

ANNUAL REPORT

School Year 2017 - 2018

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

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1. ANNUAL REPORT NARRATIVE

I. School Description

A. Mission Statement

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

B. School Program

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

Curriculum Design

The BASIS curriculum is an organic article. A new, higher quality version of the curriculum is created each year through the process of collaboration between BASIS management and BASIS teachers. The teachers design their own subject syllabi based on their review of relevant subject syllabi from the previous school year(s) and requirements defined by the key subject exams (Pre-comprehensive, Comprehensive, Final, Alternative AP, AP exams and State Assessments). The teachers also participate in designing key exams. The academic leadership audits the syllabi and formulates final versions of key exams. This process assures continuity of the BASIS curriculum and determines any revisions that may be necessary due to changes in:

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

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

Key Examinations serve three purposes:

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

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

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

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

Instructional approach

Creating and reinforcing a culture of academic excellence

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

Recruiting knowledgeable teachers

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

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

Training teachers for success

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

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

Teaching personal responsibility

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

Teaching students to take responsibility starts in the middle school. Teachers focus on helping students build organizational skills, proper note-taking techniques, and good study habits.

Beginning in 6th grade, students are required to pass comprehensive exams in each core subject in order to progress to the next grade level. Comprehensive exams ensure students are prepared to advance to more difficult material. Knowing they will be held accountable for information, students take their education seriously and learn to own it.

As the school matures and students' progress from one grade level to another, they become models for younger students and help reinforce the culture of personal responsibility and positive peer support.

For students that need additional support, BASIS DC provides an Academic Support Program. Academic support advisors work with identified students on specific

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

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

2. *School Program. Parent involvement.*

BASIS DC continues to work hard developing a community among our students, their families and our faculty. The work we require of students is difficult. Thus, engaging parents around our expectations to ensure alignment between the school and families is of the utmost importance. As with our academic program, we have made efforts to replicate the manner in which we engage parents in the District, all the while being mindful that not all families want to engage with the school in the same way. To that end, we endeavor to connect with parents in wide variety of ways so that communication flows freely.

The CJ. One of the most critical forms of parent communication and involvement occurs through the BASIS Communication Journal -- referred to at BASIS as "The CJ".

This notebook that students essentially live by is more than a place to record class notes and assignments. It is more than a planner. It is *the* preferred method of alerting parents to their child's academic progress on a **daily** basis. At the start of the school year, parents receive and commit to the guiding principles and rules in the Parent Student Handbook. When a parent agrees to that which is outlined in the Handbook, they are agreeing to not only the hard work that and high expectations that BASIS demands, but to working with their child's teachers through The CJ.

In our second year of operation, use of the CJ was well established by most students at the school, and our new entries in the lower grades quickly adopted regular use. Our management team also implemented a new system of CJ accountability, such that lapses in CJ efficacy were addressed by Deans or School Directors to streamline

communication and afford teachers more time to focus on instruction. We also required teachers to post a CJ entry for their class in a regular place in each classroom, with specific necessary details, to make the process of CJ entries a more uniform endeavor.

BASIS Parent Boosters. One of the most critical ways in which BASIS DC involves all families is through the communications and engagement efforts with our parent partners who come together as the school's Parent Boosters Organization. The Head of School, Head of Operations, and the Boosters work hand in hand to ensure that messages are communicated timely and that the school management is in tune with our parents. In our second year we saw increased collaboration with our Booster organization in implementing different forms of communication with BASIS DC families. The following events are all examples of the many ways in which parents were involved at BASIS DC during the 2016-2017 school year:

- **Back to School Picnic & Potluck** – BASIS DC families, teachers, and staff came together for a picnic at Haines Point to welcome students to the 2016-17 school year.
- **Annual Teacher Fund Gala** –The BDC community joined together in supporting the Annual Teacher Fund (ATF) by throwing the mid-year, Supernova Event. The ATF is the primary fundraising effort of the school and all money raised goes directly to teacher bonuses.
- **Family Nights** – Throughout the year the Parent Boosters hosted family nights at nearby restaurants. This proved an opportunity for BASIS DC families to build community and support local businesses and neighborhood relationships.
- **Boosters Meetings** – Typically held on a monthly basis, Boosters meetings allowed parents the opportunity to receive in-person “state of the school” addresses and to interact with school administration.
- **Exam Prep and Analysis Open Houses** – Prior to our pre-comprehensive exams in February, parents were invited to attend a Pre-Comp Prep Night where teachers reviewed study strategies, highlighted important topics, and clarified the test design and question types. After the exams, the Head of School reviewed performance of DC students as compared to the other schools in the BASIS network to give context for our results and provide guidance as to how families could interpret their student's scores to develop plans for improvement.
- **Coffee Chat Meetings** –BDC hosted town hall style meetings to discuss the direction of the school, improvements to the staffing model, and to answer

as many of the community's questions as possible.

