

# ANNUAL REPORT

School Year 2018 - 2019

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

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# 1. ANNUAL REPORT NARRATIVE

## I. School Description

### A. MISSION

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, Internal Baseline Tests, AP exams and State Assessments, and others). The teachers also participate in designing key exams. The academic leadership audits the syllabi and formulates final versions of key exams. This process assures continuity of the BASIS 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 and implementation of 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 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 compared to international standards. The Academic Mentor's team (not including the course teacher) selects these questions from standardized tests used on students in the same grade level outside of BASIS. Students do not know which questions are supplied by their teacher and which are outside questions.

Pre-comprehensive exams (used as comprehensive exam practice in Middle School) and Final exams (used for pre-advanced placement classes in Upper School) include mostly teacher-written questions. 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 The College Board.

### 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.

#### ***Training teachers for success***

BASIS DC strives to create a culture of ongoing professional development in which teachers are accountable for improvement. Once prospective teachers are hired, they begin to prepare for the demands of the BASIS classroom and are supported in a variety of ways through 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 instructional 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 the Director of Planning and Instruction, who serves as their primary Instructional Coach. This Coach builds upon knowledge of classroom management techniques, teaching methods, and pedagogical research that was reviewed in the summer training and helps teachers implement these best practices in real time.

### ***Teaching personal responsibility***

BASIS aims to teach students that success is the result of hard work. Regardless of academic standing, every BASIS student is supported and encouraged to improve and to reach for 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 6<sup>th</sup> 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 students' progress from one grade level to another, they become models for younger students and help reinforce the culture of personal responsibility and positive peer support.

For students that need additional support, BASIS DC provides an Academic Support Program and a robust Student Success Team with multiple tiers of support that reflect a strong commitment to our Child Find responsibilities.

## *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 a wide variety of ways so that communication flows freely.

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

**Engagement Events.** The following events are all examples of the many ways in which parents were involved at BASIS DC during the 2018-2019 school year:

- **Annual Teacher Fund Gala:** The BASIS DC 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 discretionary bonuses.
- **Community Nights:** Members of the Boosters hosted the Head of School in their homes or community centers at least one time in each Ward throughout the year. This proved an opportunity for BASIS DC families to build community and also work directly with school leadership.
- **Boosters Meetings:** One of the most critical ways in which BASIS DC involves all families is through communication and engagement with our parent partners known as our 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. Typically held on a monthly basis, Boosters meetings allowed parents the opportunity to receive in-person “state of the school” addresses and volunteer for upcoming events.
- **Workshops:** BASIS DC hosts many opportunities for parents to engage with our staff through informational workshops. For example, 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.
- **Arts Showcases and Performances:** Music, art, and drama students showcase their work at least twice a year. The talent show is also always a big hit!
- **Red Giant Review Newsletter:** We send a weekly newsletter to all families with critical operating information and announcements, opportunities for student and family engagement (extracurricular activities, special events,

community offerings, and city services), and highlights of student achievements.

- **Recruitment Events:** These events include tours, Open Houses, EdFest, and others.

## II. School Performance

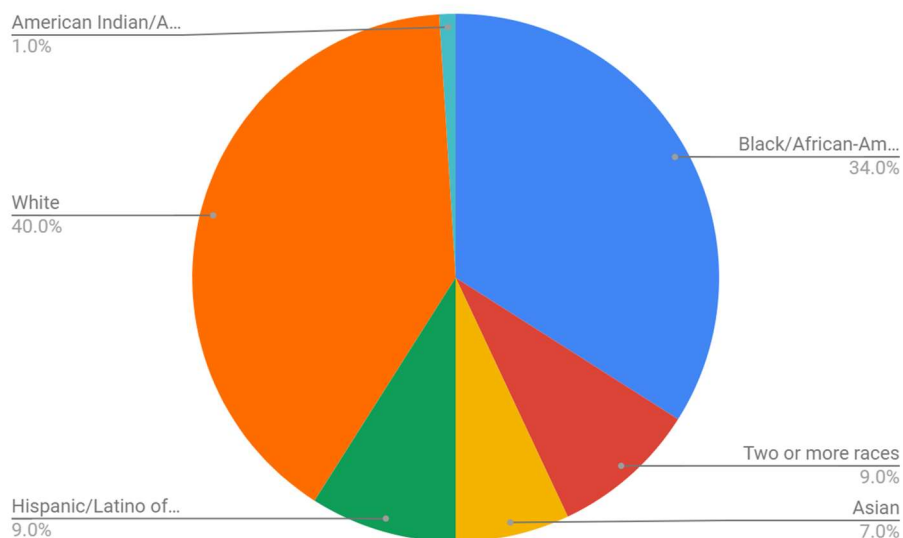
### A. Performance and Progress

#### *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 prophecy of low-expectations; it 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. BASIS DC continues 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 2018-2019 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.

