DC PUBLIC CHARTER SCHOOL BOARD

2016-17
Five-Year Charter Review Report

BASIS DC
Public Charter School

November 23, 2016

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a five-year charter review of the BASIS DC Public Charter School (BASIS DC PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq*.[1]

BASIS DC PCS has adopted the Performance Management Framework (PMF) as its goals and student academic achievement expectations and, as further described below, has met the standard for a five-year review. In addition, the school has neither materially violated the law nor its charter, and is in strong fiscal health. Based on these findings, on November 21, 2016 the DC PCSB Board voted 6 – 0 to continue the school's charter without conditions.

Goal Attainment

BASIS DC PCS is a single campus, local education agency that adopted the Performance Management Framework (PMF) as its goals and student achievement expectations in 2016. As per the PMF as Goals policy, described below, BASIS PCS met its goals.

After examining the components of BASIS DC PCS's PMF score, we found that the school's students consistently outperform their peers in both reading and math achievement as measured by the state assessment. Reading proficiency outcomes across subgroups exceeded the state average over the past four years. Black non-Hispanic students, economically disadvantaged students, and students with disabilities scored notably higher on the Partnership for the Assessment of Readiness for College and Career (PARCC) assessment than the state average.

Year-to-year student growth has been somewhat more uneven, with the school's Black non-Hispanic and Hispanic students showed below average growth in two of the past three years in reading. Attendance at both the middle and high school consistently exceed charter averages. Re-enrollment rates at the middle school have been just below charter averages at about 80%, and slightly above charter averages in high school at about 85%. Because the school only admits new students in the fifth and sixth grade, this results in steadily declining student counts as one progresses through the grades.

[1] D.C. Code § 38-1802.12(a)(3).

BASIS DC PCS 2016-17 Enrollment								
5th	**6th**	**7th**	**8th**	**9th**	**10TH**	**11TH**	**12th**	**Total**
119	132	114	95	57	49	17	15	598

Fiscal Health and Compliance

The school has not materially violated the law, nor its charter. In the school's first year of operation, there were numerous issues with the school's delivery of special education services. The school worked closely with DC PCSB to address these and now has a fully compliant well-resourced special education services. In SY2015-16 the percentage of students with disabilities at the school was 4.8% which is well below the charter average of 18.2%. This is perhaps due in part to the rigorous standard for grade promotion.

While financial performance has varied, the January 2016 debt refinance, discussed below, should significantly improve BASIS DC PCS's financial performance going forward and staff ultimately finds it in financial good standing.

BASIS DC PCS has financial, contractual relationships with two related parties. The first is BASIS Schools, Inc. (BSI), an Arizona non-profit, which is the single corporate member of BASIS DC PCS. BSI owns the BASIS DC PCS facility, which it leases to the school. The school pays rent to BSI in an amount which reimburses BSI's debt payments related to the school's facility financing.

The second related party is BASIS Educational Group (BASIS.ed), the for-profit management organization of BASIS DC PCS and all other BASIS schools nationally. BASIS DC PCS has entered into a service agreement with BASIS.ed for management services[2] and to provide "leased employees"[3] to the school. Pursuant to this agreement, BASIS DC PCS makes two types of payments to BASIS.ed: a management fee and reimbursement for "leased employees." In July 2014 BASIS DC PCS and BASIS.ed revised their management agreement to reduce the management fee from 20% to 10.7% of the school's operating revenues.[4]

[2] Management services (e.g., development, public relations), operational services (e.g., student information systems, curricula), financial services (e.g., budgeting, accounting), as well as development and public relations.

[3] All BASIS DC PCS staff members are employees of BASIS.ed; their salaries and benefits are paid by BASIS DC PCS as pass-through payment for the cost of the employee salaries and benefits.

[4] The revised management agreement excluded site management services which had been previously provided. It also changed the definition of "operating revenues" to exclude investment earnings and grants and donations from operating revenue.

Debt Refinancing

In January 2016, BSI refinanced the debt on BASIS DC PCS's facility, which resulted in a significant reduction in the school's rent expense. BSI refinanced the debt through a public bond offering – issued by the state of Arizona and approved by the Mayor of the District of Columbia with respect to the facility located here – which provided financing for 13 BASIS schools located in Arizona as well as for BASIS DC PCS. Each of the schools benefiting from the financing became part of an "obligated group." By increasing the number of schools liable for the shared debt pool, the obligated group reduces the bondholder's risk of not being repayed; this allowed BSI to receive a significantly reduced interest rate on its debt.

BASIS DC PCS will benefit from lower interest rate expense (as passed through BSI in lower rent) by being a member of the obligated group; estimates of savings are $500,000 or more. The school has, however, assumed some risk of default by the other BASIS schools. If other members of the obligated group were to fail to pay their debt obligations, BASIS DC PCS may be liable for a portion of those schools' debt The bond issue received a rating from Standard and Poor's of BB. This rating, which is below investment grade, indicates that while BSI has demonstrated the capacity to meet their debt obligations, it is vulnerable to adverse events impacting the solvency of BASIS schools.

As the single corporate member, BSI has all the authority granted in the Non-Profit Corporation Statute regarding the governance and management of BASIS DC PCS. The founding chair of BASIS DC PCS is the Board Chair of BSI. The Executive Director of BASIS DC PCS is an employee of BSI; she describes her role as liaising between the BASIS DC PCS Board and BASIS.ed.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."[5] As part of this review, DC PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

[5] D.C. Code § 38-1802.12(a)(3).

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[6]

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

BASIS DC PCS began operation in 2012 under authorization from DC PCSB. It served grades five to eight during it first year and added a grade each school year. BASIS DC PCS is serving its first twelfth grade class this school year.

Enrollment by Year of Operation					
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Number of Students	443	510	551	599	598
Grade Levels	5-8	5-9	5-10	5-11	5-12

The school's mission is as follows:

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

[6] D.C. Code § 38-1802.12(c).

BASIS DC PCS is operated by BASIS.ed, which manages "free, open-enrollment public charter schools, tuition-based domestic metro-area private schools, and tuition-based international private schools."[7] in four states and overseas. Many BASIS schools, particularly in Arizona, have been nationally recognized for their academic quality. This includes three of the top ten schools on *US News and World Report's* 2016 Best High School Rankings.

BASIS DC PCS, located in DC's Theater District, is among the relatively few charter schools attracting students from all eight wards of the city. Indeed the school's population is among the charter sector's most diverse. However the school's low-income, at-risk, at English Learner population are below charter averages.

2016-17 Enrollment						
	Black	Hispanic	White	Economically Disadvantaged	English Language Learner	At-Risk[8]
BASIS DC PCS	39%	9%	44%	16%	1%	8%
Charter Average	78%	16%	15%	44%	8%	42%

In February 2016, DC PCSB conducted a Qualitative Site Review[9] (QSR) of BASIS DC PCS. The QSR team used the Charlotte Danielson *Framework for Teaching* to score observations in two domains: Classroom Environment and Instruction. The review found a respectful and orderly school environment with very high levels of instructional quality. The culture of the classroom and the school itself was bustling but orderly. Students got to class on time and participated enthusiastically in discussions with each other about academic content. In most observations students appeared to have a lot of freedom during class time and handled it maturely, completing their tasks and asking the teachers for assistance when necessary. The respectful school environment is also reflected in the school's very

[7] www.basised.com

[8] The current definition for at-risk of academic failure is based on existing proxy measures that includes students who are homeless, in the District's foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled. Please see this link for the memo: http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/At-Risk%20UPSFF%20Memo%20FAQ%2010-6.pdf

[9] Please see the BASIS DC PCS QSR attached as Appendix A

low rates of out-of-school suspension and absence of expulsions.[10]

In 2016 the school selected the PMF as its goals and academic achievement expectations, which establishes minimum PMF scores as the school's goals.[11] The school's overall performance data on the PMFs – which assess reading and math proficiency, academic growth, attendance, re-enrollment, as well as other measures for high school – are summarized in the table below. The BASIS DC PCS High School received the highest PMF score of any charter school in the District of Columbia.

Grade Levels	2012-13 PMF	2013-14 PMF	2014-15 PMF	2015-16 PMF
Middle School	67.3% **Tier 1**	71.9% **Tier 1**	PMF was not scored or tiered	74.3% **Tier 1**
High School	n/a	n/a	PMF was not scored or tiered	94.8% **Tier 1**
Grades	5-8	5-9	5-10	5-11

[10] Please see the BASIS DC PCS PMF and equity reports attached as Appendices B and C.
[11] If the PMF as Goals policy is selected it applies retroactively.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school's charter, charter amendment, or accountability plans approved by the DC PCSB Board.

In February 2016, BASIS DC PCS amended its charter to adopt the early childhood/elementary school/middle school (PK3-8) and high school (HS) PMFs as the goals and academic expectations for its middle school and high school campuses, respectively. [12]

The chart below summarizes DC PCSB's determinations of whether each academic program met its respective goals and academic expectations. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	BASIS DC PCS will be deemed to have met its middle school goals and expectations at its fifth year review if it earns at least 40% of the possible PMF points on the PK3-8 PMF in two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2018-19 review cycle) preceding the review assessment.	**Yes**
2	BASIS DC PCS will be deemed to have met its high school goals and expectations at its fifth year review if it earns at least 40% of the possible PMF points on the HS PMF in two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2018-19 review cycle) preceding the review assessment.	**Yes**

[12] Through the 2017-2018 review cycles, DC PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers (PARCC) scores in calculating a school's PMF score….However, DC PCSB will continue to use non-PARCC-related PMF measures…as well as prior year DC CAS results to determine school performance during a charter review and renewal.
http://www.dcpcsb.org/sites/default/files/report/PMF%20as%20Goals%5B1%5D.pdf

MIDDLE SCHOOL CAMPUS
Fifth through Eighth Grades

Goal**: BASIS DC PCS will be deemed to have met its middle school goals and expectations at its fifth year review if it earns at least 50% on the ES/MS PMF in two of the three academic years preceding the review assessment, and not under 45% on the ES/MS PMF for any of the five academic years preceding the assessment.**

Assessment: **BASIS DC PCS's middle school campus met its goals and academic expectations**. The following table provides an overview of the middle school campus's PMF performance. The school's middle school PMF trends are detailed on the following pages. Qualitative evidence observed by DC PCSB as part of its Qualitative Site Review support the strength of this campus's academic programming. DC charter schools did not receive a score or tier on the 2014-15 PMF, given the District of Columbia's transition from the DC CAS to the PARCC assessment.

BASIS DC PCS – Middle School Campus PMF Performance			
2012-13 PMF Grades 5 - 8	**2013-14 PMF Grades 5 - 9**	**2014-15 PMF Grades 5 - 8**	**2015-16 PMF Grades 5 - 8**
67.3% **Tier 1**	71.9% **Tier 1**	PMF was not scored or tiered	74.3% **Tier 1**

BASIS DC PCS – Middle School PMF Outcomes

The data below are the outcomes included in the school's 2012-13 through 2015-16 PMFs.

Reading Proficiency

BASIS DC PCS – Middle School's overall and subgroup reading proficiency was 30 to 50 percentage points above the state average from 2012-13 through 2015-16. In 2014-15, the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes are not included in charter review analyses regarding goal attainment. Reading proficiency outcomes across subgroups have exceeded the state average over the past four years. Black non-Hispanic students, economically disadvantaged students, and

students with disabilities scored notably higher on the PARCC than the state average. [13]

BASIS DC PCS – Grades 5-8 Reading Proficiency								
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State
All Students	81.3% n= 396	49.0%	84.6% n=454	50.0%	3+ 90.4% 4+ 67.5% n=471	3+ 48.6% 4+ 24.6%	3+ 85.6% 4+ 58.8% n=485	3+ 52.3% 4+ 27.8%
Black Non Hispanic Students	71.8% n=209	44.0%	73.7% n=217	44.0%	3+ 81.1% 4+ 48.0% n=196	3+ 41.2% 4+ 16.6%	3+ 73.3% 4+ 42.2% n=180	3+ 45.3% 4+ 19.6%
Hispanic Students	70.8% n= 24	n < 25	93.8% n=32	53.2%	3+ 93.3% 4+ 70.0% n=30	3+ 51.9% 4+ 22.6%	3+ 89.7% 4+ 55.2% n=29	3+ 54.6% 4+ 27.8%
White Students	95.8% n=119	92.0%	95.5% n=154	95.7%	3+ 97.4% 4+ 85.3% n=190	3+ 92.5% 4+ 82.0%	3+ 93.7% 4+ 72.0% n=207	3+ 91.9% 4+ 78.2%
Asian Students	93.3% n=15	n < 25	90.0% n=22	84.7%	3+ 100% 4+ 69.6% n=23	3+ 81.3% 4+ 56.9%	3+ 90.6% 4+ 56.3% n=32	3+ 81.0% 4+ 57.9%

[13] The PARCC assigns scores of 1 – 5. The PMF reports on students who received a 3 (approaching expectations), students who received a 4 (meets expectations), and students who receive a 5 (exceeds expectations). 3+ is the percentage of students who scored a 3 or above. 4+ is the percentage of students who scored a 4 or above.

BASIS DC PCS – Grades 5-8 Reading Proficiency								
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State
Multiracial Students	92.3% n=26	n < 25	92.9% n=28	87.6%	3+ 96.8% 4+ 80.6% n=31	3+ 84.9% 4+ 62.7%	3+ 91.9% 4+ 70.3% n=37	3+ 82.1% 4+ 64.6%
English Language Learners	61.1% n=18	39.6%	n < 10	36.5%	n < 10	3+ 30.4% 4+ 9.0%	n < 10	3+ 33.3% 4+ 12.0%
Students with Disabilities	39.1% n=23	20.7%	56.7% n=30	20.9%	3+ 70.6% 4+ 35.3% n=17	3+ 13.1% 4+ 4.0%	3+ 61.9% 4+ 23.8% n=21	3+ 16.4% 4+ 4.8%
Economically Disadvantaged	66.7% n=396	42.0%	73.9% n=396	44.7%	3+ 81.7% 4+ 43.9% n=82	3+ 38.8% 4+ 14.0%	3+ 73.0% 4+ 42.0% n=100	3+ 43.7% 4+ 18.1%
Male	76.4% n=174	No data	80.0% n=220	46.5%	3+ 87.1% 4+ 59.2% n=233	3+ 41.2% 4+ 19.6%	3+ 83.9% 4+ 53.2% n=248	3+ 44.5% 4+ 22.1%
Female	85.1% n=222	No data	88.9% n=234	59.1%	3+ 93.7% 4+ 75.6% n=238	3+ 56.0% 4+ 29.7%	3+ 87.3% 4+ 64.6% n=233	3+ 60.2% 4+ 33.5%

Reading Growth

An MGP (median growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance. BASIS DC PCS – Middle School's reading MGP was 51.4 in 2012-13 and increased to 60.0 in 2014-15. Growth slowed the following year to 49.1.

BASIS DC PCS – Grades 5-8 Subgroup Reading MGP			
	2013-14	2014-15 PMF not scored or tiered	2015-16
All Students	51.4	60.0	49.1
Black Non-Hispanic Students	45.1	55.0	45.0
Hispanic Students	45.9	66.5	43.8
White Students	58.2	64.0	52.2
Asian Students	45.9	53.0	54.1
Multiracial Students	59.5	67.5	51.3
English Language Learners	42.4	67.0	n < 10
Students with Disabilities	52.3	63.0	38.7
Economically Disadvantaged Students	43.5	56.0	OSSE did not publish a rate
Male Students	45.0	58.0	46.8
Female Students	55.3	62.0	51.1

Qualitative Evidence - Literacy

Notes from the Qualitative Site Review of BASIS DC PCS support the quantitative data.

> Students extended conversations and interacted with each other about the content without prompting by the teacher. In one observation students initiated conversations about the point of view in a book. The teacher asked students to recall the aspects about the different options for point of view and to cite text to support their examples.
>
> Questioning in many observations was robust and cognitively challenging. Teachers stimulated discussions with open-ended queries. One teacher started by asking students to describe what the two poems have in common and students were able to build on each other's responses.

Math Proficiency

BASIS DC PCS – Middle School's overall and subgroup math proficiency was above the state average from 2012-13 through 2015-16. In 2014-15 the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes are not included in charter review analyses.

BASIS DC PCS – Grades 5-8
Math Proficiency

	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State
All Students	77.0% n=396	53.0%	81.3% n=454	57.6%	3+ 86.4% 4+ 59.2% n=471	3+ 45.2% 4+ 19.6%	3+ 90.4% 4+ 58.5% n=484	3+ 45.6% 4+ 21.3%
Black Non-Hispanic Students	65.6% n=209	47.0%	67.3% n=217	49.0%	3+ 72.4% 4+ 35.2% n=196	3+ 39.0% 4+ 13.8%	3+ 64.8% 4+ 36.9% n=179	3+ 38.4% 4+ 14.5%

BASIS DC PCS – Grades 5-8 Math Proficiency								
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State
Hispanic Students	83.3% n=24	n < 25	84.4% n=32	62.9%	3+ 93.3% 4+ 60.0% n=30	3+ 48.2% 4+ 18.4%	3+ 96.6% 4+ 62.1% n=29	3+ 51.0% 4+ 21.5%
White Students	94.1% n=119	91.0%	96.8% n=154	94.8%	3+ 95.8% 4+ 78.4% n=190	3+ 88.7% 4+ 68.1%	3+ 92.8% 4+ 72.9% n=207	3+ 90.0% 4+ 70.4%
Asian Students	86.7% n=15	n < 25	90.9% n=22	93.2%	3+ 100% 4+ 82.6% n=23	3+ 81.4% 4+ 56.4%	3+ 93.8% 4+ 75.0% n=32	3+ 81.3% 4+ 60.9%
Multiracial Students	84.6% n=26	n < 25	92.9% n=28	91.0%	3+ 100% 4+ 77.4% n=31	3+ 79.5% 4+ 52.5%	3+ 97.3% 4+ 64.9% n=37	3+ 80.7% 4+ 55.7%
English Language Learners	66.7% n=18	51.1%	n < 10	49.2%	n < 10	3+ 34.5% 4+ 10.8%	n < 10	3+ 34.7% 4+ 13.3%
Students with Disabilities	43.5% n=23	26.0%	40.0% n=30	24.4%	3+ 64.7% 4+ 23.5% n=17	3+ 13.6% 4+ 3.2%	3+ 57.1% 4+ 28.6% n=21	3+ 16.0% 4+ 4.4%

BASIS DC PCS – Grades 5-8 Math Proficiency								
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State
Economically Disadvantaged	62.6% n=147	46.0%	71.4% n=119	50.6%	3+ 75.6% 4+ 29.3% n=82	3+ 37.3% 4+ 12.2%	3+ 70.7% 4+ 42.4% n=99	3+ 38.1% 4+ 14.0%
Male	75.3% n=174	No data	77.3% n=220	54.4%	3+ 86.7% 4+ 61.8% n=233	3+ 42.1% 4+ 18.3%	3+ 86.2% 4+ 64.4% n=247	3+ 43.1% 4+ 19.5%
Female	78.4% n=222	No data	85.0% n=234	61.0%	3+ 86.1% 4+ 56.7% n=238	3+ 48.4% 4+ 21.0	3+ 79.7% 4+ 52.3% n=237	3+ 48.2% 4+ 23.0%

Math Growth

BASIS DC PCS – Middle School's math MGP was below the fiftieth percentile in 2013-14 and rose to 58.0 in 2014-15.

BASIS DC PCS – Grades 5-8 Subgroup Math MGP			
	2013-14	2014-15	2015-16
All Students	49.8	58.0	54.5
Black Non-Hispanic Students	40.7	51.0	50.0
Hispanic Students	53.4	50.0	60.0
White Students	61.1	66.0	62.3
Asian Students	62.2	65.0	59.3
Multiracial Students	51.5	57.5	47.7
Students with Disabilities	53.2	54.0	44.3
Economically Disadvantaged Students	40.1	50.0	OSSE did not publish a rate
Male Students	49.4	59.0	57.2
Female Students	49.7	57.0	56.8

Qualitative Evidence – Math

Notes from the Qualitative Site Review of BASIS DC PCS support the quantitative data:

> Teachers organized classwork and discussions to encourage student thinking and understanding of concepts throughout the observations. Teachers assisted students when necessary while giving students ample time and clues to arrive at answers on their own. Teachers asked both high and low-level questions to assess student comprehension. Teacher developed writing and discussion tasks extended student thinking.
>
> Math teachers used various assessment strategies including: asking students to work on a problem and put up one finger if they believe they should add and two fingers to indicate they should subtract; noting students' completion of work on iPads; having students read out the answers to the practice problems and explain how they obtained the answer.

Attendance

BASIS DC PCS – Middle School's in-seat attendance rate has exceeded the state average for the past four years.

BASIS DC PCS – Grades 5-8
In-Seat Attendance

	2012-13		2013-14		2014-15		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State
All Students	95.3%	92.7%	96.0%	93.3%	95.2%	93.2%	96.4%	93.5%

Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate. BASIS DC PCS – Middle School's re-

enrollment rate was above the state after its first year of operation. Since then it has been a few percentage points below the sector average.

BASIS DC PCS – Grades 5-8 Re-enrollment Rate						
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16	
	BASIS DC PCS	Charter Sector	BASIS DC PCS	Charter Sector	BASIS DC PCS	Charter Sector
All Students	85.9%	83.9%	79.6%	83.4%	80.9%	83.4%

HIGH SCHOOL CAMPUS
Ninth through Twelfth Grades

Goal**: BASIS DC PCS will be deemed to have met its high school goals and expectations at its fifth year review if it earns at least 40% of the possible PMF points on the HS PMF in two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2018-19 review cycle) preceding the review assessment.**

Assessment: **BASIS DC PCS's high school campus met its goals and academic expectations**. The below table provides an overview of the high school campus's PMF performance. DC charter schools did not receive a score on the 2014-15 PMF, given the District of Columbia's transition from the DC CAS to the PARCC assessment. The school's high school PMF trends are detailed on the following pages. Qualitative evidence observed by DC PCSB as part of its Qualitative Site Review support the strength of this campus's academic programming.

