedagogy. Mentor teachers were established for peer support, observation, and feedback. Interdisciplinary assignments, units, and projects were implemented. Tutoring Hours were increased and distributed across different times during the day to allow for more individualized contact.
- *Action Forward:* Develop individualized action plans for teachers with limited but targeted areas of improvement for differentiated instruction. Conduct frequent observation and follow-up using student data and teacher feedback.

(4) Foundations gained from prior educational environments present a wide variety of preparedness.

- *Action Taken:* Diagnostic testing was enhanced to encompass the entire student body and gather data on literacy and numeracy. Diagnostic data provided teachers with early differentiation plans and appropriate group placement, especially at math levels, which provided more stability throughout the year. Technology was incorporated through innovative programming allowing for continuous literacy and numeracy support through Compass Learning platform.
- *Action Forward:* Strengthen Academic Support systems to generate earlier identification; specific support methods with measurable outcomes; frequent parent communication with suggestions for support in non-school environments; targeted, smaller-group assistance and tutoring.

(5) A need to build stronger foundations and communications within the wider community.

- *Action Taken:* Relationships developed and established with MPD and DDOT to provide daily contact with School Resource Officers and better traffic management. Administration team participated in several New School Leaders forums hosted by PCSB and developed contacts with other schools. Weekly Update and Booster Rocket email occurred weekly and often included community opportunities for families. Social media accounts generated and used for announcing student achievements and logistical information (school closures due to inclement weather).
- *Action Forward:* Complete strategic plan for engaging more external agencies with the general goal of highlighting the incredible achievements of BASIS DC students. Develop a better understanding of relationships that already exist with our community of families and engage those connections with student participation and ownership.

C. Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance in our third year of operation, ranking us among the top three schools in the District. But, BASIS is also invested in developing a love of lifelong learning and creating within students a deeper appreciation of how knowledge enriches their lives. Achieving this takes more than a "drill and kill" approach to standardized tests and requires an emphasis on reaching for new heights beyond the traditional classroom experience. Thus, BASIS DC is proud to report that in addition to our students' strong objective measures of academic achievement, the school and our students had many other unique accomplishments over the course of the year. Some of these highlights include:

- **District-wide representation:**

As articulated in this report and elsewhere, BASIS DC's mission and philosophy revolve around creating access to an internationally competitive curriculum for all students, regardless of their zip code. Our fourth year saw an expansion of our previous representation, and through participation in MySchoolDC Common Lottery programs, our recruitment efforts lead to enrollment from all 39 DC neighborhoods and all major residential zip codes! Access to our location near the center of the city entails using all kinds of transportation option, and we've seen families organize car/van pools, group rides on buses and trains, and we've even been able to expand our bike lock stations as more families began to cycle to school. The diversity one experience walking through the halls of BASIS DC is imagined in many places but realized at only a few, and the experiences our students acquire from friendships and collaboration fostered at the school will expand their horizons and shared understanding for years to come.

- **Innovative programming:**

In the beginning of BASIS DC, staff created the STARS (Scholarship, Teamwork, Academic and Readiness Skills) program to provide summer math and English instruction rooted in the BASIS curriculum but not offered elsewhere. This program was specifically designed to address fundamental skills in the BASIS tradition such that high expectations and high quality instruction would drive student outcomes. In our second year, we were able to expand upon STARS, maintaining a focus on the fundamental skills for those who needed them, but adding a section called STEM STARS for more advanced exposure to content in scientific disciplines. As these students explored content in technology and engineering, they were also able to visit local venues like the Air and Space Museum and the Crime and Punishment Museum to see their knowledge applied in real world settings.

- **Expanded Tutoring Options:**

BASIS DC students can usually be found in tutoring with their teachers, time we call "Student Hours," at all hours of the day. It is not entirely uncommon for teachers to stay well into the evening hours supporting their students' academic goals. This year, there was sufficient demand to expand these tutoring options, and so BASIS DC introduced the BASIS Academy, a tutoring program that ran at select points throughout the school day (often during student's elective periods) and every Saturday for over several weeks. This program implemented lessons from Compass Learning software platforms and was run by BASIS teachers and members from the community at large.

- **Regional Champions in Science Bowl:**

BASIS students joined teams from around the country for 5 days of academic competition and science activities. The National Science Bowl for Middle School Students was started in 2002 and includes two types of competitions - an academic math and science competition and a model car race. We are always proud of our Science Bowl Students, but their growth in just a single year was tremendous and we are looking forward to seeing them raise the bar even higher this year.

D. List of Donors

BASIS DC is extremely grateful for the generosity of all of those in our community who made financial contributions for the 2015-16 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)*).