**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.
- 53% of all BASIS DC academic teachers hold a Master's degree.
- 7% of all BASIS DC academic teachers hold a Doctorate degree.
- 30% of all BASIS DC academic teachers 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 2018-2019 school year for this metric is the DC PARCC. BASIS DC High School students take PARCC at the end of 10<sup>th</sup> grade for English and at the end of Pre-Calculus (Integrated Math 2) unless Pre-Calculus was completed prior to 9<sup>th</sup> grade.

## PARCC Performance Summary 2018-2019 School Year

The data below reflects the percentage of students who met or exceeded expectations for grade-level learning standards at BASIS DC in the 2018-19 school year.

### HS Data:

Above State Average ELA (4+): 86.7%

2019 PARCC English Language Arts/Literacy Results Grades 9-12 Performance by School										
**English II**										
School Ward	LEA Name	School Name	% 4+	% 3+	Percent of valid test takers at each performance level					
					1	2	3	4	5	
Ward 2	Basis DC PCS	BASIS DC PCS	86.7%	97.8%	0.0%	2.2%	11.1%	60.0%	26.7%	

Above State Average Math (4+): 46.65

2019 PARCC Mathematics Results Grades 9-12 Performance by School										
**Grades 9-12**										
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, Algebra II, or Integrated Math II).										
School Ward	LEA Name	School Name	Test/Enrollment	% 4+	% 3+	Percent of valid test takers at each performance level				
						1	2	3	4	5
Ward 2	Basis DC PCS	BASIS DC PCS	All	46.6%	64.9%	2.7%	12.3%	58.4%	38.4%	6.2%

### Grades 3-8:

Above State Average Math (4+): 64.5%

2019 PARCC Mathematics Results Overall Performance by School										
**OVERALL**										
School Ward	LEA Name	School Name	% 4+	% 3+	Percent of valid test takers at each performance level					
					1	2	3	4	5	
Ward 2	Basis DC PCS	BASIS DC PCS	64.5%	88.1%	3.6%	8.3%	23.6%	49.0%	15.5%	

Above State Average ELA (4+): 80.2%

2019 PARCC English Language Arts/Literacy Results Overall Performance by School										
**OVERALL**										
School Ward	LEA Name	School Name	% 4+	% 3+	Percent of valid test takers at each performance level					
					1	2	3	4	5	
Ward 2	Basis DC PCS	BASIS DC PCS	80.2%	94.9%	0.9%	4.3%	14.7%	53.7%	26.4%	

### *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 5<sup>th</sup> grade students took nine separate classes, including Introduction to Science, Physical Geography, Math, English, Latin, Classics, Art, Drama, PE, and Music. In 6<sup>th</sup> through 8<sup>th</sup> grade, students took Biology, Chemistry, and Physics as separate subjects, like many top-performing peers in European and Asian countries. In 7<sup>th</sup> grade, students took additional supplementary courses like Logic and Economics and are exposed to college-level material in their History coursework, with some students opting to take the AP World History exam at the end of 8<sup>th</sup> 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 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 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 across 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). Recently 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 2019-2020 school year to deliver an internationally competitive educational program were on the right track.

### **Comprehensive Exam Results**

Results from year seven show that BASIS DC student performance has improved, with our overall standing in a network-wide comparison improving by one position. In some exams, BASIS DC students not only outperformed schools at similar maturity but also at 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, but we continue to strive for better and better student outcomes.

### **External Assessments**

- SAT: The SAT is the largest and most frequently required college acceptance exam. BASIS DC is consistent with the highest international academic standards and is designed to help students develop academic and organizational skills that prepare them for the increasing demands of these high school exams. As such we are incredibly proud of our 20018-2019 senior class scores on the SAT exams, averaging 733 points higher than other students in the district.

Group	Number of Test Takers	Mean Total Score 400-1600 	Mean Evidence-based Reading and Writing Score 200-800 	Mean Math Score 200-800 
School	38	1237 	617 	621 
District 	1,069	870 	442 	429 
State 	3,067	885 	450 	435 
Total Group 	141,623	937 	477 	460 

- ISA: 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 compared 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)*

Our 5th grade students have outperformed not only similar schools, but all schools in the following subjects:

ISA

International Schools’ Assessment

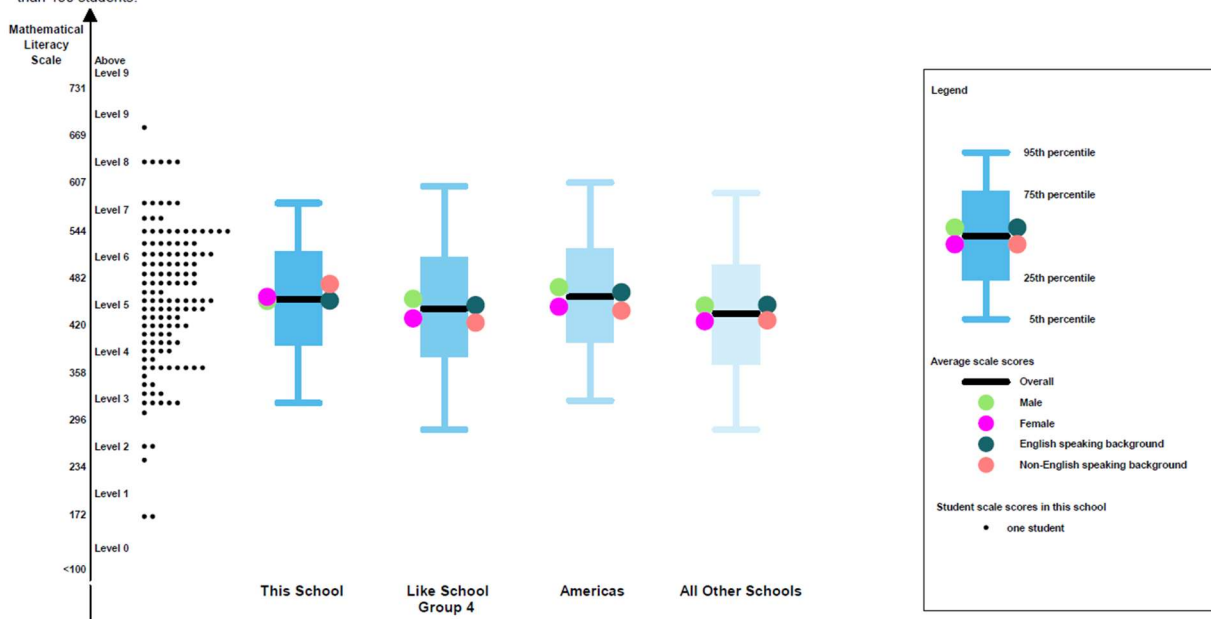
February 2019 Administration

School Report

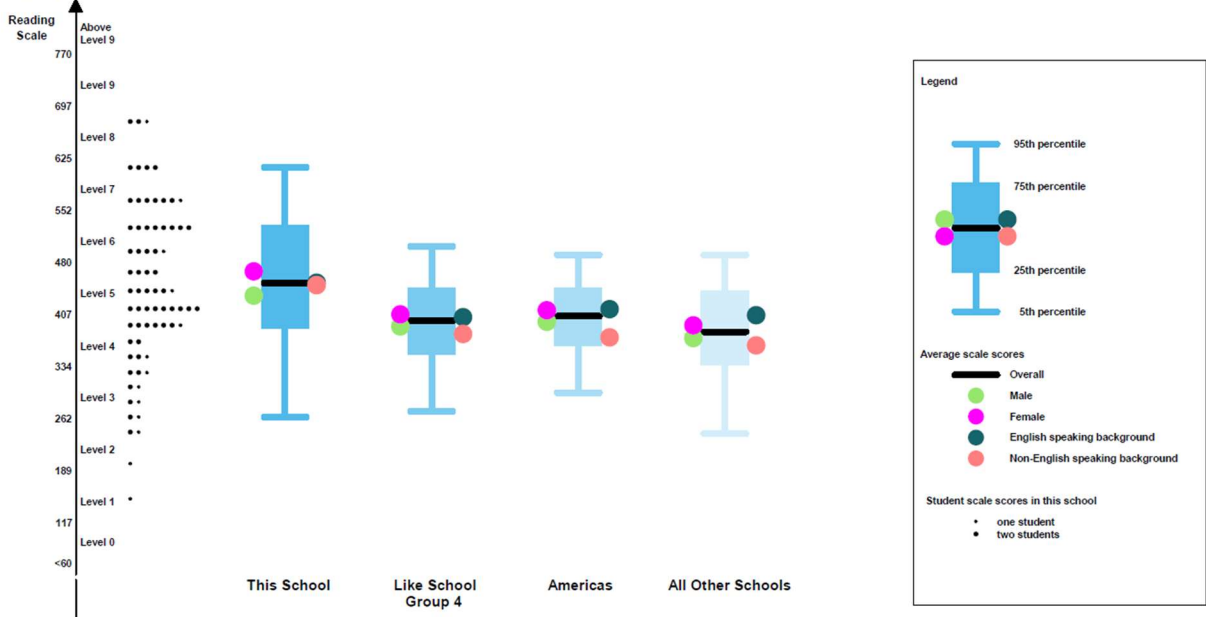
BASIS Washington DC

Mathematical Literacy  $(\sqrt{x})^2$   
Grade 5

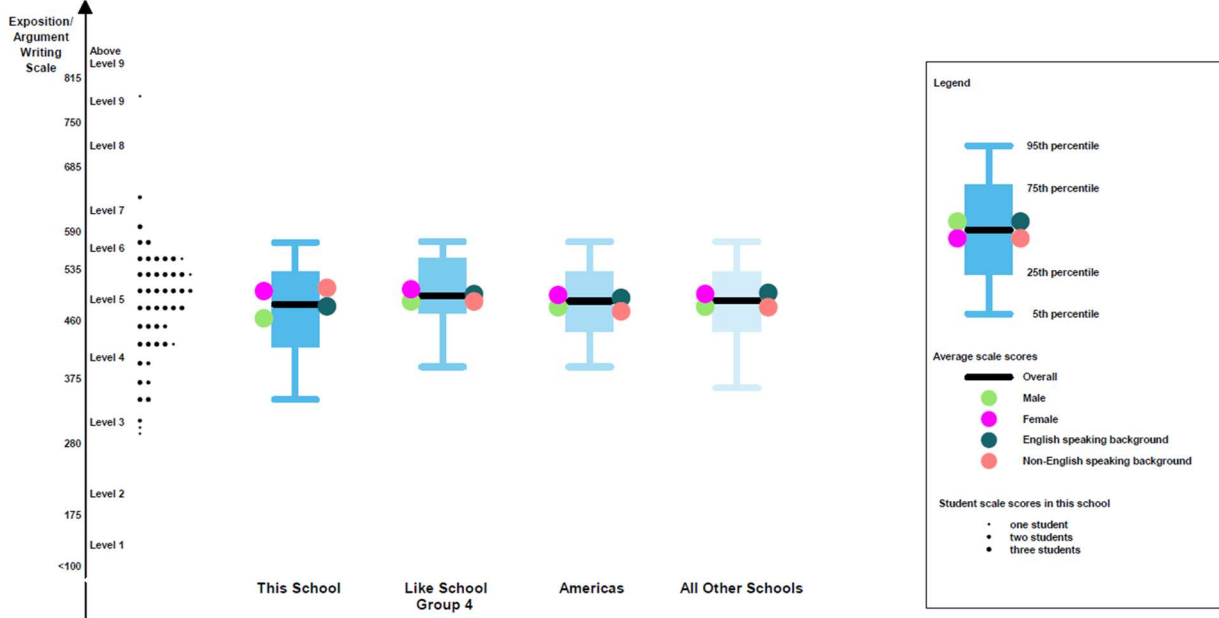
This chart shows the performance of students in your school compared to students in the same like school group, students in the same region, and the students from all schools in the ISA reference norm. Note that the statistics for this school are reported only where the group size is greater than 10. Comparative data is not provided if the comparison group has less than 100 students.



This chart shows the performance of students in your school compared to students in the same like school group, students in the same region, and the students from all schools in the ISA reference norm. Note that the statistics for this school are reported only where the group size is greater than 10. Comparative data is not provided if the comparison group has less than 100 students.