BASIS DC PCS – High School Campus PMF Performance			
2012-13 PMF	**2013-14 PMF**	**2014-15 PMF**	**2015-16 PMF**
n/a The school did not have high school students.	n/a The school had ninth grade but was evaluated on the ES/MS PMF.	PMF was not scored or tiered	94.8% **Tier 1**

BASIS DC PCS – High School PMF Outcomes

The data below includes the outcomes that have been published in the school's 2012-13 through 2015-16 PMFs. Due to the change in the statewide assessment, High School MGP rates were not available for the 2014-15 and 2015-16 HS PMF. DC PCSB established conditions to ensure the reliability and validity of MGP and these conditions were not met.

Reading Proficiency

BASIS DC PCS – High School's overall and subgroup reading proficiency was above

the state average from 2012-13 through 2015-16. In 2014-15, the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes are not included in charter review analyses. BASIS DC PCS – High School's subgroups outperformed the state average in reading proficiency every year.

BASIS DC PCS – Grade 10 Reading Proficiency				
	2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State
All Students	3+ 100% 4+ 72.7% n=22	3+ 42.4% 4+ 25.1%	3+ 100.0% 4+ 90.9% n=22	3+ 36.9% 4+ 21.0%
Black Non-Hispanic Students	3+ 100% 4+ 66.7% n=12	3+ 37.6% 4+ 19.6%	n<10	3+ 37.3% 4+ 17.4%
Hispanic Students	n < 10	3+ 44.3% 4+ 25.5%	n<10	3+ 31.3% 4+ 20.5%
White Students	n < 10	3+ 89.2% 4+ 81.6%	3+ 100% 4+ 90.9% n=11	3+ 77.9% 4+ 61.5%

BASIS DC PCS – Grade 10 Reading Proficiency				
	2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State
Asian Students	n < 10	3+ 66.7% 4+ 47.9%	n<10	3+ 65.1% 4+ 54.0%
Multiracial Students	n < 10	3+ 88.9% 4+ 83.3%	n<10	3+ 68.4 4+ 43.9%
English Language Learners	n < 10	3+ 22.7% 4+ 4.6%	n<10	3+ 19.3% 4+ 8.2%
Students with Disabilities	n < 10	3+ 11.3% 4+ 3.8%	n<10	3+ 9.4% 4+ 3.9%
Economically Disadvantaged	n < 10	3+ 33.7% 4+ 16.5%	n<10	3+ 33.1% 4+ 17.4%
Male	3+ 100% 4+ 60.0% n=10	3+ 34.9% 4+ 19.2%	n<10	3+ 29.6% 4+ 15.2%

BASIS DC PCS – Grade 10 Reading Proficiency				
	2014-15 PMF not scored or tiered		2015-16	
	BASIS DC PCS	State	BASIS DC PCS	State
Female	3+ 100% 4+ 83.3% n=12	3+ 49.7% 4+ 30.7%	3+ 100% 4+ 86.7% n=15	3+ 44.1% 4+ 26.6%

Qualitative Evidence – Literacy

Notes from the Qualitative Site Review of BASIS DC PCS support the quantitative data:

> Most students were actively involved in learning tasks through the observations. Teachers provided time for students to become engaged in the lesson. Teachers also made adjustments to the pacing of the lessons based on student engagement.
>
> In most observations students were highly engaged with the content. Teachers provided a "Do Now" on the board, gave students a chance to complete it, called on students to explain their answers, and then dove into the lesson by projecting new content on an interactive whiteboard. Students took copious notes on the new material. Some teachers gave students choices in completing learning tasks. The fast-paced nature of many classrooms required students to think for themselves, stay engaged, and actively work.

Math Proficiency

BASIS DC PCS – High School's overall and subgroup math proficiency was above the state average from 2012-13 through 2015-16. In 2014-15 the state switched to the PARCC assessment. BASIS DC PCS chose to administer the Integrated Math II assessment instead of the Geometry assessment. All of the other schools in the District administered the PARCC geometry assessment, therefore, the state comparison is not a true one. BASIS DC PCS explained that it administered the Integrated Math II

assessment because of the course sequence. Geometry is taught in two parts. The first half is taught with Algebra 1. The second half of Geometry is taught with Algebra 2.[14]

BASIS DC PCS – Grade 10 Math Proficiency		
	2014-15 PMF not scored or tiered	2015-16
All Students	3+ 100% 4+ 100% n=11	n < 10

Math Subgroup Outcomes

Eleven BASIS PCS students took this assessment in 2014-15. Fewer than 10 students took the assessment in 2015-16. DC PCSB does not report data when fewer than ten students are in a subgroup. Therefore we did not publish a table with percentages for subgroups.

Qualitative Evidence – Math

Notes from the Qualitative Site Review of BASIS DC PCS support the quantitative data:

> The content level and pacing of the math and science classes appeared to challenge students. Teachers provided time for students to help each other understand problems from the homework. Students also worked in small groups to prepare for math tests and to complete science labs.

[14] Please see Appendix D for the full math course sequence.

High School PMF Metrics

The following table details how DC PCSB measures various high school metrics. BASIS DC PCS served grade 9 through 11 in 2015-16, therefore DC PCSB will not have data for SAT, Advanced Placement/International Baccalaureate/dual enrollment, High School Graduation, or College Acceptance until the end of the 2016-17 school year.

Indicator	Notes
Ninth grade students on track to graduate	DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet OSSE/LEA graduation requirements in four years.
PSAT	DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT
SAT	DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT.
Advanced Placement (AP), International Baccalaureate (IB), dual enrollment	DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the number of twelfth grade students.
High School graduation rate	DC PCSB calculates an adjusted cohort graduation rate by dividing the number of graduating seniors by the number of students who started in the cohort's ninth grade class.
College Acceptance	DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

BASIS DC PCS – Grade 9
Ninth grade students on track to graduate

	2014-15		2015-16	
	BASIS DC PCS	Charter Sector	BASIS DC PCS	Charter Sector
All Students	100.0%	68.3%	98.0%	72.8%

BASIS DC PCS – Grade 10 PSAT		
	2015-16	
	BASIS DC PCS	Charter Sector
All Students	87.5%	29.2%

Attendance

BASIS DC PCS – High School's in-seat attendance was below the charter sector rate in 2013-14 and exceeded the charter rate in the following school years.

BASIS DC PCS – High School In-Seat Attendance						
	2013-14 Grade 9		2014-15 Grades 9 and 10		2015-16 Grades 9, 10, and 11	
	BASIS DC PCS	State	BASIS DC PCS	State	BASIS DC PCS	State
All Students	73.7%	87.7%	94.5%	88.7%	94.4%	83.2%

Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

BASIS DC PCS – High School's re-enrollment rate was above the sector average for the last two years.

BASIS DC PCS – High School Re-enrollment Rate				
	2013-14 to 2014-15		2014-15 to 2015-16	
	BASIS DC PCS	Charter Sector	BASIS DC PCS	Charter Sector
All Students	85.2%	80.1%	85.4%	82.2%

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[15] The SRA contains a non-exhaustive list of applicable laws. DC PCSB monitors charter schools for compliance with additional laws in annual compliance reviews. The table below displays the school's compliance with various requirements from 2012-13 to the time of this report's publication.

Compliance Item	Description	School's Compliance Status 2012-13 to present[16]
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[17] and the school must distribute such policies to students and parents.	Compliant since 2012-13

[15] D.C. Code § 38.1802.12(c).
[16] See BASIS DC PCS Compliance Reports, attached to this report as Appendix E
[17] See *Goss v. Lopez*, 419 U.S. 565 (1975).

Compliance Item	Description	School's Compliance Status 2012-13 to present[16]
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[18] To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2012-13
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2012-13
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2012-13
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2012-13

[18] D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2012-13 to present[16]
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2012-13
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2012-13

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

Because DC PCSB's Submission of Procurement Contracts and Board of Trustees' Meeting Minutes Policy was amended in September 2014, schools were not held accountable to compliance with the policy for 2014-15.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to DC PCSB	Purchases executed by the school not subject to bid/submission to DC PCSB
2012-13	3	0	7
2013-14	3	0	10
2014-15	2	0	7

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act[19] (IDEA) and section 504 of the Rehabilitation Act of 1973.[20] The following section summarizes the school's special education compliance from 2012-13 to the present.

DC PCSB staff closely monitored the special education programming of BASIS DC PCS from early 2013-14 school year. This monitoring originated from parent complaints regarding BASIS DC PCS's special education program, discussed in more detail in the July 29, 2013 Board Discussion Item.[21] At its July 29, 2013 Board Meeting, the DC PCSB Board encouraged staff to closely monitor BASIS DC PCS's creation and implementation of an Action Plan[22] for 2013-14. The goal of the Action Plan was to resolve areas of IDEA noncompliance and ensure that BASIS DC PCS was providing a full continuum of services to all students with disabilities; thereby improving the quality of education to all students.

The following year, at its August 18, 2014 Board Meeting, DC PCSB held a one-year follow up to assess the implementation of the Action Plan created by BASIS DC PCS, and found three elements of the action plan outstanding. The DC PCSB Board further recommended that staff monitor BASIS DC PCS for these outstanding areas for one additional school year.

During the 2014-2015 school year, DC PCSB staff conducted three in-person observations at BASIS DC PCS to collect evidence of the implementation of outstanding elements from the school's Special Education Action Plan. The outstanding elements included Inclusive Classroom, Student Study Team (SST) Program and Processes, Modification/Accommodations and Differentiated Instruction for All Learners. Prior to each visit, BASIS DC PCS staff provided a class schedule for each teacher providing specialized instruction to students with disabilities in a push-in and pull-out setting. The school also provided observable modifications and accommodations pursuant to each student's Individualized Education Program (IEP).

During the three visits DC PCSB staff observed the implementation of inclusive classrooms and the provision of students' modifications/accommodations pursuant to their IEP's. Staff observed both special educators, along with general educators,

[19] 20 U.S.C. §1413(a)(5).
[20] 29 U.S.C. § 794
[21] Please see the Board memo dated July 29, 2013 attached as Appendix F
[22] Please see the Board memo that includes the BASIS DC PCS Action Plan attached as Appendix G

differentiating lessons and providing student-specific supports that enabled students with disabilities access to the general education curriculum. During the second visit a BASIS DC PCS staff member reviewed the extensive improvements made by the school to the SST Program and Process and shared these documents with DC PCSB staff.

Given the improvements to the special education programming and the implementation of the three outstanding areas of BASIS PCS' Special Education Action Plan, the DC PCSB Board voted to end the education specific monitoring on April 21, 2015.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education (OSSE) monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of the school's special education compliance are summarized below.

(1) Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.[23] Each year's report is based on compliance data collected a few years earlier. OSSE does not require schools to cure any compliance issues detailed in these reports. In 2015, OSSE published its 2013 Annual Determination reports (based on the school's 2013-14 performance). BASIS DC PCS's Annual Determination compliance performance is detailed in the table below.[24] 2014 Annual Determinations had not been published at the time of this review.

[23] As required by federal regulation 34 CFR § 300.600(c).
[24] See BASIS DC PCS Annual Determination Reports, attached to this report as Appendix H

Year	Percent compliant with audited special education federal requirements	Determination Level
2012	82%	Meets Requirements
2013	83%	Meets Requirements
2014	93%	Meets Requirements

(2) On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. Prior to 2013 if a school was less than 95% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE. (Beginning in 2013, LEA's are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.) [25]

In 2015 OSSE published an on-site Compliance Monitoring Report of BASIS DC PCS based on the school's performance in 2013-14.[26] The school was required to implement corrections in the following areas and have since corrected all identified areas.

[25] If the school were found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

[26] See 2013-14 On-Site Monitoring Report Attachments, attached to this report as Appendix I

On-Site Monitoring Report – LEA-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant indicators**	**Corrected?**
Extended School Year	1 of 1 indicator compliant	N/A	N/A
Least Restrictive Environment	1 of 1 indicator compliant	N/A	N/A
Individualized Education Program (IEP)	1 of 1 indicator compliant	N/A	N/A
Data	2 of 2 indicators compliant	N/A	N/A
Fiscal	13 of 15 indicators compliant	• LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW • LEA Retention of Financial Records for 5 years.	Yes

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant indicators**	**Corrected?**
Initial Evaluation and Reevaluation	8 of 8 indicators compliant	N/A	N/A
IEP	10 of 13 indicators compliant	• Parent/Student Notified of Meeting • IEP Contains Measurable Annual Goals • Implementation of related services	Yes
Least Restrictive Environment	2 of 2 indicators compliant	N/A	N/A

(3) Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in four areas of timeliness: (1) Initial

Evaluation; (2) Reevaluation; (3) Early Childhood Transition (for students entering pre-kindergarten at age 2 and turning 3); and (4) Secondary Transition (for students age 16 and up). BASIS DC PCS is evaluated for its compliance related to timely initial evaluation and reevaluation. Its outcomes in these areas are detailed in the tables below. **The school has since cured all of the below findings.**

(4)

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation	Compliant	Compliant	Compliant	Compliant
Reevaluation	Compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation	1 of 3 items compliant	Compliant	Compliant	Compliant
Reevaluation	1 of 2 items compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation	Compliant	Compliant	Compliant	Compliant
Reevaluation	Compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2015 through March 2016				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation	Compliant	Compliant	Compliant	Compliant
Reevaluation	Compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Child Find Focused Monitoring Report

In the Child Find review process, OSSE reviews LEA identification rates twice per school year (Fall/Spring). If an LEA has an identification rate less than half of the District's average identification rate then the LEA is sent a notification letter. If the LEA is identified again in the second review then OSSE may conduct focused monitoring activities. During SY2014-15, OSSE found that BASIS DC PCS identified 4.09% of its students eligible for special education, which was significantly lower than the District's 2014-15 identification rate of 14%. The focused monitoring activities included student file reviews, staff interviews and policy reviews. The results of the focused monitoring activities were sent to each LEA's leader.[27]

OSSE recommended that BASIS DC PCS

1. Provide staff year round professional development opportunitie that focus on the special education process.
2. Maintain communication with assigned OSSE LEA monitor to review and/or resolve any special education matters that may arise.

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs). The chart below shows all special education administrative due process complaints brought against the school since its opening.

[27] Pleas find the Child Find Focused Monitoring Report for BASIS DC PCS attached as Appendix J

School Year	Date of Case	Result
2013-14	September 2013	HOD issued: Officer found that student was denied a Free Appropriate Public Education (FAPE) and awarded relief
	March 2014	HOD issued: Officer found that student was denied FAPE
	March 2014	SA
	June 2014	Complaint withdrawn
	June 2014	SA
2014-15	March 2015	Complaint withdrawn
2015-16	May 2016	SA

Where an HOD was issued, the case went before a Hearing Officer who made the final determination. Where the complaint resulted in an SA, the parties agreed to a settlement. Where the complaint was withdrawn, the party filing the complaint voluntarily withdrew it before a formal settlement could be reached or a determination could be made by a Hearing Officer. As of August 2016, the Blackman Jones Database shows BASIS PCS had no untimely or outstanding HODs or SAs.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

Introduction

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[28]

The results of DC PCSB's review of BASIS DC PCS's financial records are presented below.

Summary of Findings

BASIS DC PCS is economically viable, has complied with GAAP, and appears to have a strong internal control environment. Since beginning operations in 2012, the school has increased both enrollment and revenues as it added grades. However, in the first three years of operation, the school had relatively high expense levels, particularly in occupancy expenses, leading to mixed results in both operating earnings and cash flows. Occupancy expenses dropped during the second half of 2016, after BSI refinanced the school's facility debt, as discussed above; these expenses should continue to be lower in future years.

This assessment is based on audited financial statements for fiscal years (FY) 2013 through 2015 and unaudited FY 2016 results. DC PCSB expects to receive the FY 2016 audited financial statements prior to the PCSB Board meeting and will adjust data, if required. We expect that the unaudited results shown here are materially correct. We have referred to all FY 2016 results as "audited" in the discussion below in anticipation of receiving the audited report.

During the school's first three years of operation, BASIS DC PCS's financial results were varied: the school was classified as a High Fiscal Performer in 2013, a Low Fiscal Performer in 2014, and a Moderate Fiscal Performer in 2015. Audited results for 2016 are strong, as both revenues and enrollment continue to grow and expenses have been reduced relative to revenues, due largely to the debt

[28] See D.C. Code § 38-1802.13(b).

refinancing described above. We are not concerned about the school's economic viability based on currently available data.

Financial Overview

The following table provides an overview of BASIS DC PCS's financial information over the school's first four years of operations. During this period, while enrollment and revenue growth were 38% and 40%, respectively, operating expenses have grown by 35%. The school had relatively low unrestricted cash balances in its first three years of operation. Both cash balances, operating surplus and Net Assets increased significantly in 2016.

Financial Highlights				
	2013	**2014**	**2015**	**2016**
Maximum Enrollment[29]	468	511	582	645
Audited Enrollment	443	510	551	599
Total Revenue	$6,416,390	$7,548,450	$8,320,915	$9,006,685
Operating Surplus/(Deficit)[30]	$394,610	($216,611)	$206,323	$1,181,539
Unrestricted Cash Balances	$542,731	$330,417	$327,929	$1,461,589
Number of Days of Cash on Hand[31]	32	15	15	67
Net Asset Position[32]	$320,581	$103,970	$310,293	$1,375,918

[29] Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.
[30] Operating Surplus is total revenue minus total expenses.
[31] Cash on hand equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.
[32] Net Asset Position equals total assets minus total liabilities.

Financial Highlights				
Primary Reserve Ratio[33]	0.05	0.01	0.04	0.18

Fiscal Management

DC PCSB's assessment of overall fiscal management considers the school's liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school board in managing finances.

In 2014 and 2015, the school's low cash balances presented risk that the school could be unable to meet unexpected expenses or manage its liabilities in case of delays in cash receipts. BSI's refinancing of the BASIS DC PCS facility, however, dramatically reduced expenses and improved both liquidity and reserves. The school appears to have a strong internal control environment. These areas are discussed in more detail below.

Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability. Two indicators of a school's liquidity are its current ratio and its days of cash on hand. The current ratio is indicative of a school's ability to satisfy its immediate financial obligations.[34] When the current ratio is less than one, the risk that the school may be unable to meet its short-term obligations increases.

While BASIS DC PCS's current ratio has varied over the last four years, it fell below 1 in only one year and has otherwise remained over 1, indicating that the school's short-term liquidity is adequate. Moreover, liquidity measures improved dramatically in 2016. The school's cash on hand declined from 32 days in 2013, to just 15 days in 2014 and 2015, below DC PCSB's Indicator of Concern, before rising to 67 days in 2016. The school's current measures of liquidity indicates that the school should be able to meet short-term obligations.

[33]Primary Reserve Ratio equals total net assets divided by total annual expenses.
[34] A school's current ratio is its current assets divided by current liabilities.

Liquidity					
	Indicator of Concern	**2013**	**2014**	**2015**	**2016**
Current Ratio	<0.5	1.4	0.9	1.4	8.6
Number of Days of Cash on Hand	<30	32	15	15	67

A final measure of liquidity is solvency[35], the school's ability to pay outstanding obligations, including amounts due to vendors, employees and lenders, in the event that the school's charter is revoked. DC PCSB reviewed BASIS DC PCS's 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close BASIS DC PCS, we expect that the school would be able to meet its operating obligations and the costs of closure. Excluding closure costs, the school would have approximately $1,000,000 in cash remaining after discharging all liabilities indicating little risk to third parties in the event of closure.

Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. In particular, DC PCSB reviews two debt ratios – the debt ratio[36] and the modified debt service[37] ratio. A debt ratio measures the sustainability of debt payments. The modified debt service ratio, as introduced in FY14, includes not only debt, but interest and rent obligations. A ratio greater than 15% is a cause for concern.

[35] Except when the school owns a facility, solvency equals current assets plus receivables with a high probability of collection, minus liabilities and closure expenses.
[36] Debt Ratio equals the total liabilities divided by the total assets.
[37] Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

While the school's modified debt ratio was of concern in 2014 and 2015, the refinancing of BSI debt, and related reduction in BASIS DC PCS's lease expense has significantly increased the ability of the school to meet its lease obligations. To the extent that the refinancing occurred in January of 2016 (i.e., halfway through the school year), ability to service debt and fixed obligations is expected to further improve in FY 2017.

Debt Burden					
	Indicator of Concern	**2013**	**2014**	**2015**	**2016**
Debt Ratio	>0.92	0.63	0.89	0.54	0.21
Modified Debt Service Ratio	>15%	N/A – measure introduced FY14	26.2%	24.0%	12.1%

Cost Management

The below table provides an overview of the school's spending decisions over the past three years. Prior to the BSI refinancing, the growth of BASIS DC PCS's expenses was in excess of the growth of both enrollment and revenues. Reduced occupancy expenses in 2016, however, brought the growth rate of revenues and expenses to comparable levels as averaged over the four year period

BASIS DC PCS has contracted with BAIS educational Group (BASIS.ed), a for profit management company which provides management services to BASIS DC PCS and to all other BASIS schools nationally. In July of 2014 BASIS DC PCS and BASIS.ed revised their management agreement to reduce the management fee from 20% of 10.7% of the schools operating revenue. As a result, the management fee declined from $1.5 million in 2014 to $977,000 in 2016.