BASIS DC 2015-16

David & Eric Akridge	Jorge & Bessy Granados	Christopher Ryan
Stephen Ansari	Jan Gray	Karen Ryan
Hilary & Tony Axam	Jeffrey & Ginger Jacobs	Nikolaus Schandlbauer
Laura Baron	Svetlana Janco	Schwab Charitable Fund
Michael & Olga Block	Amy Jones	Julio C. Shaik
Louise D. Brodnitz	Elaine Kennedy	Ellen Shaw & Pranav Badhwar
Helen Burstin	Drew Kittel	Howard Smith
Douglas Campbell	Carl Kohlmeyer	Priscilla Smith
DaNa Carlis	Kikmberly Lankford	Theophil Stokes
Sean & Annemarie Cassidy	Christopher & Paola Barbara Lobb	Michael Svetlik
John C. Cotton	Robert & Beth Mailey	Eden Tesfamariam
ING	Juan Millan	Kwok F. Tom
Mary Coyne	Kristen Mitchell	Maria Trabocchi
Patricia Davis	Laurie Morman	Jacqueline Vann
Tyler Davis & Family	Aung & Thinzar Myint	Yinghua Wang
Denise Diggs	Joseph & Loucace N'DA	Julie Wolfe
Nadia El Gammal	Karen Nelson	Earl Yates
John & Julie Ellsworth	Gabrielle Ogata	Kathryn & Kevin Youel Page
Bruce Ellisen	James Perry	Shenghe Zhou
Chris & Martita Fleming	Jennifer Perry	
Thesia Garner	Judith Pierce	
Richard Gersten & Victoria Phillips Gersten	Willis Proper	
Lisa Gold Schier	Natasha Rankin Richard Rankin	
Emilia Gonzalez		

DATA REPORT

GENERAL INFORMATION		
School	LEA Name	BASIS DC PCS
School	Campus Name	BASIS DC PCS
PCSB	Audited Enrollment Total	599
PCSB	Grade 5 Audited Enrollment	137
PCSB	Grade 6 Audited Enrollment	159
PCSB	Grade 7 Audited Enrollment	114
PCSB	Grade 8 Audited Enrollment	95
PCSB	Grade 9 Audited Enrollment	52
PCSB	Grade 10 Audited Enrollment	25
PCSB	Grade 11 Audited Enrollment	17

STUDENT DATA POINTS		
School	Total number of instructional days	182
PCSB	Suspension Rate	7.3%
PCSB	Expulsion Rate	0%
PCSB	Instructional Time Lost to Discipline	0.1%
PCSB	Promotion Rate (All Grades)	97.9%
PCSB	Promotion Rate (KG and higher)	97.9%
PCSB	Mid-Year Withdrawal Rate	*? I'm working on this one still
PCSB	Mid-Year Entry Rate	0%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	44 (Full and Part Time)
School	Teacher Attrition Rate	15%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	613 sq. feet per classroom/19,000 sq. feet total classroom space
School	Square footage for entire building	40,000
School	Cafeteria	Yes

School	Theater/Performing Arts Space	No
School	Art Room	Yes
School	Library	No
School	Music Room	Yes
School	Playground	No
School	Gym	Yes

EDUCATION OFFERINGS		
School	Advanced Placement	Yes
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	Yes
School	College Prep	Yes
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	No
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	Yes
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No

APPENDIX A – Staff Roster School Year 2015 – 2016

Abdelmalek	Jennifer	SPED Coordinator
Abdur-Rahim	Nisaa	Teacher - Subject Expert Teacher
Archambault	Matthew	Teacher - Subject Expert Teacher
Austin	Tiffany	Teacher - Subject Expert Teacher
Barlev	Maya	Teacher - Subject Expert Teacher
Beabout	Althea	Teacher - Subject Expert Teacher
Becker	Cassandra	Teacher - Subject Expert Teacher
Benham	Jeanette	Teacher - Subject Expert Teacher
Bertholet	Laurence	Teacher - Subject Expert Teacher
Biemesderfer	Robert	Curriculum Coordinator
Brooks	Lyndsey	Front Office Assistant
Colt	Christina	Teacher - Subject Expert Teacher

Cooper	Calvery	Teacher - Subject Expert Teacher
Crawford	Christopher	Teacher - Subject Expert Teacher
Dalton	Elan	Teacher - Subject Expert Teacher
Dennie	Chauncey	Teacher - Teaching Fellow
Diaz	Juan	Teacher - Subject Expert Teacher
Edwards	Kimesha	Auxillary Programs Assistant
Erichsen-Teal	Daniel	Teacher - Teaching Fellow
Eyeran	Timothy	Head of School
Farrell	Candace	Teacher - Subject Expert Teacher
Fonda	Jill	College Guidance Coordinator
Graves	Kira	School Psychologist
Green	Nathaniel	Teacher - Subject Expert Teacher
Hamnett	Jennifer	Teacher - Subject Expert Teacher