- **Concert Ensemble** – BDC music and choir students performed to BDC families who were invited to this special event. Artwork from across grade levels was displayed for enjoyment between performances.
- **RGR Newsletter** – BDC sent weekly, Friday Updates to all community families detailing achievements of BDC students and opportunities such as extracurricular activities, special events, community offerings, and city services.
- **Recruitment Events** –These events included participation at neighboring elementary schools, meet and greets with prospective families, teachers, and staff and MySchool DC Lottery event hosted at the Stadium Armory.

II. School Performance

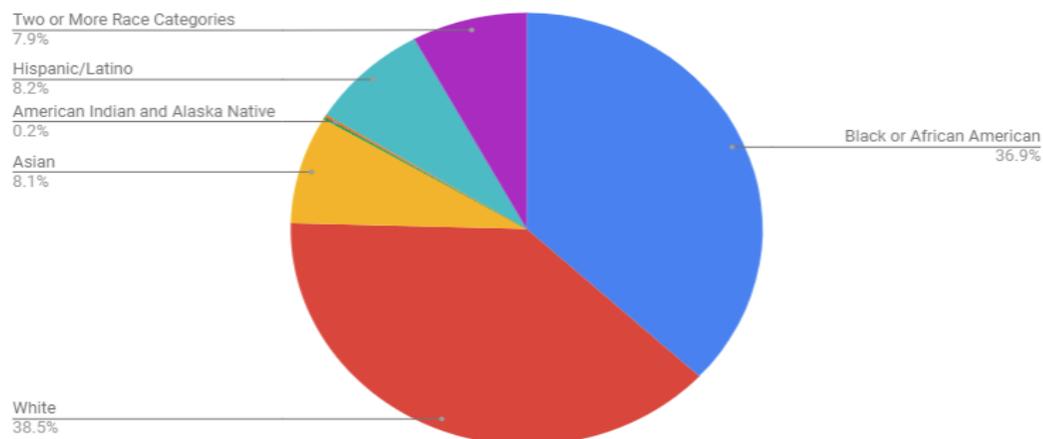
A. Performance and Progress

1. Performance and Progress. Meeting our Mission.

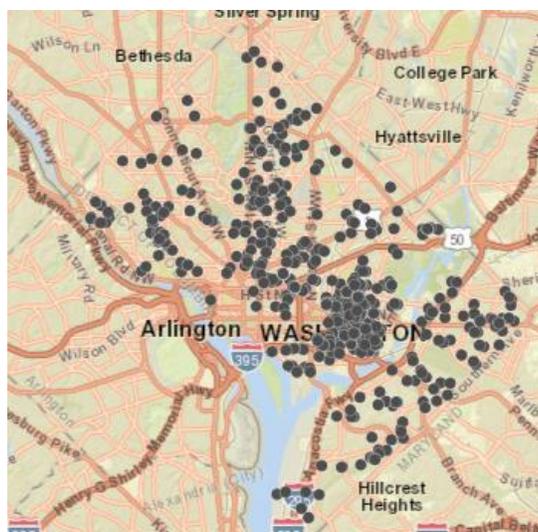
BASIS DC is striving every day to fulfill our mission of providing an academically excellent and rigorous liberal arts college preparatory education to all middle and high school students in the District of Columbia. BASIS DC is doing this by serving students from across the District and by maintaining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

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

Our Students. Our students are at the core of everything we do at BASIS DC. The BASIS DC student demographic for the 2017-2018 school year is represented in this table:



Furthermore, the students at BASIS DC represent not just a demographically diverse population, but also one of geographic diversity. In the 2018-2019 school year, BASIS DC drew students from every residential zip code in the District, as seen in this map:



Our Teachers. BASIS places a strong emphasis on ensuring our teachers are of the highest academic caliber and have deep subject matter knowledge of the area that they will teach. While several of our veteran teachers went on to graduate programs, medical school, or other industries, we were pleased with the teachers who returned and excited by the new additions to the team. As is reflected in Appendix A, our teachers hailed from a broad spectrum of highly regarded colleges and universities. A snapshot of the data shows that in addition to being qualified under ESSA regulations:

- 100% of all BASIS DC academic teachers have a Bachelor's degree.
- 54% of all BASIS DC teaching faculty hold a Master's degree.
- 8% of all BASIS DC teaching faculty hold a Doctorate degree.
- 10% of all BASIS DC teaching faculty earned their Bachelor's degree from a Washington DC based university.