The school has engaged an independent auditor to assess the reasonableness of the management fee paid to BASIS.ed. This study used three methodologies: (1) a "market approach" which estimated an "implied" management fee for the costs incurred by other DC public charter schools for similar services; (2) a "cost approach" which compared BASIS DC PCS's management fees to the management

fees of other BASIS.ed-managed schools; and (3) a "cost approach" which considered the costs that would be incurred by BASIS DC PCS to replicate the services provided under the management agreement. The report concluded that fees were reasonable based on the first two methodologies for calculating the appropriate management fee; in the third methodology, the auditor found that the management fee exceeded the estimated costs to replicate the services provided by BASIS.ed.

The school's building, located at 410-418 Eighth Street NW, is owned by BASIS Schools Inc. (BSI), a separate non-profit entity which is the single corporate member of BASIS DC PCS. Occupancy expenses grew to nearly 30% of revenue in 2014, before declining to 16% in 2016 as a result of the bond refinancing. The school will continue to benefit from the favorable refinancing, assuming no additional obligations are triggered as a member of the obligated group.

The school also makes certain purchases of goods and services through BASIS.ed in the form of "pass-through payments," including the salaries of the school's staff. The school and BASIS.ed engage an independent auditor to conduct Agreed-Upon Procedures (AUP) reviews to ensure payments to BASIS.ed are appropriate. Through the most recent AUP review, the auditor found that the pass-through payments were in accordance with the agreed-upon procedures, and that the expenses were reimbursed by BASIS DC PCS at cost, without additional fees paid to BASIS.ed. DC PCSB staff recommends that verification of agreed-upon procedures for pass-through payments be completed each year.

Cost Management				
	2013	**2014**	**2015**	**2016**
Salaries and Benefits	$3,048,304	$3,363,741	$4,072,936	$4,664,651
Direct Student Costs	$559,847	$492,854	$356,973	$153,461
Occupancy Expenses	$1,412,474	$2,260,459	$2,231,663	$1,431,557
Office Expenses	$108,284	$161,657	$148,023	N/A[38]

[38] Included in general expenses

Cost Management				
	2013	**2014**	**2015**	**2016**
General Expenses	$892,871	$1,486,350	$1,214,997	$1,629,477
Operating Surplus/(Deficit)	$394,610	($216,611)	$206,323	$1,181,539

As a Percent of Revenue					
	2013	**2014**	**2015**	**2016**	**FY15 Sector Average**
Salaries and Benefits	47.5	44.6	49.0	51.5	56.1
Direct Student Costs	8.7	6.5	4.3	1.7	8.9
Occupancy Expenses	22.0	30.0	27.9	15.8	16.0
Office Expenses	1.7	2.1	1.8	N/A	N/A[39]
General Expenses	13.9	19.7	14.6	18.0	9.7
Operating Surplus/(Deficit)	6.2	(2.9)	2.5	13.0	9.3

[39] Included in general expenses

Internal Controls

At the highest level, internal control processes assure achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations and policies.

Audits of BASIS DC PCS establish that the school has adhered to GAAP. Unqualified audit opinions were provided FY 2013 through FY 2015 and there were no material weaknesses or other findings identified. BASIS DC PCS appears to have a strong internal control environment.

Internal Controls			
	Audit Year		
	2013	2014	2015
Qualified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An *unmodified* or *unqualified* opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be *qualified*, *adverse*, or *disclaimed*.	No	No	No
Statement Material Weakness. A material weakness is a deficiency in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented or will not be detected and corrected in a timely manner.	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No

Internal Controls			
	Audit Year		
	2013	2014	2015
Qualified Program Opinion (A-133). When expenditures of federal funds are greater than $750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A *qualified* opinion indicates instances of noncompliance.	No	No	No
Program Material Weakness (A-133). In planning and performing the audit of major Federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance.	No	No	No
Findings & Questions Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No

Internal Controls			
	Audit Year		
	2013	2014	2015
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may be a prelude to insolvency.	No	No	No

Economic Viability

Measures of economic sustainability include earnings and cash flows, reserve, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will be unable to continue operations. The first set of indicators address earnings and cash flow, specifically the school's "operating result" – how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation (EBAD).[40] In general, DC PCSB recommends that a school have positive annual operating results and cash flows.

Based on these measures, BASIS DC PCS' performance has been mixed: positive in 2013, negative in 2014, and positive again in 2015. In 2016, these metrics improved as a result of the bond refinancing, significantly improving the school's economic viability.

Operating Results					
	Indicator of Concern	2013	2014	2015	2016
Operating Surplus/Deficit	<0	$394,610	($216,611)	$206,323	$1,181,539
Earnings before Depreciation	<0	$444,542	($138,312)	$329,323	$1,065,849

[40] EBAD is the change in net assets plus amortization and depreciation, a measure of operating cash flows.

Additional measures of economic viability include the school's net asset position and primary reserve ratio. DC PCSB would be concerned with net asset reserves below zero, and recommends that schools accrue reserves equal to 25% to 50% of operating expenditures.

After declining in 2015 to just over $100,000, BASIS DC PCS's net asset position increased to nearly $1.4 million in 2016. Similarly, the primary reserve ratio which fell to 0.01 in 2015, increased to 0.17 in 2016. Lower net assets and reserve levels are not unusual in the early years of operations and these measures improved significantly in 2016, due largely to the impact of the bond financing.

Assets and Reserves					
	Indicator of Concern	**2013**	**2014**	**2015**	**2016**
Net Asset Position	<0	$320,581	$103,970	$310,293	$1,375,918
Primary Reserve Ratio	<0.00	0.05	0.01	0.04	0.17

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school's ability to attract students and receive DC and Federal funds for operations. Stable or growing enrollment and revenue indicates that the school is likely to continue to attract students, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

BASIS DC PCS's growth in enrollment and revenues indicate that it is likely that the school will be able to attract students and continue to serve the community.

Enrollment Over Time				
	2012-13	**2013-14**	**2014-15**	**2015-16**
Enrollment	443	510	551	599
Growth in Enrollment	N/A	15.1%	8.0%	8.7%
Growth in Revenues	N/A	17.6%	10.2%	8.7%

Appendix A

DC PUBLIC CHARTER SCHOOL BOARD

May 11, 2016

Craig R. Barrett, Ph.D., Board Chair
BASIS DC PCS
410 8th Street NW
Washington, DC 20004

Dear Dr. Barrett:

The District of Columbia Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 5-year Charter Review during 2016-17 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of BASIS DC PCS between February 22 and March 4, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at BASIS DC PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: May 11, 2016
Campus Name: BASIS DC Public Charter School
Ward: 2
Grade levels: 5 - 12
Total enrollment: 599
Students with Disabilities enrollment: 24
English Language Learners enrollment: 4
Reason for visit: Review in SY 2016-17
Two-week window: February 22 – March 4, 2016
Number of observations: 37

Summary

BASIS DC Public Charter School (BASIS DC PCS) is designed to provide a demanding college preparatory education and is focused on high academic achievement. The school's mission is as follows: BASIS DC PCS will provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students of the District of Columbia. The Qualitative Site Review (QSR) team used the Charlotte Danielson *Framework for Teaching* to score observations in two domains: Classroom Environment and Instruction (attached as Appendix I).

In the Classroom Environment domain, the QSR team scored 79% of the observations as distinguished or proficient. The QSR team scored 83% of the observations as distinguished or proficient in two components: (1) Creating an Environment of Respect and Rapport and (2) Managing Classroom Procedures. Students and teachers generally showed respect in their actions and words. Teachers successfully responded to the few instances of disrespect. Teachers also managed classrooms through established routines, appropriate pacing of lessons, and various groupings for class instruction.

In the Instruction domain, the QSR team scored 84% of the observations as distinguished or proficient. The QSR team scored an impressive 97% of the observations as distinguished or proficient in the Communicating with Students component. Teachers gave clear purposes for learning, provided clear directions, and delivered content with detailed explanations and examples. In many observations teachers explained what students should do or look for during an assigned task.

In addition to observing general education classrooms and students, the QSR team includes reviewers with expertise in special education and English language acquisition. These specialists take a close look at the school's instruction with these populations. While their ratings are included in the overall school's performance, descriptions of their findings are below:

Specialized Instruction for Students with Disabilities

BASIS DC PCS indicated on the special education questionnaire that it offers special education services through a range of services from full inclusion to pull-out instruction,

and so this is what the observers expected to see. The SPED observer on the QSR team saw both types of instruction. SPED teachers met with students before and after school to prepare students for their upcoming classes. They checked and corrected homework, clarified misconceptions, and quizzed students to help them prepare for assessments. Some SPED teachers were scheduled to monitor student progress in all subject areas, often sitting in close proximity to two or three students to provide support in inclusive classrooms. SPED teachers provided modifications and accommodations to students by reading aloud passages, assisting students with annotating reading selections, and coaching students to reread texts for revision. They also collected data on students in general education classrooms and referred to it when providing supplemental instruction in pull-out settings. SPED teachers checked agenda books and advised students on time management and organization of tasks. Students sometimes asked for assistance in additional subjects.

Instruction for English Language Learners

Prior to the two-week window, BASIS DC PCS submitted answers to a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population. The school explained that it has a tiered system of support for ELLs. Support is differentiated depending on the student's level of proficiency indicated by the WIDA ACCESS for ELLs assessment. The three levels are: intensive, for students who score between a Level 1 and a Level 4 on the assessment; monitoring, for students who score a Level 4 or a Level 5 on the assessment; and consult support for students who are ELLs who score above a Level 5. The school explained that its ELL support model uses elements of Specially Designed Academic Instruction in English (SDAIE). According to the school, these elements include: the use of visuals, sketches, gestures, and non-verbal clues to make language accessible; regular checks for understanding; slow and clear speech with adequate wait time for students to respond; and modeling of learning tasks and sharing thought processes out loud.

During the two-week window, the ELL specialist on the QRS team attended a class with push-in ELL support and a one-on-one session between the ELL teacher and an ELL student. While the specialist did not see evidence of the elements of SDAIE that the school referenced in its ELL questionnaire, including the use of of visuals, gestures, or non-verbal cues in the push-in and pull-out sessions, the student increasingly participated in the classroom discussion by answering questions and responding to writing prompts as the ELL teacher provided support. The support provided by the ELL teacher (including regular checks for understanding, slow and clear language and further explanations of the general educator's instruction) appeared to be effective in enhancing the student's comprehension of the content and his language development. During the push-in session, the ELL teacher asked comprehension questions and provided explanations of vocabulary words. During a class discussion the ELL teacher explained the general education teacher's question to the student.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes BASIS DC's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: BASIS DC will provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students of the District of Columbia.	There is evidence that BASIS DC PCS is meeting its mission. BASIS DC PCS offers coursework in literature, science, mathematics, and social studies which aligns with providing a liberal arts college preparatory education. Expectations of students were universally high. The classrooms were cognitively busy places. Teachers facilitated discussions and worked through new content with students. Students were eager to share their knowledge and did not hesitate to ask questions about new material.
Goals:	
PMF Goal #1: Student Progress – Academic Improvement over time	Teachers organized classwork and discussions to encourage student thinking and understanding of concepts throughout the observations. Teachers assisted students when necessary while giving students ample time and clues to arrive at answers on their own. Teachers asked both high and low-level questions to assess student comprehension. Teachers developed writing and discussion tasks extended student thinking. The content level and pacing of the math and science classes appeared to challenge students. Teachers provided time for students to help each other understand problems from the homework. Students also worked in small groups to prepare for math tests and to complete science labs.
PMF Goal #2: Student Achievement – Meeting or exceeding academic standards	Teachers reviewed concepts with students. Teachers and students used rich vocabulary while engaging in open-ended discussions about subjects in multiple content areas. Students agreed and disagreed with other students in a respectful manner during class discussions. Teachers provided criteria for high-quality work to ensure that students knew what was expected of them.

Mission and Goals	Evidence
PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success	The culture of the classroom and the school itself was bustling but orderly. Students got to class on time and participated enthusiastically in discussions with each other about academic content. In most observations students appeared to have a lot of freedom during class time and handled it maturely, completing their tasks and asking the teachers for assistance when necessary. DC PCSB will evaluate quantitative data to assess if the school met this goal during the 5-year review process.
PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement	All of the classrooms were filled with students and there were very few empty desks. DC PCSB will evaluate quantitative data to assess if the school met this goal during the 5-year review process.
Governance:	A DC PCSB staff member attended the BASIS DC PCS Board of Trustees meeting on March 15, 2016. A quorum was present. Several members from the BASIS headquarters also participated via conference call. The board discussed the school's mission statement, enrollment ceiling, and the school budget. The CEO shared a quarterly management report with an overview of the school's comprehensive exam rates as compared to other BASIS charter schools across the country and 2014-15 PARCC results. The principal provided an update on community outreach efforts, professional development strategies for staff and an update on the current student enrollment.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 79% of observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 83% of the observations as distinguished or proficient in this component. Student and teacher interactions were respectful across these observations. Teachers and students talked about their lives outside of school. Some teachers used endearing terms for students. Students showed respect for teachers during instruction and easily quieted down when teachers asked them to lower their voices.	Distinguished	14%
		Proficient	69%
	The QSR team rated 11% of the observations as basic in this component. In one observation students continued to interrupt each other. The teacher attempted to stop the disrespectful behavior but was unsuccessful.	Basic	11%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%
Establishing a Culture for Learning	The QSR team scored 69% of the observations as distinguished or proficient in this component. In the distinguished observations students and teachers demonstrated keen interest in the academic work. Through lively discussion about the academic topics and detailed questions. Teachers made connections to the material with real-life experiences. In one observation where students were observing cells and identifying different stages of mitosis, the teacher told the	Distinguished	16%

[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	students about working in a lab as a scientist where she did similar work. In most observations teachers communicated the importance of the content and expressed interest in what they were teaching. Students put forth high levels of effort in their work, and teachers consistently showed high regard for students' abilities through direct praise, asking students probing questions instead of giving them the answer, and asking students to explain content to each other. Teachers expected students to participate in the lessons and would circulate the classroom or speak directly to a student to ensure they were on task.	Proficient	53%
	The QSR team scored 31% of the observations as basic in this component. Some teachers moved from one worksheet to another without discussing the content. In a few observations teachers did not encourage the students or hold them to high expectations. Some students displayed low effort and interest in the learning tasks and were not redirected by the teacher.	Basic	31%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 83% of the observations as distinguished or proficient. Teachers ensured that all students had the necessary materials to complete classroom assignments. Students participated in well–established routines and did not need any direction from the teacher. In multiple math observations, students told the teacher which homework problems they needed explained and the teachers wrote down the numbers on the board. The teachers asked for student volunteers to put the solutions on the board. Students who needed help could then go up to the board and discuss the work with the student who provided the solution. Students transitioned easily between the "Do Nows" and whole group discussions. Teachers made use of timers and word prompts to transition the students from one part of the lesson to the next. Students easily collected and distributed materials when needed.	Distinguished	8%
		Proficient	75%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 14% of the observations as basic in this component. In a few observations transitions were not timely and led to loss of instructional time.	Basic	14%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	3%
Managing Student Behavior	The QSR team scored 80% of the observations as distinguished or proficient in this component. In these observations student behavior was respectful and compliant with the posted classroom rules. Teachers monitored student behavior by visiting each small group work while the students worked. Teachers also managed the classroom by walking over to students and quietly correcting their behavior. In one observation where students were getting a little loud at the end of class, a teacher said, "I'll wait for you and then we can be dismissed." The students promptly quieted down and were dismissed.	Distinguished	16%
		Proficient	64%
	The QSR team rated 17% of the observations as basic in this component. A teacher in one observation was inconsistent in addressing student behavior. Some students continued to engage in loud talking and side bar conversations during the lesson after the teacher asked the students to stop talking and pay attention. In another observation students remained noisy after the teacher asked them to quiet down. The teacher counted to ten and the students still continued to disrupt the class.	Basic	17%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	3%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 84% of the observations as "distinguished" or "proficient" in the Instruction domain.

<table>
<tr><th>Instruction</th><th>Evidence Observed</th><th colspan="2">School Wide Rating</th></tr>
<tr><td rowspan="4">Communicating with Students</td><td rowspan="2">The QSR team scored 97% of the observations as distinguished or proficient in this component. Teachers provided clear and concise explanations of academic material and directions. Students and teachers used sophisticated and descriptive vocabulary while explaining concepts and students appeared to understand the presentations. Lessons were purposeful with clear learning objectives and student expectations. One teacher explained, "Today is all about thinking about the concept of titration, and tomorrow will be all about the calculation of titration."

Teachers and students discussed strategies for learning the content. Teachers engaged students in the explanation of the material by working through examples of the subject matter. Most students in these classes showed that they understood the teacher's explanation of the content by beginning to work through the content or ask clarifying questions.</td><td>Distinguished</td><td>19%</td></tr>
<tr><td>Proficient</td><td>78%</td></tr>
<tr><td>The QSR team rated less than 10% of the observations as basic in this component.</td><td>Basic</td><td>3%</td></tr>
<tr><td>The QSR team rated none of the observations as unsatisfactory in this component.</td><td>Unsatisfactory</td><td>0%</td></tr>
<tr><td>Using Questioning/Prompts and Discussion Techniques</td><td>The QSR team scored 80% of the observations as distinguished or proficient in this component. Some students extended conversations and interacted with each other about the content without prompting by the teacher. In one observation students initiated conversations about the point of view in a book. The teacher asked</td><td>Distinguished</td><td>14%</td></tr>
</table>

Instruction	Evidence Observed	School Wide Rating	
	students to recall the aspects about the different options for point of view and to cite text to support their examples. Questioning in many observations was robust and cognitively challenging. Teachers stimulated discussions with open-ended queries. One teacher started by asking students to describe what the two poems have in common and students were able to build on each other's responses.	Proficient	66%
	The QSR team rated 20% of the observations as basic in this component. In a few observations students who did not raise their hands were not involved in the discussions. Some teachers led reviews of worksheet answers with single path responses. In some observations the teacher did not provide opportunities for critical questioning and discussion about the material.	Basic	20%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 75% of the observations as distinguished or proficient in this component. Most students were actively involved in learning tasks through the observations. Teachers provided time for students to become engaged in the lesson. Teachers also made adjustments to the pacing of the lessons based on student engagement.	Distinguished	11%
	In most observations students were highly engaged with the content. Teachers provided a "Do Now" on the board, gave students a chance to complete it, called on students to explain their answers, and then dove into the lesson by projecting new content on an interactive whiteboard. Students took copious notes on the new material. Some teachers gave students choices in completing learning tasks. The fast-paced nature of many classrooms required students to think for themselves, stay engaged, and actively work.	Proficient	64%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored 25% of the observations as basic in this component. In some observations students provided very short responses, and at times some students were not engaged in the lesson. Students were either doing their homework or talking to each other. In one observation the pacing of the class was too fast and not all students were engaged in the activity. The teacher gave students one minute to practice what they had learned on their own before students had to pack up to go to the next class.	Basic	25%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 83% of the observations as distinguished or proficient in this component. In most observations teachers checked for understanding by engaging students in conversation by asking questions. Teachers circulated the classroom and walked over to students who raised their hands. In some observations teachers intentionally waited to call on students who needed additional help and would not call on the first student who raised his/her hand. Math teachers used various assessment strategies including: asking students to work on a problem and put up one finger if they believe they should add and two fingers to indicate they should subtract; noting students' completion of work on iPads; having students read out the answers to the practice problems and explain how they obtained the answer.	Distinguished	9%
		Proficient	74%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored 17% of the observations as basic in this component. Some teachers used single methods to monitor student progress. In some observations teacher feedback was restricted to passing out tickets for single right answers.	Basic	17%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

2013 School Performance Report

BASIS DC PCS

410 8th Street, NW
Washington, DC 20004

202-393-5437
www.basisdc.org

Total Score:* **67.3%**

This school is not receiving a PMF rank this year because it first opened in the 2012–13 school year. Data have been reported on all measures, where available. It will receive a rank beginning in the 2013–14 school year.

School Profile (2013–14)

Board Chair: Craig Barrett, Ph.D.

First School Year: 2012–13

Principal: Sean Aiken

Grades Served:

○ PK-3 ○ PK-4 ○ K ○ 1 ○ 2 ○ 3
○ 4 ● 5 ● 6 ● 7 ● 8 ● 9 ○ 10
○ 11 ○ 12 ○ GED ○ ADULT ED

Will grow to 12th grade

☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 17 to 1

School Mission/Purpose:
BASIS DC will provide an academically excellent and rigorous liberal arts college-preparatory education available to all middle and high school students of the District of Columbia.