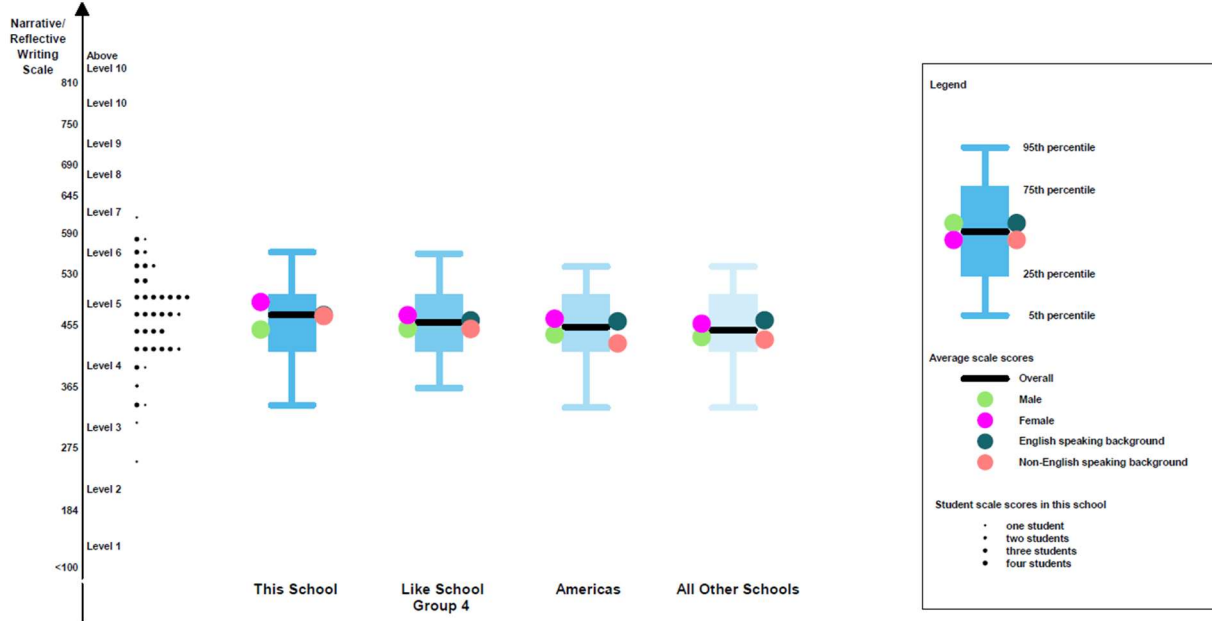


This chart shows the performance of students in your school compared to students in the same like school group, students in the same region, and the students from all schools in the ISA reference norm. Note that the statistics for this school are reported only where the group size is greater than 10. Comparative data is not provided if the comparison group has less than 100 students.





This chart shows the performance of students in your school compared to students in the same like school group, students in the same region, and the students from all schools in the ISA reference norm. Note that the statistics for this school are reported only where the group size is greater than 10. Comparative data is not provided if the comparison group has less than 100 students.



### 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 2018-2019 PMF.

## B. Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance in our seventh 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 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 is supported by various modes of transportation, 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 experiences 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 DC graduated its first class of seniors in the spring of 2017, and 100% of our 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 was BASIS DC's largest graduating class with a total of 42 seniors earning a total of \$7.5 million dollars in merit scholarships.



**AP Excellence:**

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

# of AP Exams taken by the end of grade 11	512
● Average # of AP Exams per student	10
● % of students earning a 3 or higher on at least one exam	80
% of students recognized by the College Board	60
● # of National AP Scholars	3
● # of AP Scholars with Distinction	21
● # of AP Scholars with Honors	2
● # of AP Scholars	8
● # of State AP scholars	2

**Regional Champions National Contenders:**

BASIS DC Science Bowl Students (6th-9th) competed from teams around the country at Cornell University for the Science Olympiad National Tournament. For a five (5) day academic competition and science activities, our students exceeded their previous year goal with several of our high school students being Regional Winners in the Toshiba/NTS ExploraVision competition. 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 competition. In regards to the National Latin Exam, out of the 44 students who took the exam, 35 received a level award.

**Supportive School:**

It is important that all students have access to our academically advanced program. As such, since SY17-18, we have created new roles for additional staff members to support interventions and 504/SPED services at our school. We have also expanded our menu of interventions for students receiving support through the Student Success Team. *Italicized information was new and/or improved for SY18-19.*

Our school's Tier 1 support included:

- Differentiated instruction and the use of varied evidence-based instructional strategies by general education teachers, *as specifically monitored and*

*evaluated through observation and feedback cycles*

- Weekly hour-long student hours held by every general education teacher so that students can get individual support on content
- Peer tutoring is *guaranteed for all subjects*.
- Undergraduate students from Georgetown provide additional student STEM support after school.
- Students in grades 5 and 6 engage in a social-emotional curriculum throughout the year, and parent newsletters prompt families to reinforce these skills at home, too. *This program will be expanding to grades 5, 6, and 7 in SY19-20.*
- *An expanded and refined Academic Support program that includes meaningful student goal-setting, school-home collaboration, and improved progress monitoring structures*
- *Executive functioning support during mid-day study halls for students in grades 5-8*
- Required use of a planner that is checked and monitored by classroom teachers

Our schools' Tier 2 and Tier 3 support included:

- Online iReady programming in math and literacy for students identified as below grade-level
- *Small-group interventions in reading, math, and executive functioning with trained interventionists*
- *Increased flexibility in classroom-based assessment accommodations, such as the allowance of extended time and/or special materials*
- Check-in/Check-out
- Social skills groups, BIPs, attendance plans, etc.

### 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 2018-19 school year. The names on the following page represent those who contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year subject to the requirements of this report (D.C. Official Code § 38-1802.04(11)(B)(xi)).