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

Our Results. Of course, the most promising measure of whether BASIS DC is on track to fulfill our mission is the academic success of our students. The best measure available for the 2017-2018 school year for this metric is the DC PARCC. Students will take PARCC at the end of 10th grade for English, Integrated Math 2 at the end of Pre-Calculus (unless Pre-Calculus is completed prior to 9th grade).

PARCC Performance Summary 2017-18 school year

Percent of students who met or exceeded expectations for grade-level learning

standards in BASIS DC in the 2017-18 school year.

HS Data:

Above State Average ELA (4+): 84%

2018 PARCC English Language Arts/Literacy Results Grades 9-12 Performance by School										
English II										
Percent of valid test takers at each performance level										
School Ward	LEA Name	School Name	% 4+	% 3+	1	2	3	4	5	Total Valid Test Takers
Ward 2	Basis DC PCS	BASIS DC PCS	84.0%	90.0%	0.0%	10.0%	6.0%	36.0%	48.0%	50

Above State Average Math (4+): 54.2

2018 PARCC Mathematics Results Grades 9-12 Performance by School											
Grades 9-12											
<small>Note: For grades 9-12, school results can be filtered to show the results for all enrolled 9-12 graders ("All Tests") or to show the results for a particular test only (Geometry,</small>											
Percent of valid test takers at each performance level											
School Ward	LEA Name	School Name	Test/Enrollment	% 4+	% 3+	1	2	3	4	5	Total Valid Test Takers
Ward 2	Basis DC PCS	BASIS DC PCS	All Tests	54.2%	81.4%	3.4%	15.3%	27.1%	32.2%	22.0%	59

Grades 3-8:

Above State Average Math (4+): 65.2%

2018 PARCC Mathematics Results Overall Performance by School										
OVERALL										
Percent of valid test takers at each performance level										
School Ward	LEA Name	School Name	% 4+	% 3+	1	2	3	4	5	Total Valid Test Takers
Ward 2	Basis DC PCS	BASIS DC PCS	65.2%	87.4%	2.7%	9.9%	22.2%	49.0%	16.3%	486

Above State Average ELA (4+): 73.4%

2018 PARCC English Language Arts/Literacy Results Overall Performance by School										
OVERALL										
Percent of valid test takers at each performance level										
School Ward	LEA Name	School Name	% 4+	% 3+	1	2	3	4	5	Total Valid Test Takers
Ward 2	Basis DC PCS	BASIS DC PCS	73.4%	90.4%	2.1%	7.5%	17.0%	42.6%	30.8%	477

2 Performance and Progress. Our Goals and Academic Achievement

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

Assessment

To ensure students master grade-level material, all BASIS DC students in grades 6-8 were required to pass comprehensive exams in seven core subjects at the year's end. Students were prepared for these exams by taking pre-comprehensive exams in the middle of the year and by completing final review units incorporated in each subject.

The Value of Pre-Comps

- *Pre-Comp exams give teachers excellent quantitative data on how well students are retaining information. This gives the teachers an opportunity to evaluate instructional methods and to adjust accordingly for the remaining school year.*
- *Pre-Comp exams are also an opportunity for students to get strong feedback in each of their core courses (Math, History, English, Biology, Chemistry, Physics and Latin/Foreign Language). With this feedback, families learn more about the effectiveness of study habits, and hopefully enter the second half of the year with a good idea of what strategies work well and where improvement is required.*
- *Pre-Comp exams are good indicators of students who are struggling, which helps our Student Support staff identify needs and implement plans to support*

the individual student.

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

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

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

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

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

This accomplishment is unique in that it is one more proof point that the efforts at BASIS DC in the 2016-2017 school year to deliver an internationally competitive educational program were on the right track.