Unique School Characteristics

- Rigorous liberal arts curriculum
- Emphasis on student responsibility
- Combination of European emphasis on content and American tradition of inquiry
- College preparatory curriculum starting in fifth grade

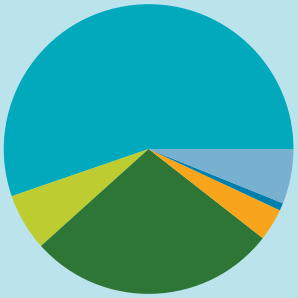
Tier Explanations

1. **High Performing** (65.0–100)
2. **Mid Performing** (35.0–64.9)
3. **Low Performing** (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 443



African American	55.3%
Hispanic/Latino	6.5%
White	27.8%
Asian/Pacific Islander	3.6%
Native American/Indian	0.9%
Other	5.9%

English Language Learners: 1.1%

Low Income: 40.2%

Special Education: 4.7%

Transportation

Metro/Bus Service*
Archives-Navy Memorial or Gallery Place-Chinatown Metro Station

**Please check www.wmata.com for updates.*

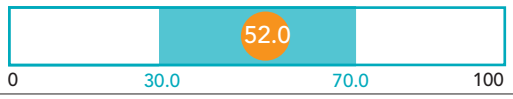
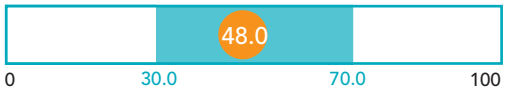
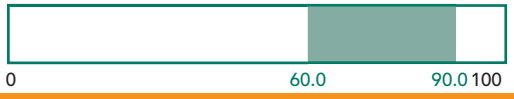
BASIS DC PCS

2013 School Performance Report

(2012–13)

Grades measured: 5–8

KEY

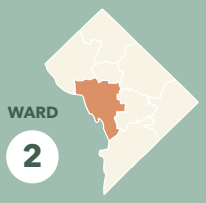
		Points Earned / Points Possible	Percent of Possible Points
Student Progress (40 points): Academic improvement over time			
Growth on DC-CAS Reading over time		11.0 / 20.0	55.0%
Growth on DC-CAS Mathematics over time		9.0 / 20.0	45.0%
Student Achievement (25 points): Meeting or exceeding academic standards			
DC-CAS Reading Proficient and Advanced		7.4 / 10.0	74.0%
Advanced only		2.5 / 2.5	100.0%
DC-CAS Mathematics Proficient and Advanced		6.7 / 10.0	67.0%
Advanced only		2.5 / 2.5	100.0%
Gateway (15 points): Outcomes in key subjects that predict future educational success			
Proficient and Advanced 8th grade Mathematics		11.5 / 15.0	76.7%
Leading Indicators (20 points): Predictors of future student progress and achievement			
Attendance		10.0 / 10.0	100.0%
Re-enrollment in this school		——	N/A
TOTAL SCORE		60.6 / 90.0	67.3%

For a more detailed explanation of the indicators, see our user guide.

DC Public Charter School Board School Performance Report © 2013

2014 School Performance Report

BASIS DC PCS



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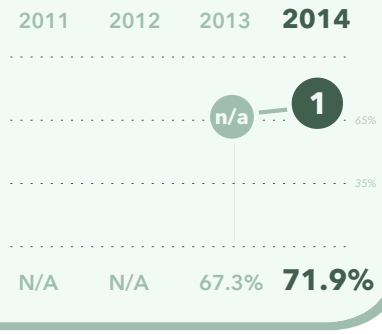
TIER SCORES



School Profile (2014–15)

School Mission / Purpose

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

Board Chair

Craig Barrett, Ph.D.

Head of School

Cameron Louis

First School Year

2012–13

Unique School Characteristics

- Rigorous liberal arts curriculum
- Emphasis on student responsibility
- Combination of European emphasis on content and American tradition of inquiry
- College preparatory curriculum starting in 5th grade

School Hours

8:45 a.m. – 4:00 p.m.

Grades Served

Takes applications through 6th.

Current Grades / Future Grades

○ PK3	○ PK4	○ K	○ 1	○ 2	○ 3
○ 4	● 5	● 6	● 7	● 8	● 9
● 10	◐ 11	◐ 12	○ Adult Ed		

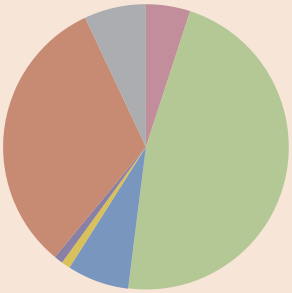
● Before Care ● After Care

Tier Explanation

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	4.7%
Black Non-Hispanic	48.2%
Hispanic / Latino	7.3%
Native American / Alaska Native	0.6%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	32.4%
Multiracial	6.7%

Total Enrollment
510

English Language Learner
0.4%

Economically Disadvantaged
27.1%

Special Education
5.9%

Transportation

Metro / Bus Service *
Archives – Navy Memorial, Gallery Place – Chinatown

*Please check www.wmata.com for updates

BASIS DC PCS

2014 School Performance Report

(2013–14)

Grades Measured: 5–9

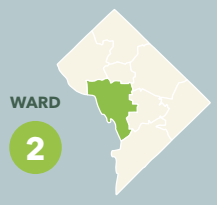
KEY

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (40 points): Academic Improvement Over Time			
Growth on DC CAS Reading over time	51.4 (0, 30, 70, 100)	**10.7** *out of* 20.0	53.5%
Growth on DC CAS Mathematics over time	49.8 (0, 30, 70, 100)	**9.9** *out of* 20.0	49.5%
Student Achievement (25 points): Meeting or Exceeding Academic Standards			
DC CAS Reading Proficient and Above	84.6 (0, 32.3, 100)	**7.7** *out of* 10.0	77.0%
Advanced only	23.1 (0.3, 25, 100)	**2.3** *out of* 2.5	92.0%
DC CAS Mathematics Proficient and Above	81.3 (0, 39, 100)	**6.9** *out of* 10.0	69.0%
Advanced only	44.1 (0.3, 25, 100)	**2.5** *out of* 2.5	100.0%
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success			
Proficient and Advanced 8th Grade Mathematics	93.0 (0, 38.9, 100)	**13.3** *out of* 15.0	88.7%
Leading Indicators (20 points): Predictors of Future Student Progress and Achievement			
Attendance	95.7 (0, 82, 92)	**10.0** *out of* 10.0	100.0%
Re-enrollment	85.9 (0, 60.7, 90, 100)	**8.6** *out of* 10.0	86.0%
TOTAL SCORE	**TIER 1**	**71.9** *out of* 100	**71.9%**

For a more detailed explanation of the indicators, see our technical guide.

School Performance Report 2015

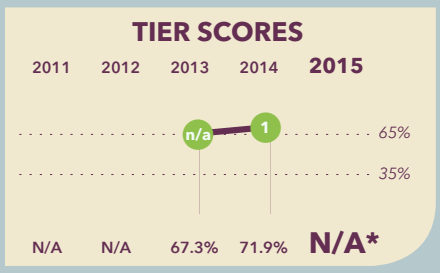
DC PUBLIC CHARTER SCHOOL BOARD



BASIS DC PCS (Middle School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org



School Profile (2015-16)

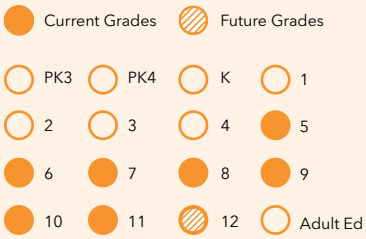
President and Chairman
Craig Barrett, Ph.D.

Senior Vice President of School Management
Carolyn McGarvey

Head of School
Tim Eyerman

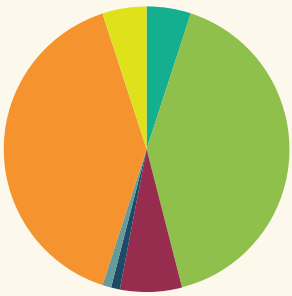
First School Year
2012–13

Grades Served



Student Demographics (2014-15)

Total Enrollment
551



Asian	4.7%
Black Non-Hispanic	42.1%
Hispanic / Latino	7.1%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.4%
White Non-Hispanic	39.9%
Multiracial	5.6%

English Language Learner
0.0%

Economically Disadvantaged
17.4%

Special Education
4.7%

At-Risk Population
9.8%

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

BASIS DC PCS (Middle School)

2015 School Performance Report

(2014–15)

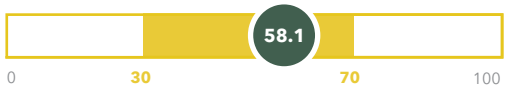
Grades Measured: 5–8

KEY

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics



Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

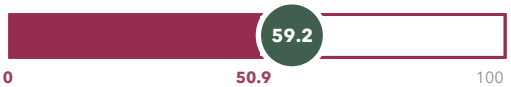
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics

Approaching College and Career Ready and Above

College and Career Ready



Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above

8th Grade Mathematics

Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance

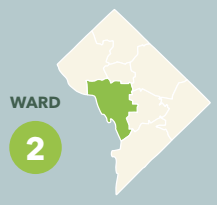
In-seat Attendance

Re-enrollment

Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

For a more detailed explanation of the indicators, see our technical guide.



BASIS DC PCS (High School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org

School Profile (2015-16)

President and Chairman
Craig Barrett, Ph.D.

Head of School
Tim Eyerman

Senior Vice President of School Management
Carolyn McGarvey

First School Year
2012-13

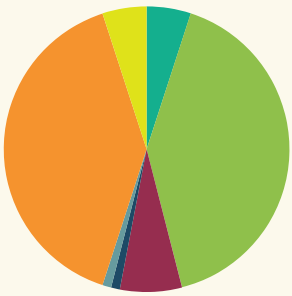
Grades Served

Current Grades | Future Grades

PK3, PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Adult Ed

Student Demographics (2014-15)

Total Enrollment
551



Asian	4.7%
Black Non-Hispanic	42.1%
Hispanic / Latino	7.1%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.4%
White Non-Hispanic	39.9%
Multiracial	5.6%

English Language Learner
0.0%

Economically Disadvantaged
17.4%

Special Education
4.7%

At-Risk Population
9.8%

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

BASIS DC PCS (High School)

2015 School Performance Report

(2014–15)

Grades Measured: 9–10

KEY

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA

Data not available for 2014–15

Student growth on the state assessment in Mathematics

Data not available for 2014–15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics

Approaching College and Career Ready and Above

College and Career Ready

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)

Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

CTE Certification Exam Pass Rate

BASIS DC PCS (High School)

2015 School Performance Report

(2014–15)

Grades Measured: 9–10

KEY

School Environment: Predictors of Future Student Progress and Achievement

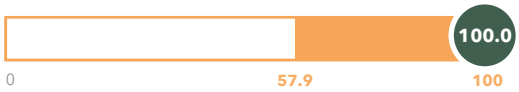
Attendance

In-seat Attendance

Re-enrollment

Percent of students eligible to re-enroll

9th Grade on Track to Graduate

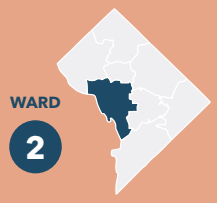


Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.

For a more detailed explanation of the indicators, see our technical guide.

2016 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



BASIS DC PCS (Middle School)

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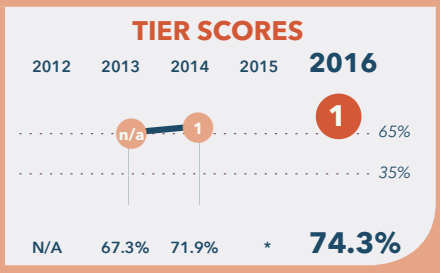


School Profile (2016-17)

Board Chair
Craig Barrett, Ph.D.

Head of School
Tim Eyerman

First School Year
2012–13

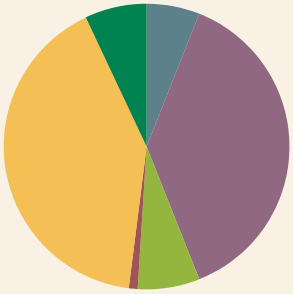
Grades Served

Current Grades ● Future Grades

○ PK3	○ PK4	○ K	○ 1
○ 2	○ 3	○ 4	● 5
● 6	● 7	● 8	● 9
● 10	● 11	● 12	○ Adult Ed

Student Demographics (2015-16)

Total Enrollment
599



Asian	6.2%
Black Non-Hispanic	38.9%
Hispanic / Latino	6.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	40.9%
Multiracial	7.2%

English Language Learner
0.7%

Economically Disadvantaged
20.0%

Special Education
4.8%

At-Risk Population
10.7%

Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades PK–12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to thrive at top colleges, and enriches their lives.

BASIS DC PCS (Middle School)

2016 School Quality Report

(2015–16)

Grades Measured: 5–8

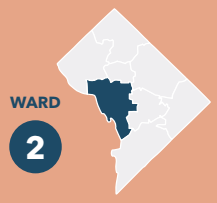
KEY

	Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (40 points): Academic Improvement Over Time		
Growth on the state assessment in English Language Arts (49.1; 0, 30, 70, 100)	**9.6** *out of* 20.0	48.0%
Growth on the state assessment in mathematics (54.5; 0, 30, 70, 100)	**12.3** *out of* 20.0	61.5%
Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards		
PARCC: English Language Arts		
Approaching College and Career Ready and Above (85.6; 0, 100)	**7.7** *out of* 9.0	85.6%
College and Career Ready (58.8; 0, 56.1, 100)	**6.0** *out of* 6.0	100.0%
PARCC: Mathematics		
Approaching College and Career Ready and Above (83.1; 0, 100)	**7.5** *out of* 9.0	83.3%
College and Career Ready (58.5; 0, 63.2, 100)	**5.6** *out of* 6.0	93.3%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)		
3rd Grade English Language Arts		
College and Career Ready (0, 63.5)	**0.0** *out of* 0.0	N/A
8th Grade Mathematics		
College and Career Ready (71.0; 0, 67.5, 100)	**10.0** *out of* 10.0	100.0%
School Environment (20 points): Predictors of Future Student Progress and Achievement		
Attendance		
In-seat attendance (96.4; 0, 85, 95)	**10.0** *out of* 10.0	100.0%
Re-enrollment		
Percent of students eligible to re-enroll (80.9; 0, 67, 92)	**5.6** *out of* 10.0	56.0%
TOTAL SCORE **TIER 1**	74.3 *out of* 100	**74.3%**

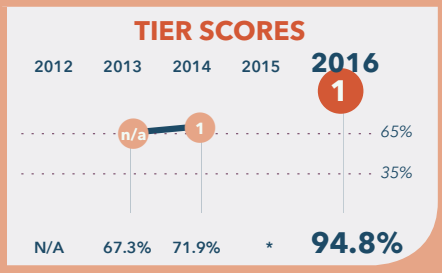
For a more detailed explanation of the categories, see our technical guide.

2016 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



BASIS DC PCS (High School)



410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org

School Profile (2016–17)

Board Chair
Craig Barrett, Ph.D.

Head of School
Tim Eyerman

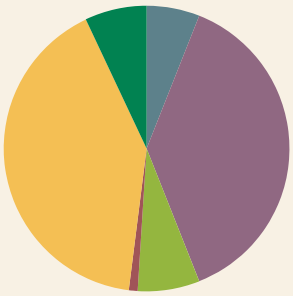
First School Year
2012–13

Grades Served

● Current Grades	▨ Future Grades		
○ PK3	○ PK4	○ K	○ 1
○ 2	○ 3	○ 4	● 5
● 6	● 7	● 8	● 9
● 10	● 11	● 12	○ Adult Ed

Student Demographics (2015–16)

Total Enrollment
599



Asian	6.2%
Black Non-Hispanic	38.9%
Hispanic / Latino	6.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	40.9%
Multiracial	7.2%

English Language Learner
0.7%

Economically Disadvantaged
20.0%

Special Education
4.8%

At-Risk Population
10.7%

Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades PK-12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to thrive at top colleges, and enriches their lives.

BASIS DC PCS (High School)

2016 School Quality Report

(2015–16)

Grades Measured: 9–11

KEY: Score | 0 Floor Target 100

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (0 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts Data not available for 2015–16	0 30 65 100	**0.0** *out of* **0.0**	**N/A**
Growth on the state assessment in mathematics Data not available for 2015–16	0 30 65 100	**0.0** *out of* **0.0**	**N/A**
Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards			
PARCC: English Language Arts Approaching College and Career Ready and Above	100.0 0 100	**7.5** *out of* **7.5**	**100.0%**
College and Career Ready	90.9 0 72.5	**5.0** *out of* **5.0**	**100.0%**
PARCC: Mathematics Approaching College and Career Ready and Above	97.3 0 100	**7.3** *out of* **7.5**	**97.3%**
College and Career Ready	86.5 0 43.9 100	**5.0** *out of* **5.0**	**100.0%**
Gateway (7.5 points): Outcomes Aligned to College and Career Readiness			
Graduation Rate Four-Year Graduation Rate (Prior Year)	0 52.3 100	**0.0** *out of* **0.0**	**N/A**
Five-Year Graduation Rate	0 65.3 100	**0.0** *out of* **0.0**	**N/A**
PSAT Performance (11th grade)	87.5 4 50 100	**7.5** *out of* **7.5**	**100.0%**
SAT/ACT Performance (12th grade)	0 11.9 75 100	**0.0** *out of* **0.0**	**N/A**
College Acceptance Rate	0 70 100	**0.0** *out of* **0.0**	**N/A**
College Readiness: Advanced Placement/ International Baccalaureate/Dual Enrollment Achievement	0 45.4 100	**0.0** *out of* **0.0**	**N/A**
Career Readiness: Career and Technical Education (CTE) Program Achievement CTE Program of Study Completion Rate	0 100	**0.0** *out of* **0.0**	**N/A**
CTE Certification Exam Pass Rate	0 100	**0.0** *out of* **0.0**	**N/A**

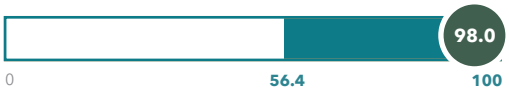
BASIS DC PCS (High School)

2016 School Quality Report

(2015–16)

Grades Measured: 9–11

KEY

		Points Earned *out of* Points Possible	Percent of Possible Points
School Environment (25 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance		**10.0** *out of* 10.0	100.0%
Re-enrollment Percent of students eligible to re-enroll		**7.4** *out of* 10.0	74.0%
9th Grade on Track to Graduate		**4.8** *out of* 5.0	96.0%
TOTAL SCORE	**TIER 1**	54.5 *out of* 57.5	**94.8%**

For a more detailed explanation of the categories, see our technical guide.

Appendix C

BASIS DC PCS

2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

SCHOOL CHARACTERISTICS (SY 2013-14)

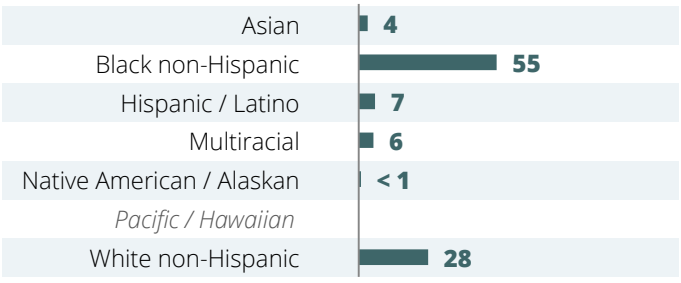
Grades	5th-9th
Ward	2
Address	410 8th Street, NW Washington, DC 20004
Contact	202-393-5437 www.basisdc.org
Type	Public Charter School

STUDENT CHARACTERISTICS

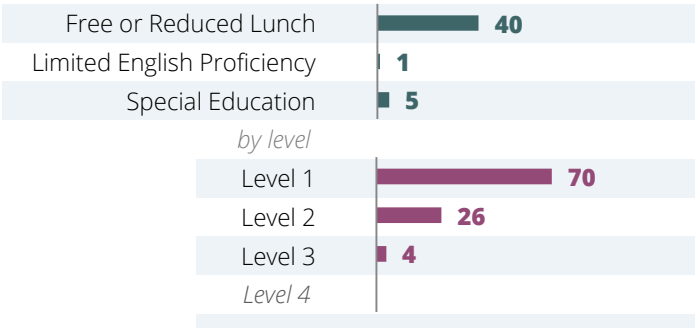
Total Enrollment (#)

443 Students

Enrollment by Race/Ethnicity (%)



Enrollment by Subgroup (%)



Office of the State Superintendent of Education | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | DC PCSB District of Columbia Public Charter School Board

This Equity Report represents the joint effort of OSSE, DCPS, and PCSB to improve equity across all entities.
Support provided by NewSchools Venture Fund.

ATTENDANCE

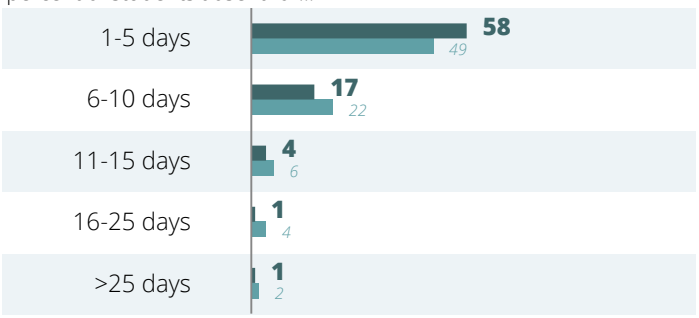
In-Seat Attendance Rate (%)

This School	**95**
City Average *	93

How are attendance and absences calculated?
In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

Unexcused Absences (%)

percent of students absent for...