**Donors BASIS DC 2018-19**

BASIS DC Boosters

Peter and Patti Bezanson

The Ansari Family

Kira Elvey

Perry Family

Power Family

Setty Family

Christina Stone and Juan Millan

Tom Family

Drs. Matthew and Sarah Christianson

Griffin Family

Griffith-Harris Family

Hagar Family

Joshua and Erika Izenberg

Madrigal Family

Mr. and Mrs. Mailley

Greg McCue and Lisa Bender

McLean-Wilson Family

Ogata Family

Pollyanne Power

Quarles Family

Sara and James Rosen

Rubin Family

Schandlbauer Family

Priya and Deepak Seth

Solomon Family

Dave and Liz Stevenson

Andrew Ting and Carrie Liu

Turmail Family

## 2. DATA REPORT

### SY 2018-19 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: 636

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	0	144	123
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
<b>Student Count</b>	86	90	56	45	50	42	0	0	0

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

### Student Data Points

School	<b>Total number of instructional days:</b> 184
PCSB	<b>Suspension Rate:</b> 1.7%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.03%
PCSB	<b>In-Seat Attendance:</b> 95.2%
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	<b>Midyear Withdrawals:</b> 2.5% (16 students)
PCSB	<b>Midyear Entries:</b> 0.0% (0 students)
PCSB	<b>Promotion Rate (LEA):</b> 97.2%
PCSB (SY17-18)	<b>College Acceptance Rates:</b> 100.0%
PCSB (SY17-18)	<b>College Admission Test Scores:</b> Not Applicable (n<10)
PCSB (SY17-18)	<b>Graduation Rates:</b> 100.0%

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate:</b> Attrition for 2018-19 School year: 18.8%
School	<b>Number of Teachers:</b> 69 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary</b> 1. Average: \$58,931.00 2. Range -- Minimum: \$ 50,000.00                      Maximum: \$71,906.00
School	<b>Executive Salary</b> One Salary – Range: Minimum: \$100,000.00    Maximum: \$130,000.00

### 3. APPENDICES

#### APPENDIX A – Staff Roster School Year

Last Name	First Name	Title	Federal Role	Highest Degree Earned
KRUG	MADELEINE	College Counselor; Teacher	Guidance Counselor, Secondary (grades 7-12); Teacher, Secondary (grades 7-12)	Master's
BENABDELOUA HAB	NOURA	Teacher	Teacher, Secondary (grades 7-12)	Master's
BRODSKY	HUGH	Paraprofessional	Paraprofessional - Special Education	Master's
PARKER	KIMBERLY	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
SLADE	RHONDA	Teacher	Teacher, Secondary (grades 7-12)	Master's
JONES	SONYA	Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
STONE	BEN	Teacher	Teacher, Secondary (grades 7-12)	Master's
SMITH SHAW	CORDEL	Teacher	Teacher, Secondary (grades 7-12)	Master's
FAUCILLON	STEPHANE	Teacher	Teacher, Secondary (grades 7-12)	Master's
ROSS	REBECCA	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
LOCKHART	VALENTINO	Learning Specialist	Guidance Counselor, Secondary (grades 7-12)	Doctorate
BROWN	GISSELLE	Special Education Coordinator	School Administrator - Other	Master's
SHUFORD	ANGELA	Dean Of Students	School Administrator- Other	Master's
DERR	ROBERT	Teacher	Teacher, Secondary (grades 7-12)	Master's
GINGLES	ELIZABETH	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
BARR	ALEXIS	Learning Specialist	Guidance Counselor, Elementary (grades PS-6)	Bachelor's
RICHARDSON	BRANDON	Paraprofessional	Paraprofessional- Special Education	High School Diploma
SMITH	MATTHEW	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
HARDIN	BENJAMIN	Teacher	Teacher, Secondary (grades 7-12); Teacher, Elementary (grades 1-6)	Master's
STANLEY	AUTUMN	NSLP Coordinator	School Administrative Support Staff	High School Diploma

WHARTON	BRITTANY	Receptionist	School Administrative Support Staff	Associate's
PHAN	LISA	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
SCHWARTZ	LAURA	Teacher	Teacher, Secondary (grades 7-12)	Master's
LEROUX	JUSTIN	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
YU	BO	Teacher	Teacher, Secondary (grades 7-12)	Master's
BROWN	SASHA	Receptionist	School Administrative Support Staff	High School Diploma
COZELL	ALEXANDR A	Director Of Student Interventions	School Administrator - Other	Bachelor's
LEE	MARY	Teacher	Teacher, Elementary (grades 1-6)	Master's
CARROLL	MARGARET	Special Education Assistant	Paraprofessional - Special Education	Bachelor's
LEWIS	JORDAN	Senior Curriculum Coordinator	School Administrative Support Staff	Bachelor's
CATO	ALANA	Learning Specialist	Guidance Counselor, Secondary (grades 7-12)	Master's
SANGHAVI	TRISHA	Teacher	Teacher, Secondary (grades 7-12)	Master's
KEEGAN	ANDREW	Teacher	Teacher, Secondary (grades 7-12)	Master's
ALFORD	ARIEL SIMONE	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
ESTES	SADE	Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
CARTER	TIARA	Teaching Fellow	Paraprofessional - Special Education;Teacher, Secondary (grades 7-12)	Master's
WATSON	ANDREW	Teacher	Teacher, Elementary (grades 1- 6);Teacher, Secondary (grades 7- 12)	Bachelor's
MCDONALD	TEVIN	Receptionist	School Administrative Support Staff	Bachelor's
ATWOOD	EMMA	Teacher	Teacher, Secondary (grades 7-12)	Master's
DENNIE	CHAUNCEY	Teacher	Teacher, Secondary (grades 7-12)	Master's
AUSTIN	TIFFANY	Teacher	Teacher, Secondary (grades 7-12)	Master's
BROOKS	LYNDSEY	Auxiliary Programs Coordinator	School Administrative Support Staff	Bachelor's
PEREZ	GLORIVIL	504/ELL Coordinator	School Administrator - Other	Doctorate
CRAWFORD	CHRISTOPH ER	Teacher	Teacher, Elementary (grades 1-6)	High School Diploma