Comprehensive Exam Results

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

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

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

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

PMF (Performance Management Framework) As Goals

BASIS DC adopted the PMF (Performance Management Framework) as goals in alignment with DC PCSB's Elect the PMF as Goals Policy.

The PMF Goals Policy will allow for more consistently measurable school performance. The PMF contains specific weighted and measurable indicators and targets. DC PCSB will report on BASIS DC school progress in its publication of the 2018 PMF.

B. Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance in our sixth year of operation, ranking us among the top schools in the District. But, BASIS is also invested in developing a love of lifelong learning and creating within students a deeper appreciation of how knowledge enriches their lives. BASIS DC is proud to report that in addition to our students' strong objective measures of academic achievement, the school and our students had many other unique accomplishments over the course of the year. Some of these highlights include:

- **District-wide representation:**

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

- **Expanded Tutoring Options:**

BASIS DC students can usually be found in tutoring with their teachers, time we call "Student Hours," at all hours of the day. It is not entirely uncommon for teachers to stay well into the evening hours supporting their students' academic goals.

- **Amazing College Outcomes:**

BASIS Washington DC graduated its first class of seniors in the spring of 2017, and 100% of their graduates were accepted into a four-year college or university. The 17 students in the Class of 2017 earned over \$1.5 million in merit scholarships, and the 17 students in the Class of 2018—all of whom were also accepted to four-year colleges and universities—more than doubled this total to earn over \$3.5 million in merit scholarships. The Class of 2019 will be BASIS Washington DC's largest graduating class with a total of 42 seniors.

□ **AP excellence:**

In addition to successful outcomes for their graduates, BASIS Washington DC has also demonstrated excellence in student academic achievement. Approximately 69% of the 187 students in grades 8-12 who took AP exams earned a score of 3 or better—a pass rate that exceeds the District pass rate by 15% and exceeds the global pass rate by 8%.

□ **Growing Growth:**

PARCC exam performance is also a point of pride for BASIS Washington DC. While we have always held excellent achievement scores - Approximately 84% of BASIS Washington DC high school students earned a level 4 or above on the PARCC ELA exam, which is the highest percentage of level 4+ amongst all DC public charter schools. Over 72% of BASIS Washington DC middle school students earned a level 4 or above on the PARCC ELA exam, which is the highest percentage of level 4+ amongst all DC public charter middle schools. Students were similarly successful on the math section of the PARCC exam, with almost 67% of middle school students earning a level 4 or above—the fourth highest percentage in the District. BASIS Washington DC. Is exceptionally proud of being recognized for demonstrating more than twice the state average of improvement in ELA and math PARCC scores for SY17-18.

□ **Regional Champions National Contenders:**

BASIS students joined teams from around the country for 5 days of academic competition and science activities. We are always proud of our Science Bowl Students, and we are looking forward to seeing them raise the bar even higher this year. Additionally, our ever strong Certamen team made nationals last year with one of our Novice team members earning 4 MVP awards at national level invitational competitions.

□ **Supportive Schools:**

During the 2015-2016 school year the Student Affairs team began what is now called the Restorative Justice Program to handle incidents of behavior equitably and with dignity. For the last two years this effort has been expanded such that the teachers and Student Affairs team have worked together to provide proactive approaches to social-emotional learning, and school culture/discipline through twice weekly Restorative Dialogue circles. In these circles all BASIS DC students in 5th - 7th grades participate in 60 minutes per week of positive and engaging discussion in small groups of no more than fifteen students. These discussions are a time for students to talk about their academics, current events, ways to improve the school, and more. The impact on students has been clear both in student's academic performance and in

the school's behavior and culture.

In addition to the Restorative Justice program, our school counselor, identified a need to provide additional social/emotional support to students at a younger age during the 2016-2017 school year. To provide this support she started and ran two lunch groups for select 5th grade students using a curriculum called Second Step. In collaboration with teachers, the Second Step program was expanded during the 2017-2018 school year such that all 5th grade students now participate in the program once per week during their classes.

C. List of Donors

BASIS DC is extremely grateful for the generosity of all of those in our community who made financial contributions for the 2017-18 school year. The names on the following pages represent those who contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year subject to the requirements of this report (*D.C. Official Code § 38-1802.04(11)(B)(xi)*).