DISCIPLINE

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

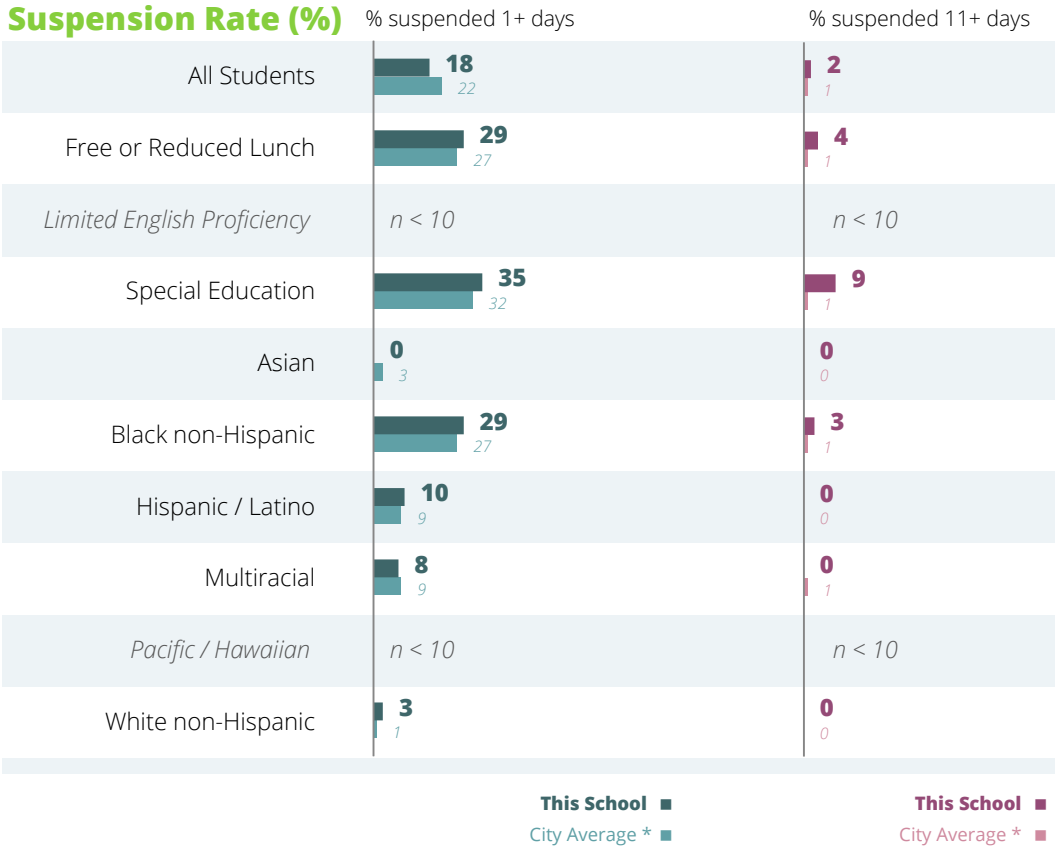
Total Explusions (#)

This School	**0**

Expulsion Rate (%)

This School	**0.00**
City Average *	0.35

Suspension Rate (%)



* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.*

** *Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G*

STUDENT ACHIEVEMENT

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS Proficiency Rate

	Mathematics		Reading	
	2011-12	2012-13	2011-12	2012-13
All Students		**77** 53		**81** 49
Free or Reduced Lunch		**63** 46		**67** 42
Limited English Proficiency		*n < 25*		*n < 25*
Special Education		*n < 25*		*n < 25*
Asian		*n < 25*		*n < 25*
Black non-Hispanic		**66** 47		**72** 44
Hispanic / Latino		*n < 25*		*n < 25*
Multiracial		*n < 25*		*n < 25*
Pacific / Hawaiian		*n < 25*		*n < 25*
White non-Hispanic		**94** 91		**96** 92

This School ■ City Average ■

STUDENT GROWTH

Measuring growth. The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS Growth Percentiles

	Mathematics			Reading		
	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students		**48**	*n < 25*		**52**	*n < 25*
Free or Reduced Lunch		**33**	49		**43**	49
Limited English Proficiency			*n < 25*			*n < 25*
Special Education			*n < 25*			*n < 25*
Asian			*n < 25*			*n < 25*
Black non-Hispanic		**36**	49		**44**	48
Hispanic / Latino			*n < 25*			*n < 25*
Multiracial			*n < 25*			*n < 25*
Pacific / Hawaiian			*n < 25*			*n < 25*
White non-Hispanic		**68**	59		**62**	62

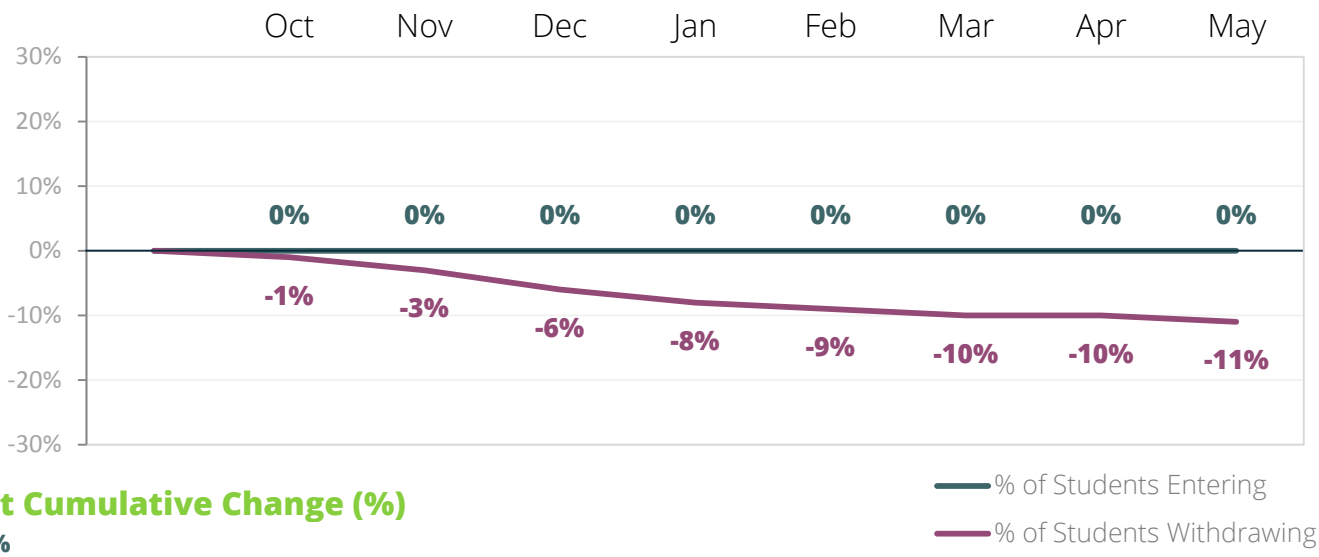
This School ■ City Average ■

STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
443 Students



Net Cumulative Change (%)
-10%

Top 3 Withdrawal Codes (%)

64%	**Transferred to a public school in a different local education agency in the same state**
17%	**Transferred to a public school in a different state**
9%	**Transferred to home schooling**

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**4%**	**5%**	**5%**	**6%**	**7%**	**8%**	**9%**	**9%**
Withdrawal	**-1%**	**-2%**	**-3%**	**-4%**	**-5%**	**-5%**	**-6%**	**-8%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.*

Basis DC PCS

2013-14 Equity Report

What is an Equity Report? Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors.

Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. This year, Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) in consultation with charter schools, the Deputy Mayor for Education and NewSchools Venture Fund partnered to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS' School Scorecards and PCSB's Performance Management Framework.

SCHOOL CHARACTERISTICS (SY 2014-15)

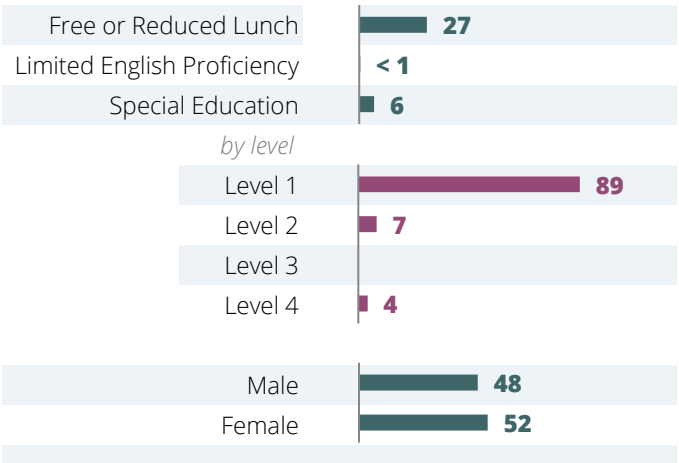
Grades	5th-10th
Ward	Ward 2
Address	410 8th Street NW Washington, DC 20004
Contact	202-393-5437 http://newdc.basisschools.org/
Type	Public Charter School

STUDENT CHARACTERISTICS

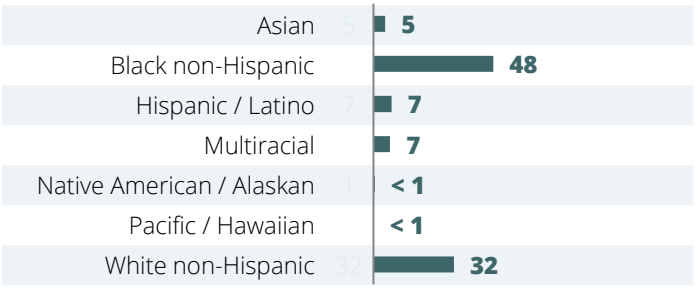
Total Enrollment (#)

510 Students

Enrollment by Subgroup (%)



Enrollment by Race/Ethnicity (%)

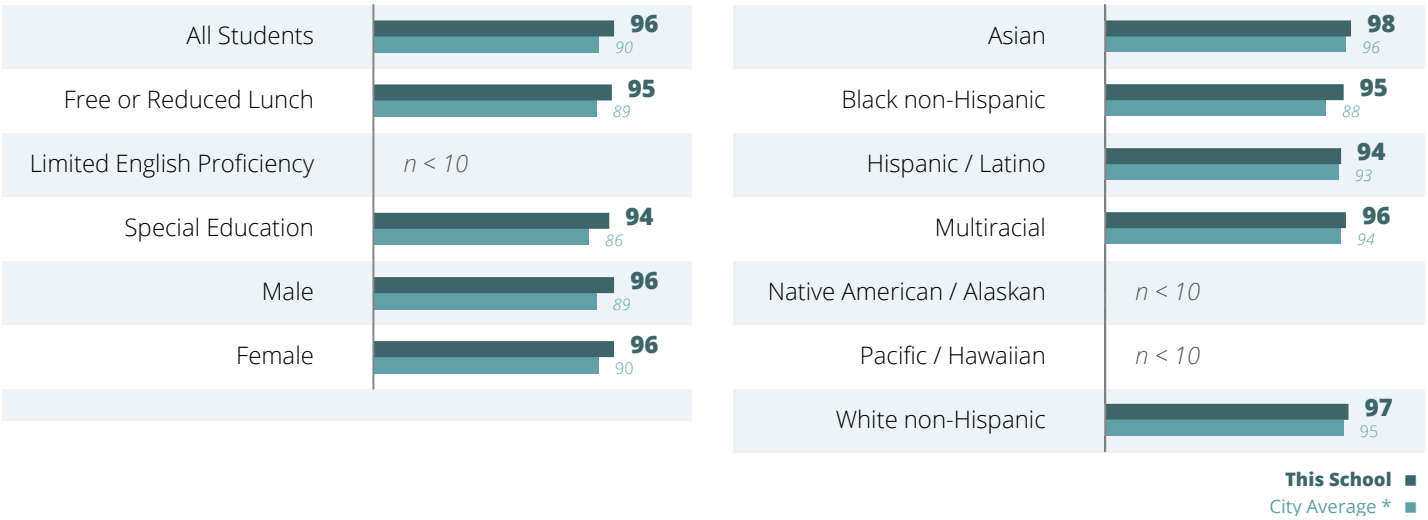


Office of the State Superintendent of Education | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | DC PCSB DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

This Equity Report represents the joint effort of OSSE, DCPS, and PCSB to improve equity across all entities.
Support provided by NewSchools Venture Fund.

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

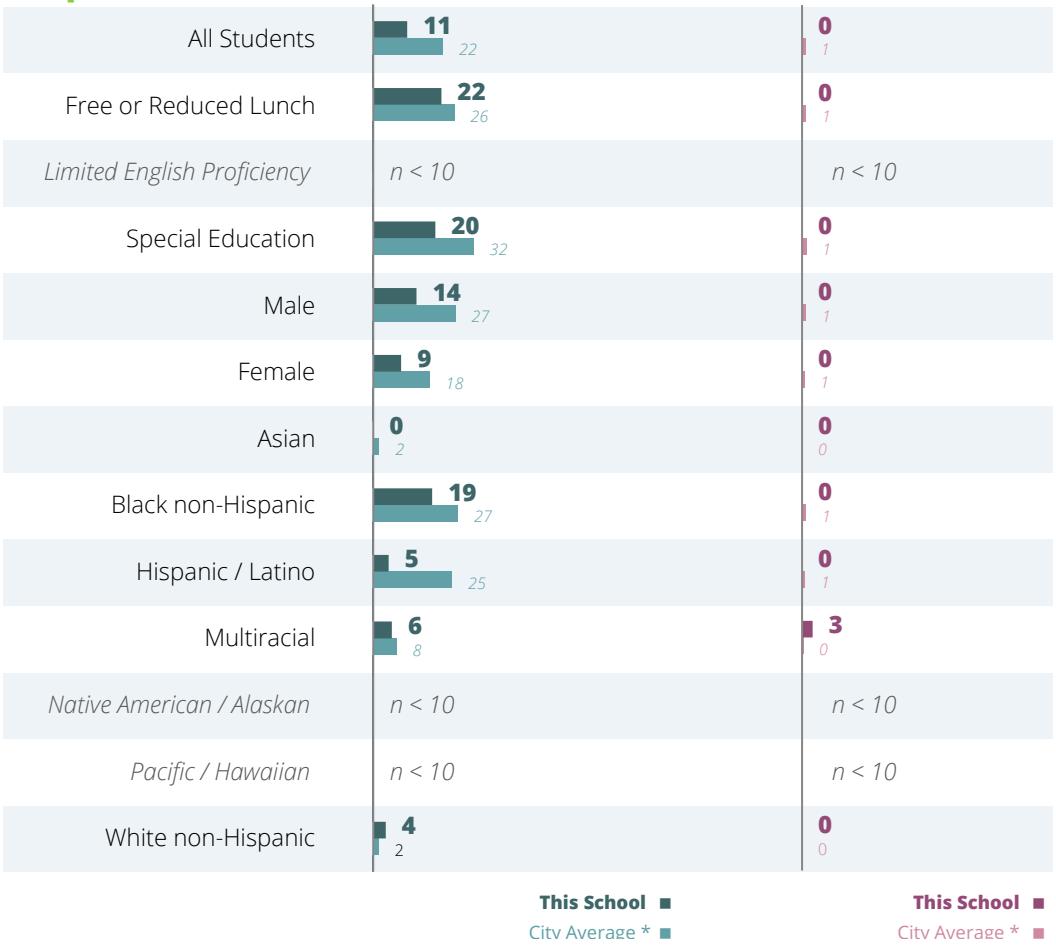
Total Explusions (#)

This School	**0**
City Average *	77

Expulsion Rate (%)

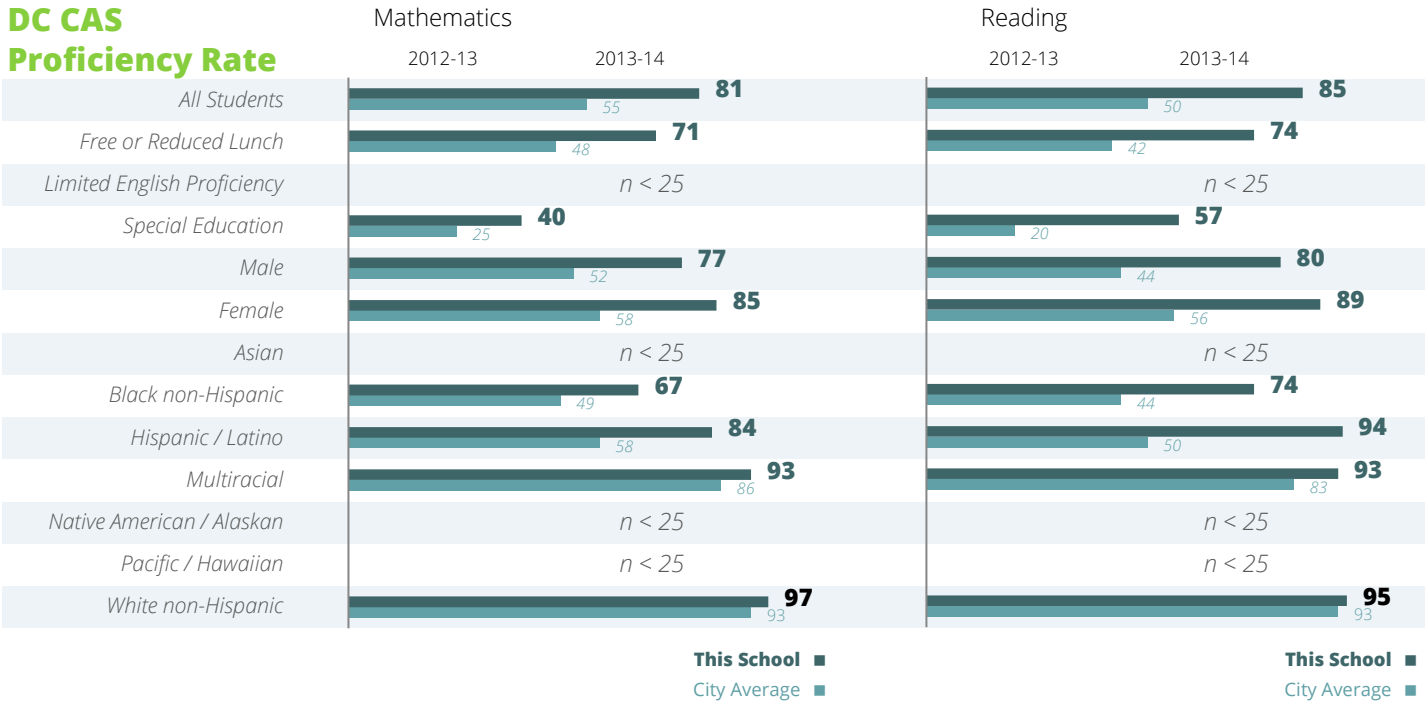
This School	**0.00**
City Average *	0.32

Suspension Rate (%)



STUDENT ACHIEVEMENT

DC CAS Proficiency Rate



STUDENT GROWTH

DC CAS Growth Percentiles

	Mathematics			Reading		
	2012-13	2013-14	Avg. 2-Year Growth	2012-13	2013-14	Avg. 2-Year Growth
All Students	48	**51**	**50** / 50	52	**51**	**51** / 50
Free or Reduced Lunch	33	**48**	**40** / 48	43	**44**	**44** / 49
Limited English Proficiency			*n < 25*			*n < 25*
Special Education			*n < 25*			*n < 25*
Male	50	**49**	**49** / 48	45	**45**	**45** / 46
Female	46	**53**	**49** / 51	55	**56**	**55** / 53
Asian			*n < 25*			*n < 25*
Black non-Hispanic	36	**45**	**41** / 48	44	**46**	**45** / 48
Hispanic / Latino		**53**	**50**		**51**	**54**
Multiracial		**54**	**60**		**56**	**58**
Native American / Alaskan			*n < 25*			*n < 25*
Pacific / Hawaiian			*n < 25*			*n < 25*
White non-Hispanic	68	**57**	**61** / 60	62	**56**	**58** / 59

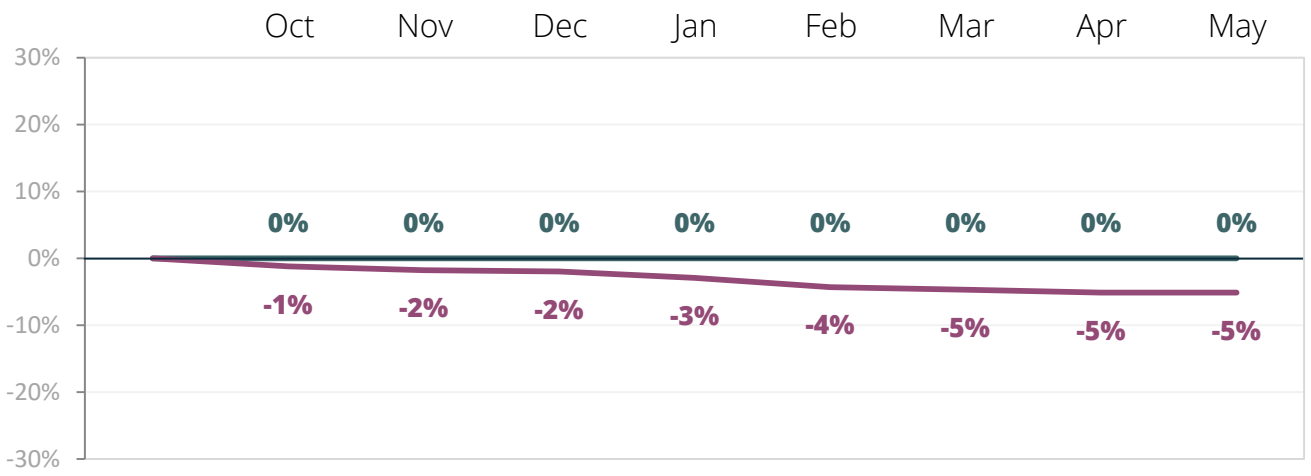
This School
City Average

This School
City Average

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
510 Students



Net Cumulative Change (%)
-5%

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**2%**	**3%**	**3%**	**5%**	**6%**	**7%**	**8%**	**8%**
Withdrawal	**-1%**	**-2%**	**-3%**	**-4%**	**-5%**	**-6%**	**-7%**	**-8%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2013-14.*

APPENDIX

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 7, 2013 audited enrollment data file.

DCPS enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. DCPS schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged. All other DCPS schools' economically disadvantaged rates are calculated using the end-of-year enrollment file.

Charter school enrollment information, including race/ethnicity, gender and economically disadvantaged enrollment is determined using the audited enrollment file. English Language Learner (ELL) enrollment for charter schools is determined using the audited enrollment file. Students aged 22 or older who are enrolled in English as a Second Language classes may also be considered to be ELL students by individual public charter schools; however, schools do not receive additional funding for such students and these enrollments not reflected here. Charter schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged.