Holbrook	Angela	SPED Assistant
Howarth	Deanna	Teacher - Subject Expert Teacher
Hutchison	Charlie	Head of Operations
Jackson	Natalie	Teacher - Subject Expert Teacher
Jernagin	Pauletta	Front Office Assistant
Jones	Jasmyn	Front Office Coordinator
Jordan	Rashida	Teacher - Subject Expert Teacher
Ketterer	Joseph	Teacher - Subject Expert Teacher
Kim	Heeso	Teacher - Teaching Fellow
Klein	Gregory	Teacher - Subject Expert Teacher
Klein	Mary Frances	Auxillary Programs Coordinator
Li	Yalan	Teacher - Subject Expert Teacher
Luman	Jeremy	Teacher - Subject Expert Teacher

Macyshyn	Katherine	Teacher - Subject Expert Teacher
McNinch	Rachel	Teacher - Subject Expert Teacher
Moore	Adrian	Teacher - Subject Expert Teacher
Norton	Robert	Teacher - Subject Expert Teacher
Oldakowski	Daniel	Teacher - Subject Expert Teacher
Peavy	Susan	Teacher - Teaching Fellow
Pickett	Lindsey	Teacher - Subject Expert Teacher
Porter	Antoinette	Auxiliary Programs Assistant
Randall	Alice	Directors of External Relations
Reed	Anton	Teacher - Teaching Fellow
Reynolds	Kate	Director of Academic Programs
Rigby	Samuel	Teacher - Subject Expert Teacher

Rose-henig	Alexander	Dean
Sardik	Portia	Director of Student Affairs
Schellenberger	Autumn	Teacher - Subject Expert Teacher
Schniepp	Lindsay	Teacher - Subject Expert Teacher
Seiler	Philippe	Teacher - Subject Expert Teacher
Smith	Akeem	IT Coordinator
Sterling	Andrew	Teacher - Teaching Fellow
Stoffel	Andrew	Teacher - Subject Expert Teacher
Strain	Carolyn	Teacher - Subject Expert Teacher
Sundberg	Kristy	Teacher - Subject Expert Teacher
Taggart	Malia	Teacher - Teaching Fellow
Vita	Heather	Facilities Coordinator
Walters	Malika	Registrar
Walth	Mark	Teacher - Subject Expert Teacher

Zara	Pedro	Teacher - Subject Expert Teacher
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IX B – 2015-16 School Year Board Roster

Craig R. Barrett

President

David Hedgepeth

Treasurer

Andrew Kelly

Secretary

Mali Parke

Trustee

A. Graham Down

Trustee

Mike Cohen

Trustee

Candice Santomauro

Parent Trustee

Ann House Quinn

Parent Trustee

Cecily Miles Slater

Parent Trustee

APPENDIX C – Unaudited Year-end 2015-16 Financial Statement

	FY 2016 YEAR TO DATE*
Revenue	July-June
Per Pupil Revenue	
Per Pupil Allocation	8,543,189
Grant Revenue	
Federal IDEA Grant	84,934
Federal Title II	32,281
Private Revenue	
Private Grants and Donations	168,333
Student Optional Program Fees	231,948
Total Revenue	9,060,685
Expenses	
Salary & Benefits	4,664,651
Direct Student Expenses	153,461
School Operating Expenses	283,146
Occupancy Expenses	1,431,557
General Expenses	1,087,124
Student Reimbursable Expenses	259,207
Total Expenses	7,879,146
Net Surplus	1,181,539

*FY 2016 YTD financials are unaudited financials at this point in time.

APPENDIX D – Proposed FY 17 Budget

FY 2017 Preliminary Proposed Budget		DC
Student Count		600
State Revenue		
	State Aid	8,632,890
Total State Revenue		8,632,890
Federal Revenue		
	IDEA	71,340
	Title II	32,304
Total Federal Revenue		103,644
Local Revenue		
	Annual Teacher Fund	171,000
	Reimbursable Activities Revenue	213,792
Total Local Revenue		384,792
Total Revenue		9,121,326
Payroll expenses		
Total Payroll		5,341,167
Other Expenses		
	SME-Student Driven	131,065
	SME-Maintenance	319,899
	Reimbursable Activities Expenses	213,792
	Sponsored Testing	25,000
	Insurance + Audit Fees	87,344
	Internet, Hiring, Professional Development, Other	85,615
	Core Fee	182,427
	Rent	1,380,799
	Service Fees	967,235
Total Other Expenses		3,393,175
Total Expenses		8,734,343
Total Net Surplus before Depreciation, Amortization & Cap X		386,984