JONES	TRAVIS	Dean Of Students	School Administrator - Other	Master's
FARRELL	CANDACE	Dean Of Students	School Administrator - Other	Master's
NICHOLSON	GUY	Teacher	Teacher, Secondary (grades 7-12);Teacher, Elementary (grades 1-6)	Bachelor's
MCNINCH	RACHEL	Teacher; Athletics Coordinator	Teacher, Secondary (grades 7-12);School Administrative Support Staff	Master's
JACKSON	NATALIE	Teacher	Teacher, Secondary (grades 7-12);Teacher, Elementary (grades 1-6)	Master's
LOVERIDGE	RACHEL	College Counselor	Guidance Counselor, Secondary (grades 7-12)	Master's
ROSE-HENIG	ALEXANDER	Director Of Academic Programs	School Administrator - Other	Master's
RATIFF	MARCUS	Facilities Coordinator	School Administrative Support Staff	48 Hours of College Credit
ZARA	PEDRO	Teacher	Teacher, Secondary (grades 7-12);Teacher, Elementary (grades 1-6)	Master's
BEABOUT	ALTHEA	Teacher	Teacher, Secondary (grades 7-12)	Master's
POLONSKY	HEATHER	Teacher	Teacher, Elementary (grades 1-6)	Master's
JOE	JERRON	Director of Student Affairs	School Administrator - Other	Master's
HOW-YEW-KIN	THERESA	Teacher	Teacher, Elementary (grades 1-6);Teacher, Secondary (grades 7-12)	Bachelor's
READ	COLIN	Teacher	Teacher, Elementary (grades 1-6);Teacher, Secondary (grades 7-12)	Bachelor's
SUNDBERG	KRISTY	Teacher	Teacher, Secondary (grades 7-12)	Doctorate
KLEIN	MARY	Auxiliary Programs Coordinator	School Administrative Support Staff	Bachelor's
OLDAKOWSKI	DANIEL	Teacher	Teacher, Secondary (grades 7-12)	Master's
TODD	STEPHANIE	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
GARRETT	JILL	Head Of School	School Administrator - Principal/School Leader	Master's
COLT	CHRISTINA	Teacher	Teacher, Secondary (grades 7-12)	Master's
TRAINOR	LINDSAY	Teacher	Teacher, Secondary (grades 7-12)	Master's

TOMANELLI	DEANNA	Teacher	Teacher, Secondary (grades 7-12)	Doctorate
GREEN	NATHANIEL	Teacher	Teacher, Secondary (grades 7-12)	Doctorate
SHELLENBERGER	AUTUMN	Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
WALTERS	MALIKA	Registrar	School Administrative Support Staff	Associate's
SEILER	PHILIPPE	Teacher	Teacher, Secondary (grades 7-12)	Doctorate
TORRES	IAN	Teaching Fellow	Teacher, Elementary (grades 1-6)	Bachelor's
REA	JAMES	It Coordinator	School Administrative Support Staff	Bachelor's
TIMME	WALKER	Teacher	Teacher, Secondary (grades 7-12)	Master's
CAMERON	PORTIA	Head Of Operations	School Administrator - Other	Bachelor's
DRAPER	HOLLY	Teacher	Teacher, Secondary (grades 7-12);Teacher, Elementary (grades 1-6)	Master's
CHAMBERS	KIMBERLY	Psychologist	Sped Support Staff, Psychologist	Master's
COOPER	CALVERY	Teacher	Teacher, Elementary (grades 1-6)	Master's
LI	YALAN	Teacher	Teacher, Secondary (grades 7-12)	Master's


## Appendix B – 2018-19 School Year Board Roster

<b>NAME/ Position/Residence</b>	<b>Original Appointment</b>	<b>Last Date Appointment</b>	<b>Date Appointment Expires</b>
Craig R. Barrett Chair Arizona	Aug. 2011	Sept. 2015	Aug. 2020
Anne House Quinn Trustee Washington, DC	Nov. 2013	Aug. 2018	Aug. 2021
Tony Axam Parent Trustee Washington, DC	Aug. 2019	Aug. 2019	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
Chad Colby Trustee Washington, DC	Aug. 2017	Aug. 2017	Aug. 2020