For both DCPS and public charter schools, Special Education enrollment is determined using the 2013-2014 Special Education Child Count file and the October 7, 2013 audited enrollment file. The total number of Child Count Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the audited enrollment file. The percentage of students in each Level of Special Education is determined using the Child Count file, as well.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 7, 2013 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexecused, counts against this number.

In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school.

Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 7, 2013 enrollment audit. Data are not shown for subgroups with less than 10 students.

APPENDIX (CONT.)

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 7, 2013 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit.

Student Achievement

All students in grades 3-8 and 10 take an end-of-year test called DC CAS. Students who perform on or above grade level in a subject are said to be proficient. View the percentage of students who were proficient in mathematics and reading. Compare historical data to look at how this school's scores have changed over time. Data are not shown for subgroups with less than 25 students. This data is reported according to business rules defined in OSSE's Assessment and Accountability Manual(http://www.dc.gov/publication/district-columbia-assessment-and-accountability-manual). DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Student Growth

Median Growth Percentile (MGP) is a measure of the average academic growth of students at this school as compared to students at other DC schools. MGP identifies student growth by comparing DC CAS scores of groups of students who performed similarly in the past and creating a school-wide average. Data are not shown for subgroups with less than 25 students.

MGP is based on the growth percentiles of individual students, which range between 0 and 100. A student with a growth percentile of 80/100 would be said to have done better than "80 out of 100 peers" with similar test score history. The higher the growth percentile number, the higher the student growth compared to his peers. Although student growth percentiles range between 0 and 100, MGP averages the scores of all students in a school, so schools' scores tend to cluster in the middle of this range.

This data is reported according to business rules defined in OSSE's Assessment and Accountability Manual (http://www.dc.gov/publication/district-columbia-assessment-and-accountability-manual). DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2009 and graduated by August 2014. The four-year rate includes all students who started high school in fall of 2010 and graduated by August 2014. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 7, 2013 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

BASIS DC PCS

2014-15 Equity Report

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SCHOOL CHARACTERISTICS (SY 2015-16)

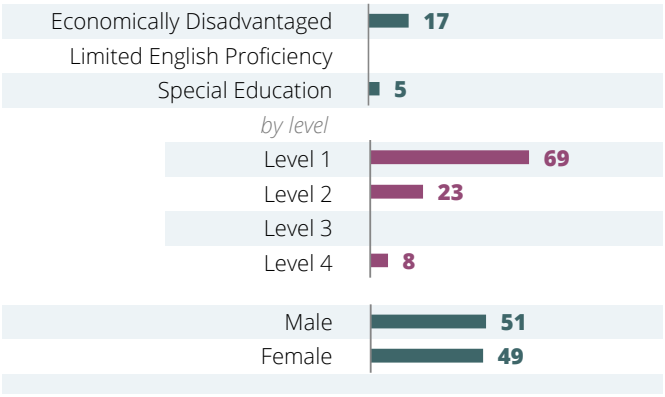
Grades	5 - 10
Ward	2
Address	410 8th Street NW Washington, DC 20004
Contact	202-393-5437 www.basisdc.org
Type	Public Charter School

STUDENT CHARACTERISTICS

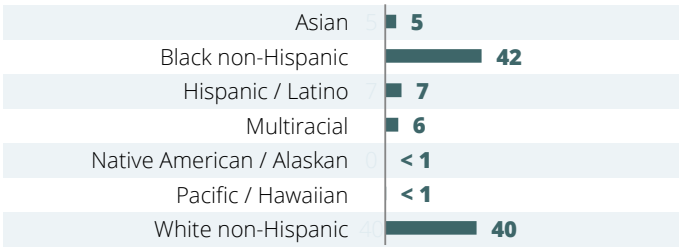
Total Enrollment (#)

551 Students

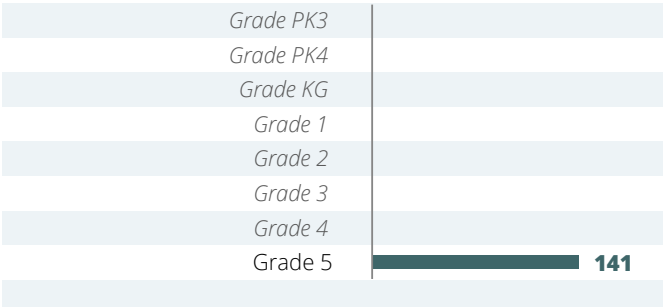
Enrollment by Subgroup (%)

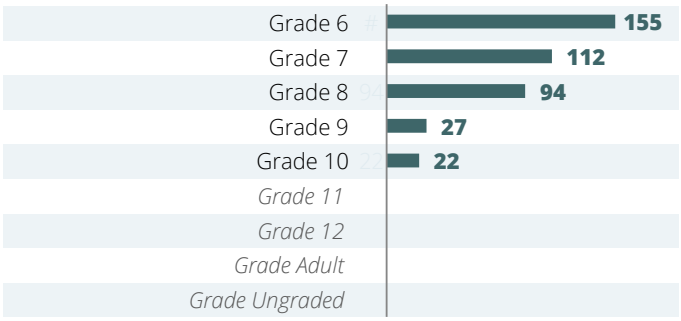


Enrollment by Race/Ethnicity (%)



Enrollment by Grade (#)

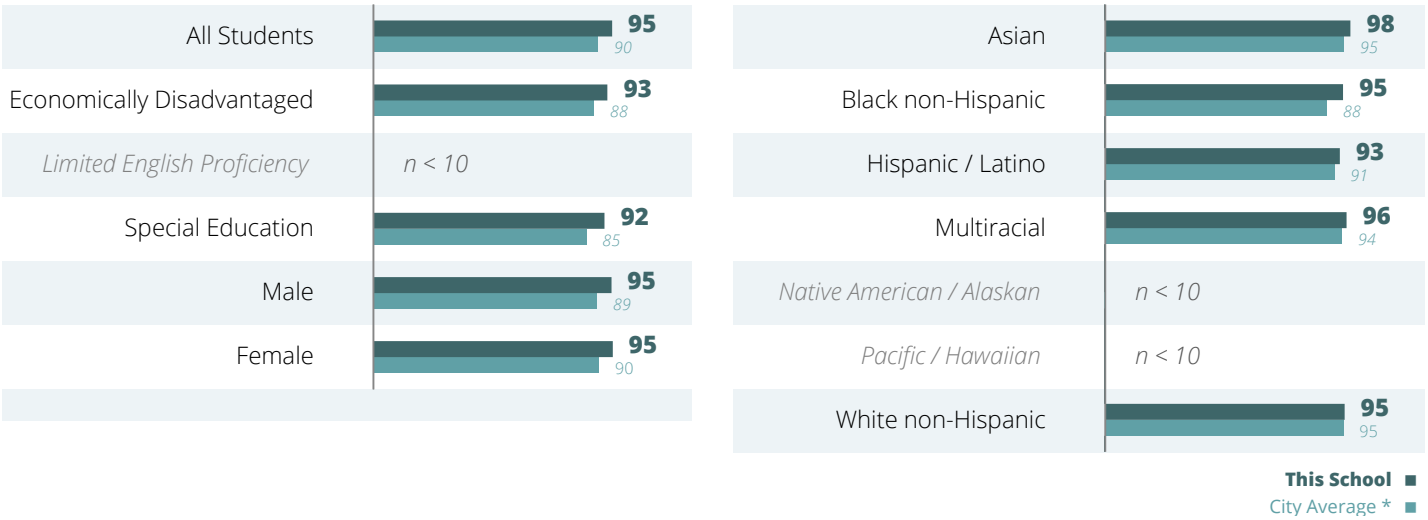




This Equity Report represents the joint effort of OSSE, DCPS, PCSB, and DME to improve equity across all entities.
Support provided by NewSchools Venture Fund.

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

This School	**58**

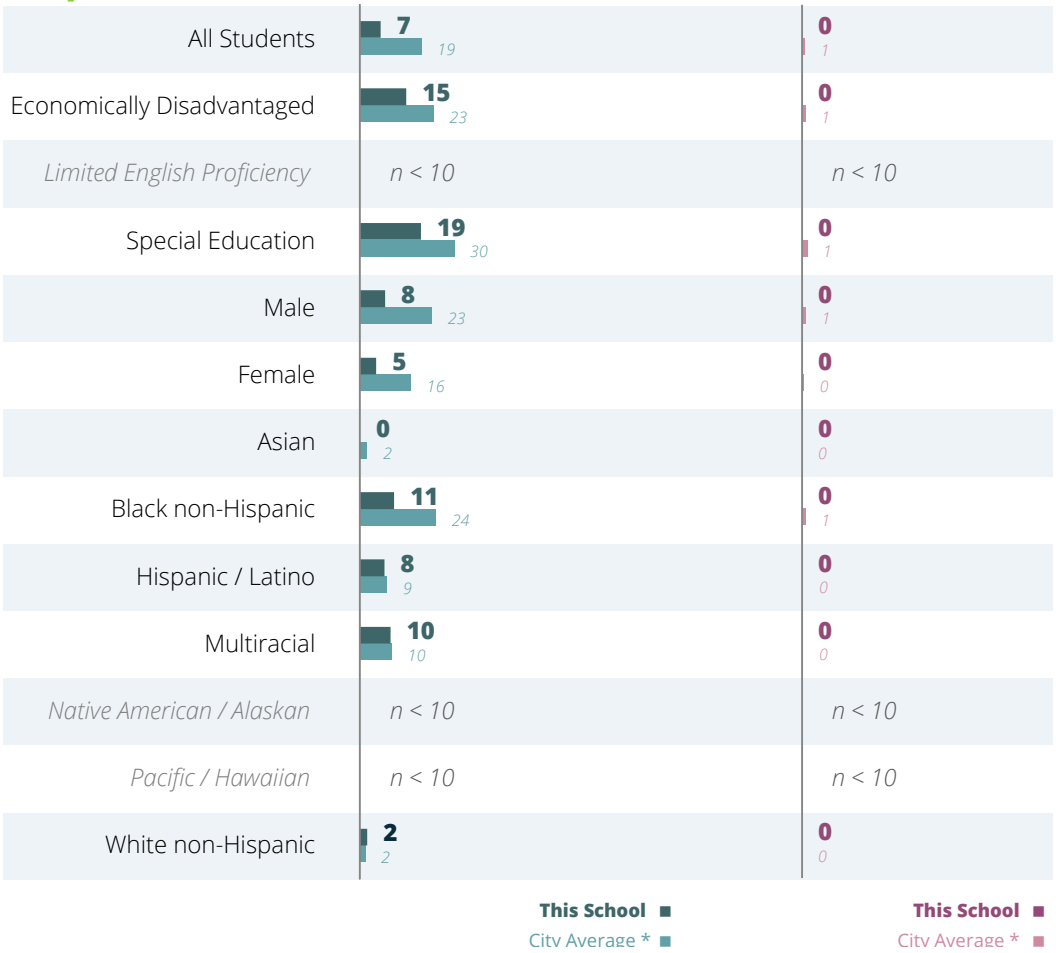
Total Expulsions (#)

This School	**0**

Expulsion Rate (%)

This School	**0.00**
City Average *	0.29

Suspension Rate (%)



STUDENT ACHIEVEMENT

PARCC Math Results*

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	3 / 21	11 / 32	27 / 26	48 / 20	12 / 2
Economically Disadvantaged	4 / 25	21 / 36	46 / 25	25 / 13	5 / 1
Limited English Proficiency	n < 25	n < 25	n < 25	n < 25	n < 25
Special Education	n < 25	n < 25	n < 25	n < 25	n < 25
Male	3 / 24	10 / 31	24 / 24	50 / 19	13 / 3
Female	2 / 18	12 / 32	29 / 27	47 / 21	11 / 2
Asian	n < 25	n < 25	n < 25	n < 25	n < 25
Black non-Hispanic	6 / 24	22 / 35	37 / 25	34 / 14	2 / 1
Hispanic / Latino	0 / 17	7 / 33	33 / 30	50 / 18	10 / 2
Multiracial	0 / 6	0 / 13	23 / 26	52 / 44	26 / 11
Native American / Alaskan	n < 25	n < 25	n < 25	n < 25	n < 25
Pacific / Hawaiian	n < 25	n < 25	n < 25	n < 25	n < 25
White non-Hispanic	1 / 2	4 / 8	17 / 21	60 / 55	19 / 14

This School ■
City Average ■

PARCC ELA Results*

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	2 / 28	8 / 24	23 / 23	52 / 21	16 / 4
Economically Disadvantaged	3 / 35	14 / 28	37 / 23	38 / 14	8 / 1
Limited English Proficiency	n < 25	n < 25	n < 25	n < 25	n < 25
Special Education	n < 25	n < 25	n < 25	n < 25	n < 25
Male	3 / 34	10 / 25	28 / 21	46 / 17	13 / 3
Female	1 / 22	5 / 24	18 / 25	57 / 24	19 / 6
Asian	n < 25	n < 25	n < 25	n < 25	n < 25
Black non-Hispanic	3 / 33	14 / 27	33 / 23	41 / 16	8 / 1
Hispanic / Latino	0 / 27	6 / 24	25 / 27	50 / 19	19 / 3
Multiracial	0 / 8	3 / 10	16 / 18	45 / 46	36 / 18
Native American / Alaskan	n < 25	n < 25	n < 25	n < 25	n < 25
Pacific / Hawaiian	n < 25	n < 25	n < 25	n < 25	n < 25
White non-Hispanic	1 / 3	2 / 5	12 / 12	64 / 52	22 / 27

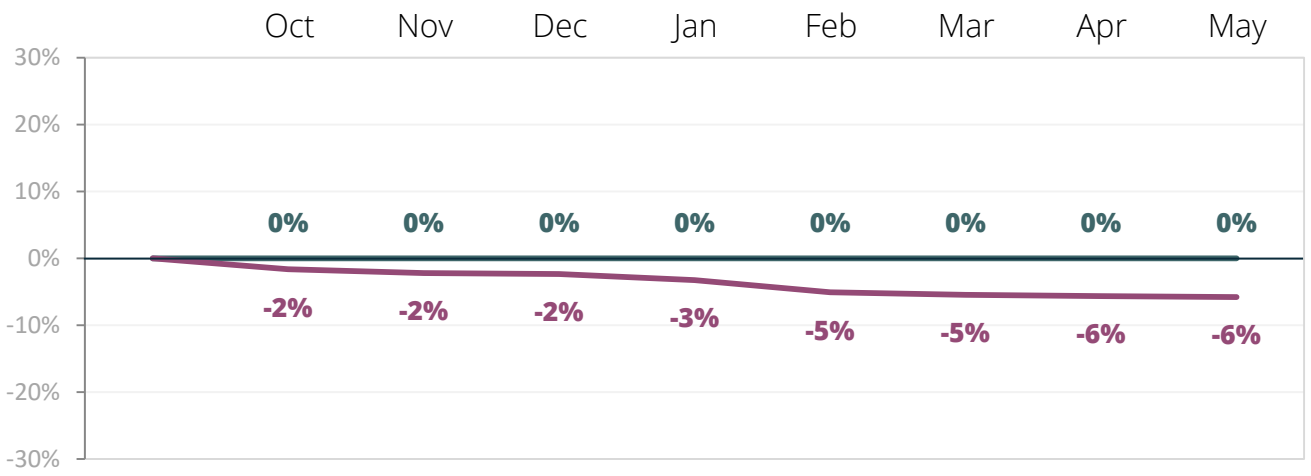
This School ■
City Average ■

* *Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.*

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
551 Students



Net Cumulative Change (%)

This School	**-6%**
City Average *	-1%

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**1%**	**2%**	**3%**	**4%**	**5%**	**5%**	**6%**	**7%**
Withdrawal	**-1%**	**-2%**	**-3%**	**-4%**	**-5%**	**-6%**	**-7%**	**-7%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2015-16.*

APPENDIX

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number. In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school. Audited students' subgroup status is determined according to the rules outlined under student characteristics. Students not included in the audit have a separate student characteristic verification process detailed in the Equity Report business rules. Data are not shown for subgroups with less than 10 students. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 6, 2014 enrollment audit.

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 6, 2014 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit. The total number of suspensions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment.

The total number of expulsions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment. Expulsion rates show the percentage of students who were expelled during the school year. Data are not shown for subgroups with less than 10 students. DCPS schools have adopted a discipline code that only allows for expulsion in extreme cases, such as incidents of extreme violence like attacking a student or staff member. DCPS schools have the option of transferring a middle or high school student to a DCPS alternative school for disciplinary reasons, and these transfers are not counted as expulsions. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2010 and graduated by August 2015. The four-year rate includes all students who started high school in fall of 2011 and graduated by August 2015. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 6, 2014 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

APPENDIX (CONT.)

Student Achievement

The Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states including the District of Columbia, worked together to develop a set of new assessments designed to measure students' mastery of the Common Core State Standards in ELA and mathematics, in grades 3-8 and high school. These new PARCC assessments help determine whether students are on-track for college and career readiness. The District implemented the PARCC assessments for the first time during the spring of the 2014-15 school year, replacing the previous DC CAS state assessment. Readers are encouraged to learn more about the PARCC assessments at http://preview-osse.dc.gov/parcc. Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 6, 2014 audited enrollment data file.

For both DCPS and public charter schools, enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. For English Language Learners, only students between the ages of 3 and 21 are included in these metrics. Schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 100% economically disadvantaged. All other schools' economically disadvantaged rates are calculated using the audited file.

For both DCPS and public charter schools, Special Education enrollment is determined using the audited enrollment population and an end-of-year special education file. A student's special education level is determined by their highest level of need identified during the school year. The total number of Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the end of year enrollment file. The percentage of students in each Level of Special Education is determined using the audited and end of year file, as well. Only Special Education students between the ages of 3 and 21 are included in this metric.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 6, 2014 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the annual enrollment audit.

Appendix D

BASIS Washington DC Course List

Grade	Course Name
5	AE
5	LUNCH 5-8
5	Music 5
5	Visual Arts 5
5	Extended English 5
5	Classics
5	Latin 5
5	Algebra I & Geometry
5	Intro to PreAlgebra
5	Mathematics
5	Physical Geography
5	Science 5
5	Martial Arts 5

Grade	Course Name
6	AE
6	LUNCH 5-8
6	Art History & Practice: Music
6	Art History & Practice: Performance Arts
6	Art History & Practice: Visual Arts
6	English 6
6	World History & Geography I
6	Latin 6
6	Algebra I & Geometry
6	Algebra II & Geometry
6	PreAlgebra
6	Biology 6
6	Chemistry 6
6	Physics 6
6	Physical Education 6

Grade	Course Name
7	AE
7	LUNCH 5-8
7	Music 7
7	Drama 7
7	Art Studio 2D 7

7	English 7
7	U.S. History
7	Logic
7	Elementary French
7	Elementary Mandarin
7	Elementary Spanish
7	Latin 7
7	Algebra I & Geometry
7	Algebra II & Geometry
7	Pre-Calculus A
7	Pre-Calculus AB
7	Biology 7
7	Chemistry 7
7	Physics 7
7	Engineering & Technology 7
7	PE & Sports 7

Grade	Course Name
8	LUNCH 5-8
8	Advanced Art History
8	Introduction to Film
8	English 8
8	World History & Geography II
8	Creative Writing
8	Economics
8	Psychology
8	Intermediate French
8	Intermediate Mandarin
8	Intermediate Spanish
8	Latin 8
8	Advanced Calculus AB
8	Algebra I & Geometry
8	Algebra II & Geometry
8	Pre-Calculus A
8	Pre-Calculus AB
8	Pre-Calculus B
8	Biology 8
8	Chemistry 8
8	Physics 8
8	Computer Science Advanced

8	Engineering & Technology
8	PE: Health and Fitness
8	Tae Kwon Do

Grade	Course Name
9	LUNCH HS
9	AP Art History
9	Introduction to Film
9	English Language Honors
9	English Literature Honors
9	AP U.S. Government and Politics
9	AP Microeconomics / AP Macroeconomics
9	AP Psychology
9	Creative Writing
9	SAT/ACT Prep & Study Skills
9	French II
9	Latin II
9	Mandarin II
9	Spanish II
9	Algebra I & Geometry
9	Algebra II & Geometry
9	AP Calculus AB
9	AP Calculus BC
9	Pre-Calculus A
9	Pre-Calculus AB
9	Pre-Calculus B
9	Biology Honors
9	Chemistry Honors
9	AP Physics 1
9	AP Computer Science A
9	Engineering & Technology
9	PE: Health and Fitness
9	Tae Kwon Do
9	Tae Kwon Do Advanced

Grade	Course Name
10	LUNCH HS
10	AP Art History
10	Introduction to Film
10	AP English Language & Composition

10	AP English Literature & Composition
10	Honors English 10
10	AP European History
10	AP Microeconomics / AP Macroeconomics
10	AP Psychology
10	Creative Writing
10	SAT/ACT Prep & Study Skills
10	French III
10	Latin III
10	Mandarin III
10	Spanish III
10	AP Calculus AB
10	AP Calculus BC
10	Pre-Calculus A
10	Pre-Calculus AB
10	Pre-Calculus B
10	AP Biology
10	Biology Honors
10	AP Chemistry
10	Chemistry Honors
10	AP Physics 1
10	AP Computer Science A
10	Engineering & Technology
10	PE: Health and Fitness
10	Tae Kwon Do
10	Tae Kwon Do Advanced

Grade	Course Name
11	LUNCH HS
11	AP Art History
11	Introduction to Film
11	AP English Language & Composition
11	AP English Literature & Composition
11	AP U.S. History
11	AP Microeconomics / AP Macroeconomics
11	AP Psychology
11	Creative Writing
11	SAT/ACT Prep & Study Skills
11	French IV
11	Latin IV