BASIS DC Donor List 2017-18

Christie, Athalia

Ellisen, Bruce

Turner, Michael

Michaud, David

Dargay, Berhan

Liu, Libo

Swaan, Pete

Douglas, Scott

Schmidt, Angela

Walkes, Staci

Granados, Bessy

Wright-Thomas, Betty

Kohlmeyer, Carl

Lyons, Terrence

Sheehan, Joseph

Popal, Bibiana

Yanchisin, Helen

Fratto, Gina

Colby, Chad

Hughes, Colleen

Hubbard, Carolyn

Loomis, Deborah

Christianson, Sarah

Flabbi, Luca

Freis, Deborah

Marie-Laure Guitteny, Parke

Hertler, Hillary

Brent, Melinda

Cutler, Lisa

Moran, Michael

Bailey, Mari

Curtis, Debra

Barret, Craig

Cassidy, Annemarie

Dixon, Deborah

Settels, Michael

Nipp, Lisa

Raiff, Suzanne

Harris, Jennifer

Proper, Willis

Lanning, Stephen

Wolde, Samuel

McCue, Gregory

Kwok, Tom

Duncan, Gary

Charitable, Fidelity

Hunter, Amy

Kohlmeyer, Jonah

Ogata, Gabrielle

Reger, Kevin

Charitable, Schwab

BASIS DC Boosters

Paola Barbara & Christopher Lobb

Mr. & Mrs. Mailley

Perry Family

Polasek Family

Judith Smith Family

Tom Family

Waymack Family

Sanam Naraghi

The Ansari Family

Berges-Voorhis Family

Biswal Family

Helen Burstin and Mark Blumenthal

Griffin Family

Andrew Ting & Mo Jung Liu

Millan-Stone Family

Boris Miric

The Moore/Nestoriak Family

Laurie & Edwin Morman

Christopher & Gail Pierce

James Setty

Karen and Kam Quarles

Sara Durkin & James Rosen

Rubin Family

Solomon Family

Eve-Lyn and Brian Turmail

David & Dolen Valdez

The Von Der Lippe Magee family

Wilson Dependable Services

2. DATA REPORT

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: BASIS DC PCS
PCSB	Campus Name: BASIS DC PCS
PCSB	Grades served: 5--12
PCSB	Overall Audited Enrollment: 596

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	137	102
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	108	89	49	51	45	15	0	0	0

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

Student Data Points

School	Total number of instructional days: 183
PCSB	Suspension Rate: 7.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.10%
PCSB	In-Seat Attendance: 96.2%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 2.3% (14 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 97.0%
PCSB (SY16-17)	College Acceptance Rates: 100.0%
PCSB (SY16-17)	College Admission Test Scores: 93.3%
PCSB (SY16-17)	Graduation Rates: Not Publicly Reported (n<25)

3. APPENDICES

APPENDIX A – Staff Roster School Year

Last Name	First Name	Staff Member's Title	Federal Role	Highest Education Attained	Highest Degree Awarding Institution	Highest Degree Field/Major	Year Conferred
CHAMBERS	KIM	Psychologist	Sped Support Staff, Psychologist	Master's	George Mason University		2010
FARRELL	CANDACE	Teacher	Teacher, Elementary (grades 1-6)	Master's	American University		2014
TORRES	IAN	Teaching Fellow	Paraprofessional - Special Education	Bachelor's	Washington Adventist University	Physical Education	2016
JACKSON	NATALIE	Teacher	Teacher, Secondary (grades 7-12)	Master's	Corcoran College of Art + Design	Art and the Book	2012
HAMNETT	JENNIFER	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	University of Arizona	Philosophy, Sociology	2006
STOFFEL	ANDREW	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Georgetown University	International Culture & Politics	2012
LOVERIDGE	RACHEL	College Counselor	Guidance Counselor, Secondary (grades 7-12)	Master's	Arizona State University	Creative Writing	2012
HOW YEW KIN	THERESA	Teacher	Teacher, Secondary (grades 7-12)	Master's	Notre Dame		2015
ZARA	PEDRO	Teacher	Teacher, Secondary (grades 7-12)	Master's	American University	Secondary Education	2015
OWENS	MARCI	Teaching Fellow	Paraprofessional - Special Education	Master's	Concordia University	Business Administration	2015
TORRES	IAN	Teaching Fellow	Paraprofessional - Special Education	Bachelor's	Washington Adventist University	Physical Education	2016
HOW YEW KIN	THERESA	Teacher	Teacher, Elementary (grades 1-6)	Master's	Notre Dame	Education	2015
ALLEN	BRENT	Teacher	Teacher, Secondary (grades 7-12)	Master's	Materials Science and Engineering		2014
AUSTIN	TIFFANY	Teacher	Teacher, Secondary (grades 7-12)	Master's	Notre Dame	Juris Doctorate	2007
ERICHSEN-TEAL	DANIEL	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Hillsdale College	English	2014
COSBY	CAITLIN	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	University of Virginia	Classics and Government	2016
COOPER	CALVERY	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	Saint Augustine's University	English	2011
CARTER	TIARA	Teaching Fellow	Paraprofessional - Special Education	Bachelor's	Xavier University	Psychology	2016
MCNINCH	RACHEL	Teacher	Teacher, Elementary (grades 1-6)	Master's	Michigan State University	Fisheries and Wildlife	2007