APPENDIX C – Unaudited Year-End 2018-19 Financial Statement

			
FY 2019 Q1-Q4 School Detail Summary	FY 2019 BDC School Budget	Q1-Q4 Actuals	Q1-Q4 Actuals as % of Budget
<b>Student Count*</b>	<b>613</b>	<b>637</b>	<b>104%</b>
<b>State Revenue</b>			
State/District Aid	\$10,022,773	\$10,121,804	101%
SEEF	\$12,000	\$0	0%
<b>Total State Revenue</b>	<b>\$10,034,773</b>	<b>\$10,121,804</b>	<b>101%</b>
<b>Federal Revenue</b>			
IDEA	\$82,173	\$97,138	118%
Title II	\$26,856	\$26,856	100%
Technology Grant	\$12,000	\$0	0%
ISC	\$15,000	\$1,200	8%
<b>Total Federal Revenue</b>	<b>\$136,029</b>	<b>\$125,195</b>	<b>92%</b>
<b>Local Revenue</b>			
Annual Teacher Fund	\$165,210	\$191,342	116%
Reimbursable Activities Revenue	\$347,055	\$336,961	97%
Other Donations/Revenue	\$0	\$3,512	
<b>Total Local Revenue</b>	<b>\$512,265</b>	<b>\$531,814</b>	<b>104%</b>
<b>Total Revenue</b>	<b>\$10,683,066</b>	<b>\$10,778,813</b>	<b>101%</b>
<b>Total Payroll</b>	<b>\$5,481,644</b>	<b>\$5,643,786</b>	<b>103%</b>
<b>Other Expenses</b>			
SME-Student Driven	\$173,000	\$149,629	86%
SME-Maintenance	\$270,000	\$265,174	98%
Reimbursable Activities Expenses	\$291,526	\$283,047	97%
Sponsored Testing	\$45,000	\$44,450	99%
Insurance + Audit Fees	\$89,420	\$75,284	84%
Internet	\$17,538	\$16,176	92%
Hiring and Professional Development	\$94,650	\$97,418	103%
Other Expenses	\$107,395	\$123,728	115%
Core Fee	\$398,537	\$260,691	65%
Rent	\$1,800,197	\$1,806,639	100%
Service Fees	\$1,230,589	\$1,246,713	101%
<b>Total Other Expenses</b>	<b>\$4,517,853</b>	<b>\$4,368,948</b>	<b>97%</b>
<b>Total Expenses</b>	<b>\$9,999,498</b>	<b>\$10,012,734</b>	<b>100%</b>
<b>Total Net Surplus before Depreciation, Amortization &amp; Cap X</b>	<b>\$683,568</b>	<b>\$866,361</b>	<b>127%</b>

APPENDIX D – Approved FY 20 Budget

		FY 2020 BDC Proposed School Budget
1	<b>Student Count</b>	<b>648</b>
	State Revenue	
2	State/District Aid	\$10,896,065
3	<b>Total State Revenue</b>	<b>\$10,896,065</b>
	Federal Revenue	
4	IDEA	\$86,864
5	Title II	\$26,821
6	<b>Total Federal Revenue</b>	<b>\$113,685</b>
	Local Revenue	
7	Annual Teacher Fund	\$194,952
8	Reimbursable Activities Revenue	\$347,434
9	<b>Total Local Revenue</b>	<b>\$542,386</b>
10	<b>Total Revenue</b>	<b>\$11,552,137</b>
11	<b>Total Payroll</b>	<b>\$6,193,234</b>
	<b>Other Expenses</b>	
12	SME-Student Driven	\$227,321
13	SME-Maintenance	\$289,733
14	Reimbursable Activities Expenses	\$295,319
15	Sponsored Testing	\$52,065
16	Insurance + Audit Fees	\$100,348
17	Internet	\$18,979
18	Hiring and Professional Development	\$84,718
19	Other Expenses	\$54,916
20	Core Fee	\$309,013
21	Rent	\$1,944,972
22	Service Fees	\$1,328,791
23	<b>Total Other Expenses</b>	<b>\$4,706,175</b>
24	<b>Total Expenses</b>	<b>\$10,899,410</b>
25	<b>Total Net Surplus before Depreciation, Amortization &amp; Cap X</b>	<b>\$652,727</b>

## APPENDIX E – SY 18 – 19 At-Risk Funds

BASIS DC works hard to ensure that all students have an equal opportunity to learn. The At Risk Funds for SY 18-19 were used in the development of academic interventions that help students meet rigorous standards. Having programs that target student achievement in areas such as general instruction, behavior support, and auxiliary support programs directly impact students' academic achievement.