11	Mandarin IV
11	Spanish IV
11	AP Calculus AB
11	AP Calculus BC
11	Pre-Calculus AB
11	Pre-Calculus B
11	AP Biology
11	AP Chemistry
11	Chemistry Honors
11	AP Physics 1
11	AP Computer Science A
11	Engineering & Technology
11	PE: Health and Fitness
11	Tae Kwon Do
11	Tae Kwon Do Advanced

Grade	Course Name
12	LUNCH HS
12	AP Art History
12	Introduction to Film
12	AP Microeconomics / AP Macroeconomics
12	AP Psychology
12	Capstone:Literature of the Dark & Fantastic
12	Creative Writing
12	SAT/ACT Prep & Study Skills
12	Capstone: French
12	Capstone: Latin
12	Capstone: Mandarin
12	Capstone: Spanish
12	AP Calculus AB
12	Capstone: Statistics
12	Capstone:Math
12	AP Computer Science A
12	Capstone:Astronomy
12	Engineering & Technology
12	PE: Health and Fitness
12	Tae Kwon Do
12	Tae Kwon Do Advanced
12	College Counseling

Appendix E

BASIS DC PCS
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

BASIS DC PCS
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

BASIS DC PCS
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	School is in first year of operation--not yet accredited

BASIS DC PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

BASIS DC PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	

BASIS DC PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	COMPLIANT	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *BASIS DC PCS*

February 23, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	**Compliant**	7/25/14	✔
Fire Drills	**Compliant**	7/25/14	✔
School Calendar	**Compliant**	7/25/14	✔
Quarterly Financial Statements - 4th	**Compliant**	7/31/14	✔
Auditor Engagement Letter	**Compliant**	8/15/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	X
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	9/10/14	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	9/10/14	✔
High School - Course Offering	**Compliant**	9/22/14	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/14	✔
Annual Report SY2013-2014	**Compliant**	10/6/14	✔
Accreditation	**Compliant**	10/10/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Board Meeting Approved Minutes	**Compliant**	10/10/14	✔
Certificate of Insurance	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Child Find Policy	**Compliant**	10/10/14	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
Litigation Proceedings Calendar	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔

Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Student Handbook	**Compliant**	10/10/14	✔
Quarterly Financial Statements - 1st	**Compliant**	3/16/15	✔
Audited Financial Statements - FAR Data Entry Form	**Compliant**	1/21/15	✔
Board Roster	**Compliant**	12/3/14	✔
Fire Drills	**Compliant**	12/5/14	✔
Audited Financial Statements	**Compliant**	12/16/14	✔

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; **Occupancy load on form is equal to or greater than the sum of staff and students**
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's **charter agreement**); should include all addresses/ campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<u>Board makeup must include:</u> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * **Adult schools may use alumnae or adult students to satisfy the parent requirement*
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. **OR,** an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members **Should confirm staff's understanding of their obligation for reporting sexual abuse of student.*

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past **TWO years** **All volunteers working more than 10 hrs/ week must have background checks*
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	**Discipline Policy** -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents **Attendance Policy** -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) **Safeguard of Student Information Policy**--aligns with FERPA regulations
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

BASIS DC PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	7/28/15	✔
High School - Course Offering	**Compliant**	8/10/15	✔
Auditor Engagement Letter FY2015	**Compliant**	8/17/15	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/31/15	✔
Charter School Athletics Compliance	**Compliant**	8/31/15	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/31/15	✔
Monthly Financial Statements - July	**Compliant**	8/31/15	✔
School Calendar	**Compliant**	9/9/15	✔
Fire Drill Schedule	**Compliant**	9/16/15	✔
Monthly Financial Statements - August	**Compliant**	9/30/15	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/8/15	✔
Litigation Proceedings Calendar	**Compliant**	10/8/15	✔
Title IX	**Compliant**	10/8/15	✔
Child Find Policy	**Compliant**	10/8/15	✔
Certificate of Occupancy	**Compliant**	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/8/15	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/8/15	✔
School Emergency Response Plan	**Compliant**	10/8/15	✔
Board Roster	**Compliant**	10/8/15	✔
SPED-Continuum of Services	**Compliant**	10/8/15	✔
ELL	**Compliant**	10/8/15	✔
Student/Family Handbook	**Compliant**	10/8/15	✔
Accreditation	**Compliant**	10/8/15	✔
ADA	**Compliant**	10/8/15	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/8/15	✔
Employee Handbook: Employment Policies	**Compliant**	10/8/15	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/8/15	✔
Staff Preference	**Compliant**	10/8/15	✔
Certificate of Insurance	**Compliant**	10/26/15	✔
Monthly Financial Statements - September	**Compliant**	10/31/15	✔
Annual Report	**Compliant**	11/1/15	✔
Monthly Financial Statements - October	**Compliant**	11/30/15	✔
Audited Financial Statements - FAR Data Entry Form 2014-2015	**Compliant**	12/1/15	✔
Audited Financial Statements 2014-2015	**Compliant**	12/1/15	✔
Fire Drills Conducted	**Compliant**	12/8/15	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
BASIS DC PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over $25,000.
If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Expenditures over $25,000 *(submitted as part of the audited financial statements)*						
Vendor Name	**Services Provided**	**Value**	**Submitted for Bid?**	**Explanation, if No**	**If Renewal, when was contract bid?**	**DC PCSB Review Notes**
PMM Companies	Janitorial	$ 133,236	Yes		1.2015	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Preferred Meal Systems Inc	Meal expense	$ 127,427	Yes		7.2013	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
DC Public Charter School Board	Dues and Fees	$ 77,639	No	Sole Source		
Brown & Brown Insurance	Insurance	$ 63,732	No	Accumulated expense from multiple contracts each less than $25K		
Pepco	Utilities	$ 37,632	No	Sole Source		
Direct Energy Business	Utilities	$ 36,202	No	Accumulated expense from multiple contracts each less than $25K		
CDW Government	Instructional Supplies	$ 34,031	No	Accumulated expense from multiple contracts each less than $25K		
Follet School Solutions, Inc.	Textbooks	$ 26,431	No	Accumulated expense from multiple contracts each less than $25K		
Law Office of Lauren E Baum PC	Legal Services	$ 25,200	No	Accumulated expense from multiple contracts each less than $25K		

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts *(submitted to Epicenter throughout the fiscal year)*							
Vendor Name	**Services Provided**	**Value**	**Submission Date**	**Award Date**	**Contract Effective Date**	**Bid Appropriately?**	**Timely Submitted?**
None							

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus *If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar **All Adult Education Programs must include start and end dates for each semester and orientation period	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	All courses and credits offered to high school students; include graduation requirements Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	2014-15 Annual Report is one document that includes: -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials)	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	Board makeup must include: -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) *Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo. *In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	An LEA's Child Find procedures should include, but are not limited to, a written description of: -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student *Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted *All volunteers working more than 10 hrs/ week must have background checks	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory)	LEA	All Schools
10/8/2015	Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process *ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement. Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less. *If your school does not enact staff preference, please also submit an assurance letter making that clear	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

Appendix F

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	**School Request**
☐ Charter Application Approval (Full)	☐ Enrollment Ceiling Increase
☐ Charter Application Approval (Conditional)	☐ Change in LEA Status
☐ Charter Application Denial	☐ Lift Board Action
☐ Charter Continuance	☐ Approve Accountability Plan
☐ Proposed Revocation	☐ Operate in a New Location
☐ Revocation	☐ Charter Amendment
☐ Lift Board Action	☐ Approve E-Rate Plan
☐ Board Action, Charter Warning	
☐ Board Action, Notice of Concern	
☐ Board Action, Notice of Deficiency	
☐ Board Action, Notice of Probation	
☐ Proposed Revisions to PCSB Existing Policy	
☐ New PCSB Policy—Open for Public Comment	
☐ New PCSB Policy—Vote	
☒ Other: Discussion Item	

PREPARED BY: **Avni Patel – Equity & Fidelity Team**

SUBJECT: **BASIS DC Public Charter School Special Education Onsite Visit Report and Action Plan**

DATE: **July 19, 2013**

Proposal

The DC Public Charter School Board ("PCSB") staff recommends that the Board discuss staff recommendations to BASIS DC Public Charter School ("BASIS PCS") regarding its provision of education to students with disabilities. Specifically, PCSB staff recommends that BASIS PCS include three additional Action Steps in the draft Action Plan, which are detailed below; finalize the draft Action Plan by August 12, 2013; and communicate to its parents of students with disabilities its plan to implement the Action Plan. In addition, PCSB staff recommends that it conduct four check-ins with BASIS PCS throughout the 2013-2014 school year. The first check-in will be an on-site review and will occur on a mutually agreed upon date during the week of August 19, 2013. For the remaining three check-ins, BASIS PCS will submit to PCSB a written summary of the current status of its compliance with the final Action Plan and the Action Steps outlined below on the following three dates:

- September 23, 2013
- January 27, 2014

- June 30, 2014

At PCSB's discretion these remaining three check-ins may include on-site visits or requests for additional information. Additionally, PCSB will request that OSSE conduct a special education compliance audit during the 2013-2014 school year.

Background

BASIS PCS has completed its first year of operation this academic school year, 2012-2013. It currently holds a charter with PCSB, and has elected to serve as its own Local Education Agency ("LEA") for special education services. In SY 2012-2013, the school served approximately 443 students from 5th through 8th grade, 23 of whom are identified as students with disabilities as of the initial enrollment count.

PCSB received five parent complaints over the course of school year 2012-2013 regarding special education services at BASIS PCS; four alleged BASIS PCS students with disabilities were exited out of Individualized Education Programs ("IEP"s) and received 504 Plan support, and one alleged that a student's 504 Plan was not being followed. The Office of the State Superintendent of Education ("OSSE") forwarded some of these complaints to PCSB, and other complaints were presented by parents to DC Council members in a public hearing, and two came directly to PCSB.[1]

In response to these complaints and pursuant to its statutory authority in the School Reform Act, §38-1802.11, PCSB emailed BASIS PCS on April 9, 2013 to schedule an on-site visit, and two PCSB staff members, Avni Patel and Amanda Stefanski notified Head of School Paul Morrissey and Special Education Coordinator Keith McNamara in person of the recent complaints.

On May 15-16, 2013, PCSB conducted a two-day on-site special education review at BASIS PCS consisting of staff member interviews, file reviews of students with IEPs and 504 plans, and classroom observations.[2]

Of its own accord, BASIS PCS had retained the services of End-to-End Solutions to conduct a review and create a Special Education Action Plan ("Action Plan"), a draft of which BASIS PCS shared with PCSB. The draft Action Plan identifies areas of concern also noted by PCSB staff during their site visit and provides a reasonable timeline for addressing each concern.

[1] PCSB's internal process during the 2012-2013 school year was to only follow-up on complaints that were submitted directly to PCSB by the parent or guardian, not another government agency. Accordingly, PCSB notified the school on 10/18/2012 of a concern a parent had regarding 504 plan and the school resolved the issue. On 3/14/13 testimony was given regarding special education services at BASIS PCS during a DC Council public hearing, at which time PCSB staff notified BASIS of the live testimony. After PCSB received another complaint about special education services directly on 3/28/13, PCSB staff scheduled the on-site visit.

[2] The date was chosen by PCSB and the school so as not to conflict with state testing and so that a member of the Charter Management Organization's ("CMO") headquarters could attend. Director Kate Gottfredson was present during the visit.

Based on the information gathered during the review, PCSB identified three main areas of concern relating to the education of students with disabilities, which are described in this report:

- Student Recordkeeping and Tracking;
- Staffing
- Professional Development and Culture

Specifically, the following systemic observations and findings from interviews were of particular concern to PCSB staff:

- Most of the documented IEPs, as well as accompanying notes and minutes that included decisions that altered the plan or established that the services were not needed, were either missing entirely from the students' file folders or were not signed by the parent and/or the school's administration.

- The student files at the school and the files found in the EasyIEP/ Special Education Database System (SEDS) maintained by OSSE do not match. SEDS is the system of record for IEPs of students with disabilities, and it is state policy that all LEAs maintain in SEDS current and accurate records.

- Lack of a tracking system (such as service delivery tracking or log system) for special education performance and related services, such as speech and language.

- Students with disabilities were placed in a remedial classroom set up for students who are at risk of academic failure but not for students with disabilities (entitled the Targeted Intervention Program –TIP). These students did not appear to receive specialized instruction hours for reading prescribed in their IEPs.

- There was no observable evidence of collaboration between the special education teacher and general education teachers.

- Staff reported that the school had not by the time of PCSB's visit provided adequate professional development on special education issues.

Recommended Action Plan and Action Steps:

To ensure that BASIS PCS is complying with applicable law, BASIS PCS must finalize the draft Action Plan with PCSB staff recommended additions by August 12, 2013 and implement it. The additions recommended by PCSB include:

- Add to the Action Plan's existing schedule of professional development opportunities available to all faculty and staff for SY2013-2014 specific topics

that address the areas of concern observed by PCSB staff. Suggested topics include:

- Embracing all learners;
- Legal requirements of special education;
- Child Find requirements;
- Inclusive classrooms;
- Implementing continuums of service;
- Section 504; and
- Co-teaching models.

- Add to the Action Plan the deliverable that the school will update and organize each student's confidential education files from SY2012-2013 by August 19, 2013, with the following:

  - A current and valid copy of the student's IEP with signatures from all IEP team members and parents;
  - Copies of all meeting notes with signatures from all participants,
  - Updated IEP progress notes; and
  - Copies of all evaluations and tests completed on the student.

- Upload all records into EasyIEP/SEDS

Appendix G

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Action Requiring a Vote

- ☐ Charter Application Approval (15 yrs)
- ☐ Charter Application Denial
- ☐ Charter Renewal (15 yrs)
- ☐ Charter Non-renewal
- ☐ Charter Review—Recommend Continuance (5 yrs)
- ☐ Charter Review— Recommend Revocation
- ☐ Charter Amendment Request—Approval or Denial
- ☐ Enrollment Ceiling Increase Request—Approval or Denial
- ☐ Charter Warning
- ☐ Lift Charter Warning
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke Charter
- ☐ Board Action,

Non-Voting Board Items

- ☐ Operate in a New Location
- ☐ Approve Change to Charter
- ☐ Public Hearing
- ☒ Discussion Item

Policies

- ☐ Open for Public Comment
- ☐ New Policy
- ☐ Amend Policy

PREPARED BY: **Avni Patel – Equity & Fidelity Team**

SUBJECT: **BASIS DC PCS: Special Education Action Plan – One Year Follow Up**

DATE: **August 18, 2014**

Board Discussion

DC Public Charter School Board ("PCSB") staff recommends that the PCSB Board discuss: (a) the implementation of BASIS DC Public Charter School's ("BASIS PCS") Special Education Action Plan ("Action Plan") during School Year ("SY") 2013-14 and (b) staff's suggestion that it continue monitoring during SY2014-15 to ensure that the following three elements of the school's Action Plan are fully implemented: Inclusive Classroom, SST Program and Processes, Modification/Accommodations and Differentiated Instruction for All Learners. This continued monitoring will begin with an in-person meeting with a team of BASIS PCS's leadership and PCSB staff, where both parties will determine how PCSB staff will best collect evidence to ensure that these strategies, or other strategies identified by the school to meet the needs of its population of students with disabilities, are occurring at the school. This meeting will take place by September 30, 2014. Evidence will be collected between October 15, 2014 and May 15, 2015. Once sufficient evidence of implementation is collected, PCSB staff will immediately recommend that the monitoring end, either before or on the August 2015 Board Meeting.

Background

At its July 19, 2013 Board Meeting, the PCSB Board encouraged staff to closely monitor BASIS

DC PCS's creation and implementation of an Action Plan for SY2013-14. The Action Plan's goal was to resolve areas of IDEA noncompliance and ensure that BASIS PCS was providing a continuum of services to all students with disabilities thereby improving the quality of education to all students. This close monitoring stemmed from multiple parent complaints regarding BASIS PCS's special education program, which is discussed in more detail in the July 19, 2013 Board Discussion Item (Attachment A) and the July 19, 2013 Board Meeting Minutes (Attachment B).

BASIS DC PCS was transparent and accommodating to PCSB staff throughout School Year 2013-14, provided PCSB with all of the written documentation required of the Action Plan, and welcomed PCSB staff to visit the school on multiple occasions throughout the school year (see Table 1 below). Specifically, BASIS DC PCS provided PCSB with evidence and assurance that all trainings mentioned in its Action Plan were held and, during its site visits, staff was able to see components of many of the trainings being successfully implemented in multiple classrooms, including effective behavior modification and classroom management and standards-based instruction. Staff also saw evidence that files were properly maintained. Of the 19 Action Plan Items, staff determined that all but three were successfully implemented (see Action Plan in Attachment C).

Table 1: Site visits

Date	*Time*	*Nature of Check-in*	*PCSB Staff Member*	*Classrooms Observed*
August 22, 2013	2:30pm	Scheduled – In Person	Avni Patel	Yes
March 12, 2014	9:00am	Unscheduled- In Person	Avni Patel	Yes
May 15, 2014	11:30am	Unscheduled – In Person	Avni Patel and Teri Quinn	Yes
May 16, 2014	9:30am	Scheduled - In Person	Naomi DeVeaux (with Don Soifer, PCSB Board Member)	Yes
June 30, 2014	2:30pm	Scheduled- In Person	Avni Patel	No (classes not in session)

However, over the course of the year, during both scheduled and unscheduled in-person visits (approximately 8 hours spent at BASIS DC PCS in total), PCSB staff asked to see evidence of inclusive classrooms and accommodations/modifications occurring in the classroom. As two fundamental components of this Action Plan, staff expected to observe students with disabilities receiving instructional support through co-teaching, as described by the school's leadership, to demonstrate that these items of the Action Plan were being implemented. On each occasion that PCSB conducted in-person visits, a staff member was accompanied by a BASIS DC PCS administrator, who looked for, but was unsuccessful in finding, classrooms where PCSB could observe differentiated instruction for all learners. In the classrooms that PCSB staff did observe, teachers were not seen helping students access content through accommodations or

modifications. Further, during an unscheduled visit, BASIS DC PCS staff was transparent in describing the inconsistent implementation of SST processes during the 2013-2014 school year. While PCSB received documentation from BASIS PCS demonstrating that staff was trained on the SST processes, this area continues to be another Action Plan item of concern. On June 30, 2013, because PCSB attempted to and failed to observe evidence demonstrating that all items of the Action Plan were being implemented, PCSB staff and BASIS DC leadership team discussed that PCSB would continue monitoring during the school year 2014-15 in order to see these strategies in classrooms.[1]

[1] On July 19, 2014, PCSB was notified that the Office of the State Superintendent of Education (OSSE) will continue monitoring BASIS PCS during the 2014-2015 school year with respect to IDEA compliance.

Attachment A: July 19, 2013 Board Discussion Item
http://www.livebinders.com/play/play?id=948089#anchor (BASIS DC PCS- Special Education Review)

Attachment B: July 19, 2013 Board Meeting Minutes (Section Basis DC PCS)
http://www.livebinders.com/play/play?id=959446&backurl=/shelf/my#anchor (Page 220-229)

Attachment C: Action Plan

AREA OF CONCERN	ACTION ITEM	TIMELINE	Notes and Completion date:	PCSB's Assessment of Action Item Implementation/Outcomes
	(Completed by BASIS PCS)			***(Completed by PCSB)***
COMMUNICATION	Communicate to parents of students with disabilities the steps that BASIS DC will take to implement the Action Plan and concerns raised by parents	Offer meetings with parents to occur prior to August 12, 2013 -- COMPLETE -- Communication Ongoing with current families	UPDATED NOTES to reflect current numbers: As of 1/31/14: 29 families with all formal IEP documentation and meetings complete -- CURRENT: 6 re-evaluations in process 7 initial evaluations in process 3 recently complete evaluations of students who qualify (changing total from 26 to 29)	Completed: PCSB accepts the school's assurance that this action item was completed.
STAFFING	Hire new Special Education Coordinator	May 1, 2013	COMPLETE April 2013	Completed: PCSB communicates with and has met with the new Special Education Coordinator.
STAFFING	Hire two full time Special Education teachers to provide direct instruction and manage case load	In place prior to July 15, 2013	COMPLETE 9/27/2013 UPDATE: Three (3) SPED teachers are on staff as of 1/31/14 -- Support Team continues to include full time Aide, part time Social Worker, OT, SLP -- **Hiring additional SST support staff (see below)**	Completed: PCSB accepts the school's assurance that this action item was completed.