LEE	RASHAI	Learning Specialist	Guidance Counselor, Secondary (grades 7-12)	Bachelor's	Bennett College	Criminal Justice	2013
HUBBARD	DARREN	Teaching Fellow	Paraprofessional - Special Education	Bachelor's	Virginia State University	Psychology	2008
LI	YALAN	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Shandong Radio & TV University	n/a	1991
DALTON	ELAN	Director Of Academic Programs	LEA Administrator	Master's	Virginia Tech	Biological Sciences	2012
RANDALL	ALICE	Director Of External Affairs	LEA Administrator	Master's	George Washington University		1988
REED	ANTON	Curriculum Coordinator	Instructional Coordinator and Supervisor	Bachelor's	Washington & Lee University	Computer Science, Economics	2014
RAMIREZ	CAMILO	Teacher	Teacher, Secondary (grades 7-12)	Master's	University Externado of Columbia	International Affairs	2013
JERNAGIN	PAULETTA	Receptionist	School Administrative Support Staff				
GREEN	NATHANIEL	Teacher	Teacher, Secondary (grades 7-12)	Doctorate	Boston University School of Medicine	Microbiology and Immunology	2012
SARDIK	PORTIA	Head Of Operations	School Administrator - Other	Bachelor's	Elizabeth City State	English	2006
SCHELLENBERGER	AUTUMN	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Bucknell University	Chemistry	2014
ROSE-HENIG	ALEXANDER	Director Of Student Interventions	School Administrator - Other	Master's	American University	Psychology, Neuroscience, Teaching: Secondary Science	2014
POLONSKY	HEATHER	Teacher	Teacher, Elementary (grades 1-6)	Master's	University of the District of Columbia	Teaching, Secondary English	2014
ZARA	PEDRO	Teacher	Teacher, Elementary (grades 1-6)	Master's	American University	Secondary Education	2015
WANG	HAO	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Michigan State University	Teaching and Curriculum	2016
RATIFF	MARCUS	Facilities Coordinator	Other Support Staff				
SAMUELS	CHRISTIAN	Teaching Fellow	Paraprofessional - Special Education	Master's	University of Maryland		2015
REED	ANTON	Curriculum Coordinator	Instructional Coordinator and Supervisor	Bachelor's	Washington & Lee University	Computer Science, Economics	2014
LUKE	IRA	Director Of Student Affairs	LEA Administrator	Bachelor's	Susquehanna University	Communications	2005
BROOKS	LYNDSEY	Attendance Coordinator	School Administrative Support Staff	Bachelor's	Liberty University	Psychology	2014
FAUCILLION	STEPHANE	Teacher	Teacher, Secondary (grades 7-12)	Master's	University of Nantes	Teaching French as Foreign Language	2001
JONES	JASMYN	Front Office Coordinator	School Administrative Support Staff				