AREA OF CONCERN	ACTION ITEM	TIMELINE	Notes and Completion date:	PCSB's Assessment of Action Item Implementation/Outcomes
(Completed by BASIS PCS)				*(Completed by PCSB)*
SUPPORT	Recruit and support team with interns who are working on certification/licensure to assist with struggling students	In place prior to August 1, 2013	ONGOING: As of 1/31/14, continuing recruitment efforts entail: --Relationship developed with AlignStaffing --Relationship established with TFA -- New Board Executive Director taking lead on expanding search for interns	Completed: PCSB accepts the school's assurance that this action item was completed.
PROFESSIONAL DEVELOPMENT /TRAINING	Additional training on Easy IEP and SEDS (all school leadership)	August 3, 2013	COMPLETE	Completed: Evidence provided of Training Sign-In Sheet and PowerPoint handouts from the trainings.
PROFESSIONAL DEVELOPMENT /TRAINING	PCSB Special Education Boot Camp – First Year and New School Leaders Meeting	May 20, 2013; new HOPS to complete training	COMPLETE: Rob Beimsderfer already completed; BASIS DC will continue to send school managers to any similar future opportunity	Completed: PCSB observed BASIS PCS staff members' participation in PCSB's trainings held on 5/20/13 and 4/23/14.
PROFESSIONAL DEVELOPMENT /TRAINING	Special Education and IDEA Overview; inclusive classrooms (all staff)	August 12 - 23	PD to all staff August 20th: IDEA, ELIG/IEP, mandated reporting Documentation provided to PCSB 8/25 -- Make up trainings complete Documentation provided on 9/27 -- **Additional 90-minute 504 training for all management and SPED team completed 12/16** -- **Additional all-staff 504 training scheduled for 2/25** **All new 2014-2015 staff will be trained on IDEA, ELIG, IEPs & 504s, inclusion methods during the weeks of August 11th & August 18th.**	While evidence of this PD was provided by the school, on-site observations conducted by PCSB staff on 8/22/13, 3/12/14, and 5/16/14 suggest that the provision of inclusive support by a special educator within the general education classroom is not being implemented. In addition, PCSB observed classrooms in efforts to conduct evidence of inclusive classroom by conducting in-person visits during the course of the '13-'14 school year. During these visits, BASIS DC PCS administrators were unable to find classrooms where students with disabilities were being supported by a special education teacher (push-in) (8/22/13, 3/12/14, 5/15/14, and 5/16/14).
PROFESSIONAL DEVELOPMENT /TRAINING	Child Find Requirements;	August 12-23	COMPLETE PD to all staff on August 20th, 2013 Documentation provided to PCSB 8/25 -- Make up trainings complete Documentation provided on 9/27 -- **All new 2014-2015 staff will receive SST training the weeks of August 11th & 18th**	Completed: Evidence provided of Training Sign-In Sheet and PowerPoint handouts from the trainings.

AREA OF CONCERN	ACTION ITEM	TIMELINE	Notes and Completion date:	PCSB's Assessment of Action Item Implementation/Outcomes
(Completed by BASIS PCS)				*(Completed by PCSB)*
PROFESSIONAL DEVELOPMENT /TRAINING	Modifications/Accommodations and differentiated instruction for all learners (all staff)	August 12 -23	PD to staff on August 20, 2013 Documentation provided to PCSB 8/25 -- Make up trainings complete Documentation provided on 9/27 -- PD to staff the week of August 11th & 18th	While evidence of this PD was completed by the school, PCSB observed classrooms in efforts to conduct evidence of modifications/accommodations by conducting in-person visits during the course of the '13-'14 school year. During these visits, PCSB observed little or no modifications/accommodations being provided to students with disabilities (8/22/13, 3/12/14, 5/15/14, and 5/16/14). Moreover, staff observed the general education teacher providing no "differentiation of lessons" when students with disabilities in the classroom appeared to need/require extra support (ex. unable to begin assignments during independent activities, etc.).
PROFESSIONAL DEVELOPMENT /TRAINING	SST Program and processes (encompassing Early Identification and RTI)	August 12 -23	PD to all staff on August 20th Documentation provided to PCSB 8/25 -- Make up trainings complete Documentation provided on 9/27 -- **As of 1/14/31, 11 SST plans developed. Data continues to be collected for other students** -- **Hired additional full-time support staff member responsible for overseeing SST plans** -- **Interviewing for second additional support staff for SST Program** **All new 2014-2015 staff will receive SST training the weeks of August 11th & 18th**	While evidence of this PD was provided by the school, BASIS DC PCS staff explained that the school's SST processes has been difficult to implement and suggested that these processes have not been fully occurring at the school throughout the year in conversation with PCSB staff during an unscheduled site-visit.

AREA OF CONCERN	ACTION ITEM	TIMELINE	Notes and Completion date:	PCSB's Assessment of Action Item Implementation/Outcomes
(Completed by BASIS PCS)				*(Completed by PCSB)*
PROFESSIONAL DEVELOPMENT/ TRAINING	ELL Program and Process (all staff)	August 12 -23	PD given to faculty on 8/20/13 Documentation provided to PCSB 8/25 -- Make up trainings complete Documentation provided on 9/27 -- **School Management meetings with Mid-Atlantic Equity Center on Jan 16 and Feb 12 to review program and procedures and ensure identification and practice are aligned with best practices**	Completed: PCSB accepts the school's assurance that this action item was completed.
PROFESSIONAL DEVELOPMENT /TRAINING	Standards Based instruction and planning (all staff)	August 12 - 23	PD to faculty on 8/21/13 Documentation provided to PCSB 8/25 -- Make up trainings complete Documentation provided on 9/27	Completed: Evidence provided of Training Sign-In Sheet and PowerPoint handouts from the trainings.
PROFESSIONAL DEVELOPMENT /TRAINING	Behavior Modification and Classroom Management	August 12 -23	PD to Faculty on Aug 13, 14, 16, 21 Documentation provided to PCSB 8/25 -- Make up trainings complete Documentation provided on 9/27 -- **Ongoing individual supports as needed: (introduced 5 teacher mentors for one-on-one observation and feedback) (ongoing conferencing from School Directors and Head of School)** -- **Continuing research and development on conflict resolution training**	Completed: Evidence of this PD was provided by the school and PCSB staff observed classrooms where behavior was appropriate.
PROFESSIONAL DEVELOPMENT /TRAINING	Provide teachers and staff the OSSE workshop calendar of Professional Development and encourage participation in classes	ongoing	Managers update a digital resource ("Teacher Portal") with information as it is received	Completed: PCSB accepts the school's assurance that this action item was completed.
STUDENT TRACKING	Implement a single IEP and 504 progress tracking system, accessible by all relevant parties that will help facilitate progress towards student goals	COMPLETE	COMPLETE 8/20 and data tracking ongoing	Completed: PCSB accepts the school's assurance that this action item was completed.
FILE MANAGEMENT	Ensure all student files are maintained in the proper order of paperwork and records	COMPLETE	Files reviewed and are in proper order as of August 1, 2013 Confirmed via on-site review (A. Patel)	Completed: Observed during on-site check-in with school on 8/22/14.

AREA OF CONCERN	ACTION ITEM	TIMELINE	Notes and Completion date:	PCSB's Assessment of Action Item Implementation/Outcomes
(Completed by BASIS PCS)				*(Completed by PCSB)*
FILE MANAGEMENT	Develop File "Checklist" to ensure proper completion with all steps required for proper documentation and SEDS implementation	COMPLETE	Completed August 1, 2013. All files updated with newest information	Completed: PCSB accepts the school's assurance that this action item was completed.
STUDENT RECORDS	Implement revised and approved 504 forms and procedures	March 12, 2013/ ongoing	COMPLETE Forms have been updated & were implemented as of August 1, 2013 -- 14 504 plans in place as of 1/31/14	Completed: PCSB accepts the school's assurance that this action item was completed.
STUDENT RECORDS	Update the Home Language Survey to the current OSSE HLS form	Completed by Chris Irvine; ongoing compliance C.H.	Completed on July 15, 2013 -- Review of surveys for SY13-14 complete 9/23/13 Screening ongoing for those students identified as needing screening -- **OSSE HLS Forms readied for new enrollment after MySchoolDC Lottery**	Completed: PCSB accepts the school's assurance that this action item was completed.

Appendix H

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Basis Public Charter School
Final Percentage Rating:	82%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – noncompliant • Indicator 12 – N/A • Indicator 13 – N/A	0	1
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grant cycle	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013	N/A	N/A
		• BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009	N/A	
		Total Number of Points Achieved		14
		Total Possible Points from Applicable Elements		17
		Percentage of Points Achieved from Applicable Elements		82%

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Basis DC Public Charter School
Final Percentage Rating:	83%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	0	0
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level • Less than 75% of areas reviewed in compliance	0	2
3b	Dispute resolution findings	LEA has 0-25 students with IEPs • No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.5	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	0	2
		• BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012	1	
			Total Number of Points Achieved	16.5
			Total Possible Points from Applicable Elements	20
			Percentage of Points Achieved from Applicable Elements	83%

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Basis DC Public Charter School
Final Percentage Rating:	93%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – 75% - 89% compliance rate and corrected noncompliance • Indicator 12 – N/A • Indicator 13 – N/A	1	2
2	Information regarding timely, valid and reliable data	• FFY 2014 child count data submitted timely • FFY 2014 Phase I and Phase II applications submitted timely • FY 2015 IDEA Maintenance of Effort (MOE) submitted timely	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	1.5	1.5
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):**	**Math**	**Reading**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
			Total Number of Points Achieved	12.5
			Total Possible Points from Applicable Elements	13.5
			Percentage of Points Achieved from Applicable Elements	93%

[1] For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA's SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year's determinations.

Appendix I

LEA Onsite Visit: LEA Compliance

Agency: **Basis DC PCS**
Initial Release Date: **2/5/2014**
Date of Notification: **2/19/2014**
Days Remaining: **-504**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Extended School Year						
1) ESY Limited Based on Disability *§300.106(a)(3)*	1	1	0	0	100.00%	The LEA must develop a plan or policy to ensure that ESY is not limited to students in particular disability categories.
LRE (Least Restrictive Environment)						
2) Continuum of Alternative Placements *§300.115*	1	1	0	0	100.00%	The LEA must develop a plan to provide a continuum of alternative placements consistent with the regulatory requirement.
IEP (Individualized Education Program)						
3) IEP Accessibility *§300.323(d)(1)*	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure that all individuals responsible for the implementation of IEPs have access to students' IEPs.
Data						
4) Students Referred to Special Education Entered Into SEDS *§300.211*	1	1	0	0	100.00%	LEA must develop and implement a plan that addresses timely data entry.
5) LEA Timely Response to Data Requests *§300.211*	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure timely data submissions.
Dispute Resolution						
6) LEA Provides Information on State Complaints *OSSE State Complaint Policy*	1	0	0	1	0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
7) LEA Timely Implements Corrective Actions *§300.600(e)*	1	0	0	1	0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
NIMAS						
8) LEA Provision of Instructional Materials *§300.172*	1	0	0	1	0.00%	LEA must provide documentation of communication with NIMAC or documentation of providing students with instructional materials.
Fiscal						
9) LEA Policy/Procedure Governing Budgets *§80.20*	1	1	0	0	100.00%	The LEA must develop policy/procedure for governing the preparation and approval of budgets and budget amendments for all funds.
10) LEA Procurement Policy/Procedure For Contractor Performance *§§80.36(b)(1), (b)(2)*	1	1	0	0	100.00%	The LEA must develop policies/procedures that conform to applicable Federal, state and local laws and regulations that shows the LEA has a contract administration system in place which ensures that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders including ensuring that grant funds are used for allowable costs.
11) LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW *OSSE GAN*	1	0	1	0	0.00%	The LEA must develop policy/procedure that ensures expenditures included in the IDEA RW are reviewed and approved by the appropriate grant director/supervisor before the RW is submitted.

12) LEA Documentation of Obligation/Reimbursement of Federal Funds Within Grant Period *§80.23*	1	1	0	0	100.00%	The LEA must submit to OSSE evidence of tracking the following: awarded amount for each grant it receives, grant availability period, date of reimbursements requests submitted, dates of obligation periods. The LEA must also submit to OSSE invoices for expenditures incurred within the correct grant period, that equate to the amount deemed to be allowable. These invoices must not have been paid for by any other federal funding source previously.
13) LEA Retention of Financial Records For 5 Years *GEPA*	1	0	1	0	0.00%	The LEA must develop policy/procedure that ensures financial records are retained for 5 years.
14) LEA (Controls In Place) Policies/Procedures To Protect Assets Over $5,000 *§80.32*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures all assets procured with federal funds are protected, particularly those assets costing more than $5,000. If applicable, an inventory list must be submitted by the LEA.
15) LEA Code of Conduct For Employees Administering Contracts *§80.36(b)*	1	1	0	0	100.00%	The LEA must develop code of conduct/conflict of interest policy for employees involved in the administration of contracts.
16) LEA Accounting Record to Ensure Federal Funds Not Co-Mingled *§80.20*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures federal grant funds are not co-mingled.
17) LEA Accurately Tracks IDEA Expenditures/ Set-asides *§80.20*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures expenditures are accurately tracked.
18) LEA Appropriately Charges Salaries to IDEA Grant Programs *OMB Circular A-87*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures salaries of personnel who are paid with grant funds are charged appropriately.
19) LEA Tracks Personnel Supported by IDEA Grant Funds *OMB Circular A-87*	1	1	0	0	100.00%	The LEA must maintain either Semi-Annual Certifications or Personnel Activity Reports (PARs) for all employees paid out of federal funds.
20) LEA Has Source Documentation for Purchased Items/IDEA Funds Reimbursement *§80.20(b)(6)*	1	1	0	0	100.00%	The LEA must (1) submit invoices to OSSE for allowable expenditures that equate to the amount deemed allowable; and (2) include proof of payment documentation for all items included in the sample request.
21) LEA Followed Procurement Procedures *§80.36*	1	1	0	0	100.00%	The LEA must submit contracts for all vendors listed under Contractual Services on the sample request to OSSE. The contracts must (1) cover the date range of the expenditures listed on the sample, and (2) be signed by all representing parties responsible for the contract.
22) LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities *§80.20, OMB Circular A-87*	1	1	0	0	100.00%	The LEA must (1) submit invoices to OSSE for allowable expenditures that equate to the amount deemed allowable; and (2) include invoices and proof of payment documentation for all items included in the sample request.
23) LEA Correctly Paid and Retained Invoices for Expenditure in IDEA RW *§80.20, OSSE GAN*	1	1	0	0	100.00%	The LEA must (1) submit invoices to OSSE for allowable expenditures that equate to the amount deemed allowable; and (2) include invoices and proof of payment documentation for all items included in the sample request.
24) LEA Correctly Procures, Utilizes and Charges Construction Expenses *OMB Circular A-87*	1	0	0	1	0.00%	The LEA must submit documents for the construction project paid for with IDEA funds.
25) LEA Utilizes IDEA Funds for Providing CEIS *§§300.226, 300.646*	1	0	0	1	0.00%	**Voluntary Elections:** the LEA must modify its existing budgets and spending plans. **Required Election:** the LEA must report on CEIS expenditures in the designated area of the fiscal workbook.
26) LEA Properly Tracks Students Who Receive CEIS *§300.226(d)*	1	0	0	1	0.00%	The LEA has a policy/procedure to track students receiving CEIS and subsequent special education services for two years and the LEA can demonstrate that they have begun tracking students who received CEIS (if applicable).
27) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must provide documentation of meaningful consultation regarding child find, proportionate share, consultation process and provision of services (including written explanation if needed).

28) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must submit documentation / certifications showing that meaningful consultation occurred between the LEA and private school(s).
29) LEA Reduction of Expenditures for the Education of Students with Disabilities *§300.203*	1	0	0	1	0.00%	The LEA must provide OSSE with local funds in the amount of the reduction that does not qualify for an exception under §300.204 or an adjustment under §300.205.

LEA Onsite Visit: Student Compliance

Agency: **Basis DC PCS**
Initial Release Date: **2/5/2014**
Date of Notification: **2/19/2014**
Days Remaining: **-504**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation and Reevaluation						
12) Parents Provided Procedural Safeguards *§300.504(a)(1)*	3	3	0	0	100.00%	Provide a copy of procedural safeguards to parents. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
13) Parent Consent for Initial Evaluation *§300.300(a)*	3	3	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
14) Consent Form Signature Prior to Initial Evaluation *§300.300(a)*	3	3	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
15) Variety of Assessment Tools and Strategies Used *§300.304*	3	3	0	0	100.00%	Provide evidence that multiple and appropriate sources were used to determine eligibility. If no evidence can be provided, reconvene the IEP team to re-determine eligibility and the educational needs of the student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
16) Parent Consent for Reevaluation *§300.300(c)(1)*	7	7	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
17) Consent Form Signature Prior to Reevaluation *§300.300(c)(1)*	4	4	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
18) IEP Team Review of Existing Data *§300.305*	7	7	0	0	100.00%	Provide evidence that existing data was used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
19) Variety of Sources Used to Determine Continued Eligibility *§300.306(c)*	7	7	0	0	100.00%	Provide evidence that multiple and appropriate sources were used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.

IEP (Individualized Education Program)

20) Parent/Student Invited to IEP Meeting *§300.322(a)(1)*	10	10	0	0	100.00%	Provide evidence that the parent/student attended the meeting or refused to attend the meeting. If parent/ student was not invited, reconvene IEP meeting with invitation to the parent/student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
21) Parent/Student Notified of Meeting *§300.322(a)(1)*	10	8	2	0	80.00%	Reconvene IEP team and notify parent early enough to ensure an opportunity to attend. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
22) 'Parent' Meets Definition in IDEA Regulations *§300.30 -*	10	3	0	7	100.00%	If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
23) General Education Teacher Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	10	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
24) LEA Designee Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	10	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities *§300.320(a)(1)*	10	10	0	0	100.00%	Convene an IEP meeting or amend the student's IEP so that it includes a PLAAF that demonstrates how disability affects involvement and progress in general curriculum. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
26) IEP Contains Measurable Annual Goals *§300.320(a)(2)(i)*	10	7	3	0	70.00%	Convene an IEP meeting or amend the student's IEP so that it includes measureable goals. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
28) IEP Statement of Measurable Annual Related Services Goal(s) *§300.320(a)(2)(i)*	10	7	0	3	100.00%	Convene an IEP meeting or amend the student's IEP so it includes measureable related services goals. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.

30) IEP Team Considered Strategies to Address Behavior *§300.324(a)(2)*	10	4	0	6	100.00%	Provide evidence that the IEP team considered the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary. If no evidence is available, reconvene the IEP team or amend the IEP to document consideration of the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
31) ESY Determined on Individual Basis *§300.106(a)(2)*	10	9	0	1	100.00%	Provide evidence that ESY was determined on an individual basis. If no evidence can be provided, the IEP team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
35) IEP Developed Within 30 Days of Initial Eligibility Determination *§300.323(c)(1)*	3	3	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
36) Implementation of Related Services *§300.323(c)(2)*	10	9	1	0	90.00%	Develop a compensatory education plan that addresses missed related services or specialized instruction hours. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
37) Annual IEP Review *300.324(b)(1)(i)*	10	10	0	0	100.00%	Convene the IEP Team to review and renew the student's IEP. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
LRE (Least Restrictive Environment)						
40) Consideration of Harmful Effects *§300.116(d)*	10	8	0	2	100.00%	Reconvene IEP team or amend IEP to include documentation in the justification section of the IEP that harmful effects were considered by the IEP team. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
42) Student Placement Based on IEP *§300.116(b)(2)*	10	10	0	0	100.00%	Reconvene the IEP Team to determine the student's placement. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.

Appendix J

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

March 25, 2016

CHILD FIND FOCUSED MONITORING REPORT

BASIS DC Public Charter School

I. INTRODUCTION

As the state education agency (SEA) for the District of Columbia, the Office of the State Superintendent of Education (OSSE) is responsible for monitoring and enforcing the implementation of the Individuals with Disabilities Education Act of 2004 (IDEA) regulations, which includes the Child Find mandate, in all local education agencies (LEAs) and public agencies in the District of Columbia (34 CFR §300.600). Under the law, LEAs have an obligation to identify, locate, and evaluate students who they suspect may have a disability, in order to evaluate them for potential eligibility for special education services (see IDEA 2004, 20 U.S.C. § 1412(a)(3) and 34 C.F.R. § 300.111).

During the 2014-15 school year, OSSE conducted a Child Find review to determine BASIS DC Public Charter School's (PCS's) identification rate by calculating the percentage of students attending the LEA who were identified as students with disabilities and receiving special education. After careful review, OSSE found that BASIS DC PCS had identified 4.09 percent of its students eligible for special education, which was significantly lower than the District's 2014-15 identification rate of 14 percent.

As a result of the Child Find review, OSSE conducted focused monitoring activities at BASIS DC PCS to identify the causes of the LEA's low identification rate. This report summarizes OSSE's observations about the Child Find system and implementation within the LEA and makes best practice recommendations, if necessary.

II. METHOD

OSSE performed record reviews to examine BASIS DC PCS's evaluation and eligibility determination processes. A review of the LEA's written documents related to the LEA's Child Find system was also conducted. The reviewed written documents included the LEA's policy and procedures; application and enrollment materials; staff, parent and student handbooks; and documents related to Student Support Team (SST) or Response to Intervention (RTI) procedures. In addition to the record and document reviews, OSSE conducted staff interviews to gather information about the staff's knowledge of the

processes for referral, evaluation, and eligibility determination for students suspected of having a disability.

III. LEA LEVEL OBSERVATIONS

OSSE used the information collected from the document reviews to determine if the policies complied with IDEA requirements regarding Child Find. OSSE interviews covered a range of topics related to Child Find such as the SST process, referral documentation for special education, and the LEA's evaluation and eligibility processes. OSSE's observations, based on the document reviews and interview responses, are presented below:

1. The staff interview responses and the information obtained from the review of the LEA's policies were consistent and demonstrated that the LEA's outlined policies were being implemented.
2. Through the interview process, OSSE was informed that the LEA had experienced challenges regarding the Child Find process due to turnover of staff, but staff stated that the challenges were resolved through the provision of training to school staff.
3. The LEA has implemented a pre-referral process which is outlined in the LEA's special education handbook. The LEA also has pre-referral documents which include a monitoring tool and intervention plan.

IV. RECOMMENDATIONS

OSSE makes the following recommendations to improve the LEA's Child Find system:

- Provide staff year round professional development opportunities that focus on the special education process.
- Maintain communication with assigned OSSE LEA monitor to review and/or resolve any special education matters that may arise.

V. NEXT STEPS

- OSSE will conduct a subsequent review of BASIS DC PCS's Child Find data to determine the identification rate and to review the implementation of the Child Find system.
- If BASIS DC PCS continues to have significantly low identification rates in the subsequent review, OSSE strongly encourages BASIS DC PCS to implement the suggested recommendations.