JONES	CHRISTINA	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	Stillman College	History	2001
KLEIN	MARY	Auxiliary Programs Coordinator	Other Support Staff	Bachelor's	George Mason University	Community Health	2013
DRAPER	HOLLY	Teacher	Teacher, Secondary (grades 7-12)	Master's	National University of Ireland	Fine Arts	2015
DENNIE	CHAUNCEY	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Morehouse University	English, German	2009
NICHOLAS	GUY	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	University of North Carolina	Applied Mathematics	2007
PEREZ	GLORIVIL	Learning Specialist	Guidance Counselor, Elementary (grades PS-6)	Bachelor's	Drury University	General Studies/Social Sciences	2011
READ	COLIN	Teacher	Teacher, Elementary (grades 1-6)	Master's	Shenandoah Conservatory	Music Composition	2016
READ	COLIN	Teacher	Teacher, Secondary (grades 7-12)	Master's	Shenandoah Conservatory	Music Composition	2016
CRAWFORD	CEJAY	Teacher	Teacher, Secondary (grades 7-12)				
SEILER	PHILIPPE	Teacher	Teacher, Secondary (grades 7-12)	Doctorate	Tulane University	History	1999
STOFFEL	ANDREW	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	Georgetown University	International Culture & Politics	2012
TODD	STEPHANIE	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Ottawa University	Mathematics	2015
JOE	JERRON	Dean Of Students	School Administrator - Other	Bachelor's	North Carolina Central University	Physical Education	2009
GARRETT	JILL	Head Of School	School Administrator - Other	Master's	New York University	Teaching Chemistry 7-12	2009
WALTERS	MALIKA	Registrar	School Administrative Support Staff				
MAZZOTTA	CORINNE	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	Pennsylvania State University	History	2012
KRUG	MADDIE	Teacher	Teacher, Secondary (grades 7-12)	Master's	Teachers College	Social Studies	1974
SCHNIEPP	LINDSAY	Teacher	Teacher, Secondary (grades 7-12)	Master's	Emerson College	Publishing and Writing	2006
OLDAKOWSKI	DANIEL	Teacher	Teacher, Secondary (grades 7-12)	Master's	American University	Secondary Mathematics	2014
MUNSON	TERRELL	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's	Howard University	Chemistry	1994
TIMME	WALKER	Teacher	Teacher, Secondary (grades 7-12)	Master's	American University		2011;2014
MCNINCH	RACHEL	Teacher	Teacher, Secondary (grades 7-12)	Master's	Michigan State University		2007

JONES	TRAVIS	Learning Specialist	Guidance Counselor, Elementary (grades PS-6)	Master's	USC Spartanburg/Webster University	Counseling	2006
JORDAN	RASHIDA	Exceptional Education Coordinator	School Administrative Support Staff	Master's	George Washington University	Public Administration; Education and Human Development; Divinity	2013; 2014
TIMME	WALKER	Teacher	Teacher, Elementary (grades 1-6)	Master's	American University	Biology;Teaching	2011;2014
BEABOUT	MAUREEN	Teacher	Teacher, Secondary (grades 7-12)	Master's	Bryn Mawr College	Ancient Languages	2004
MACK	ERIN	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	Viginia Tech	Biological Sciences	2013
SUNDBERG	KRISTY	Teacher	Teacher, Secondary (grades 7-12)	Doctorate	University of California San Diego	Neuroscience	2007
COLT	CHRISTINA	Teacher	Teacher, Elementary (grades 1-6)	Master's	Trinity University	School Counseling	2011
TOMANELLI	DEANNA	Teacher	Teacher, Secondary (grades 7-12)	Doctorate	Duke University	Toxicology	2009
JACKSON	NATALIE	Teacher	Teacher, Elementary (grades 1-6)	Master's	Corcoran College of Art + Design	Art and the Book	2012
BARLEV	MAYA	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's	Haverford College	Astrophysics	2012
SAMUELS	CHRISTIAN	Teaching Fellow	Paraprofessional - Special Education	Master's	University of Maryland	Non-Profit Management	2015
REA	JAMES	It Coordinator	School Administrative Support Staff	Bachelor's	University of Maryland	History	1979
HUBBARD	DARREN	Teaching Fellow	Paraprofessional - Special Education	Bachelor's	Virginia State University	Psychology	2008

Appendix B – 2017-18 School Year Board Roster

NAME/ Position/Residence	Original Appointment	Last Date Appointment	Date Appointment Expires
Craig R. Barrett Chair Arizona	Aug. 2011	Sept. 2015	Aug. 2020
Anne House Quinn Trustee Washington, DC	Nov. 2013	Aug. 2018	Aug. 2021
David Hedgepeth Trustee Washington, DC	Aug. 2011	Aug. 2017	Aug. 2020
Andrew P. Kelly Trustee Washington, DC	Aug. 2011	Aug. 2017	Aug. 2020
Marie-Laure Guitteny Parke Parent Trustee Washington, DC	Aug. 2011	Aug. 2017	Aug. 2020
Candice Santomauro Trustee Washington, DC	Sep. 2012	Sept. 2015	Sept. 2021
Cecily Miles Slater Parent Trustee Washington, DC	Dec. 2015	Dec. 2015	May 2018 Resignation
Chad Colby Trustee Washington, DC	Aug. 2017	Aug. 2017	Aug. 2020

APPENDIX C – Unaudited Year-end 2017-18 Financial Statement

				
FY 2018 Q1-Q4 School Detail Summary		FY 2018 BDC School Budget	Q1-Q4 Actuals	Q1-Q4 Actuals as % of budget
1	Student Count*	595	596	100%
	State Revenue			
2	State Aid	\$8,949,508	\$9,240,223	103%
3	SEEF	\$0	\$12,660	N/A
4	Total State Revenue	\$8,949,508	\$9,252,883	103%
	Federal Revenue			
5	IDEA	\$94,330	\$79,636	84%
6	Title II	\$35,928	\$25,373	71%
7	Technology Grant	\$0	\$13,401	N/A
8	ISC	\$0	\$11,176	N/A
9	Total Federal Revenue	\$130,258	\$129,586	99%
	Local Revenue			
10	Annual Teacher Fund	\$171,000	\$119,706	70%
11	Reimbursable Activities Revenue	\$283,861	\$347,657	122%
12	Total Local Revenue	\$454,861	\$467,363	103%
13	Total Revenue	\$9,534,627	\$9,849,832	103%
14	Total Payroll	\$5,311,276	\$5,417,578	102%
	Other Expenses			
15	SME-Student Driven	\$157,500	\$220,596	140%
16	SME-Maintenance	\$310,000	\$267,776	86%
17	Reimbursable Activities Expenses	\$274,489	\$292,548	107%
18	Sponsored Testing	\$45,000	\$39,969	89%
19	Insurance + Audit Fees	\$166,767	\$174,499	105%
20	Internet	\$40,497	\$30,163	74%
21	Hiring, Professional Development	\$36,670	\$97,300	265%
22	Other Expenses	\$87,207	\$48,873	56%
23	Core Fee	\$212,450	\$212,450	100%
24	Rent	\$1,909,708	\$1,909,706	100%
25	Service Fees	\$959,175	\$959,175	100%
26	Total Other Expenses	\$4,199,463	\$4,253,055	101%
27	Total Expenses	\$9,510,739	\$9,670,633	102%
28	Total Net Surplus before Depreciation, Amortization & Cap X	\$23,888	\$179,199	NM

*Enrollment as of PCSB Q4 audited enrollment report.

APPENDIX D – Approved 2018-2019 Budget

 FY 2019 BASIS DC Inc., School Detail Budget		
1	Student Count	613
	State Revenue	
2	State Aid	\$10,022,773
3	SEEF	\$12,000
4	Total State Revenue	\$10,034,773
	Federal Revenue	
5	IDEA	\$82,173
6	Title II/III	\$26,856
7	Technology Grant	\$12,000
8	ISC	\$15,000
9	Total Federal Revenue	\$136,029
	Local Revenue	
10	Annual Teacher Fund	\$165,210
11	Reimbursable Activities Revenue	\$347,055
12	Total Local Revenue	\$512,265
13	Total Revenue	\$10,683,066
14	Total Payroll	\$5,481,644
	Other Expenses	
15	SME-Student Driven	\$173,000
16	SME-Maintenance	\$270,000
17	Reimbursable Activities Expenses	\$291,526
18	Sponsored Testing	\$45,000
19	Insurance + Audit Fees	\$89,420
20	Internet	\$17,538
21	Hiring and Professional Development	\$94,650
22	Other Expenses	\$107,395
23	Core Fee	\$398,537
24	Rent	\$1,800,197
25	Service Fees	\$1,230,589
26	Total Other Expenses	\$4,517,853
27	Total Expenses	\$9,999,498
28	Total Net Surplus before Depreciation, Amortization & Cap X	\$683,568

APPENDIX E – SY 17 – 18 At-Risk Funds

BASIS DC works hard to ensure that all students have an equal opportunity to learn. The At Risk Funds for SY 17-18 were used in the development of academic interventions that help students meet rigorous standards. Having programs that targeted student's achievement in areas such as general instruction, behavior support, and auxiliary support programs helped directly assess students' academic achievement.