DC PUBLIC CHARTER SCHOOL BOARD

Lea Crusey
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

February 2, 2022

Via Electronic Mail

Craig Barrett
Board Chair

Alexander Rose-Henig
Head of School

BASIS DC Public Charter School
410 8th St NW
Washington, DC 20004

Re: 10-Year Charter Review of BASIS DC Public Charter School

Dear Mr. Barrett and Mr. Rose-Henig:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.[1] This year, DC PCSB conducted such a review of BASIS DC Public Charter School (BASIS DC PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.[2]

On October 22, 2021, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB staff considered the school's feedback and incorporated it where staff determined appropriate to create a preliminary charter review report. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the school's charter be continued with the following condition:

By February 15, 2022, BASIS DC PCS shall:

[1] See DC Code § 38–1802.12(a)(3).
[2] See DC Code § 38–1802.13(a)-(b).

a. Submit for DC PCSB's review a draft recruitment and retention plan targeted toward SWD. At a minimum, the plan must include specific strategies the school will use to 1) publicize its program to the community as inclusive for all learners, and 2) target recruitment efforts for families of SWD.
b. Submit for DC PCSB's review a draft special education plan in support of an increased volume of SWD in the school that describes the academic programming and personnel required to support special education students across a wide range of needs. At a minimum, the plan must include strategies to ensure the school's capacity to offer special education across all settings and needs.

By March 29, 2022, the school shall submit final versions of each plan that incorporate and address, to DC PCSB's satisfaction, any feedback DC PCSB provides. The school must reflect on its progress in implementing the plan and enrolling and retaining SWD in its annual report every year leading up to its 15-year charter renewal.

At its public board meeting on November 15, 2021, the DC PCSB Board voted to conditionally continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter with a condition, along with the finalized version of the charter review report.

DC PUBLIC CHARTER SCHOOL BOARD

Lea Crusey
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,

[redacted]

Board Chair

[redacted]

Michelle J. Walker-Davis, Ed.D.
Executive Director

Cc: School Leaders

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☒ Approve Charter Continuance (5, 10, or 20 yrs)
- ☐ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Nada Mousa, Specialist, School Performance Department**

SUBJECT: **Charter Review: BASIS DC Public Charter School**

DATE: **November 15, 2021**

Recommendation

The District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to conditionally continue the charter of BASIS DC Public Charter School (BASIS DC PCS).

Charter Review Findings

DC PCSB staff conducted a 10-year charter review of BASIS DC PCS, as required by the School Reform Act (SRA).[1] The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal and local laws; and 3) fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

[1] D.C. Code §§ 38-1802 *et seq*.

Charter Review Findings						
Review Period	School year (SY) 2016 – 17 through SY 2020 – 21					
Charter Goals	BASIS DC PCS **met** its charter goals.					
Compliance	BASIS DC PCS **did not** violate the law or materially violate its charter.[2]					
Finance	BASIS DC PCS **did not** commit fiscal mismanagement.					
Performance Management Framework (PMF) Outcomes						
Framework	**2016 – 17**	**2017 – 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**Average**
PK – 8 PMF[3]	59.0%	70.8%	84.3%	Not applicable (NA)[4]		71.4%
High School (HS) PMF	95.5%	97.3%	97.7%			96.8%

BASIS DC PCS adopted the PMF as its charter goals in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy* (*PMF as Goals Policy*).[5] In doing so, BASIS DC PCS committed to earning at least 50.0% of the possible PMF points in two of the most recent three years and earning at least 45.0% in four of the previous five years. As the chart above shows, the school met its charter goals, earning well above the targeted PMF points throughout the review period.

DC PCSB staff also found the school has not committed a material violation of law or its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

However, while BASIS DC PCS has met the standards for charter continuance, DC PCSB staff has concerns about the school's persistently low special education enrollment rates, which indicate the school is not as accessible to students with disabilities.[6]

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[2] While BASIS DC PCS met its compliance requirements, including its special education compliance requirements, DC PCSB staff identified concerns with the school's special education enrollment.
[3] The PK – 8 PMF has also been referred to as the Early Childhood/Elementary School/Middle School or EC/ES/MS PMF. "PK" stands for pre-kindergarten.
[4] As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. For details, see the *COVID-19 Impact Policy* here: https://bit.ly/3fy5zDo.
[5] See the *PMF as Goals Policy* here: https://bit.ly/2PTj7fL.
[6] Students with disabilities are students identified as having an Individualized Education Program (IEP) that details the special education services the students must receive.

Based on these findings, DC PCSB staff recommends the Board conditionally continue the school's charter. The recommended condition is written below.

> By February 15, 2022, BASIS DC PCS shall:
>
> a. Submit for DC PCSB's review a draft recruitment and retention plan targeted toward students with disabilities. At a minimum, the plan must include specific strategies the school will use to 1) publicize its program to the community as inclusive for all learners, and 2) target recruitment efforts for families of students with disabilities.
> b. Submit for DC PCSB's review a draft special education plan in support of an increased volume of students with disabilities in the school that describes the academic programming, strategies, and personnel required to ensure the school's capacity to offer special education services across all settings and needs.
>
> By March 29, 2022, the school shall submit final versions of each plan that incorporate and address, to DC PCSB's satisfaction, any feedback DC PCSB provides. The school must reflect on its progress in implementing the plans and enrolling and retaining students with disabilities in its annual report every year leading up to its 15-year charter renewal.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

Rationale

Though BASIS DC PCS met has met the standards for charter continuance, its consistently low enrollment among students with disabilities raises concerns. Throughout the review period, the percentage of students with disabilities enrolled at BASIS DC PCS ranged between 3.5% and 4.4%.[7] The school's rates have been the lowest among all DC public charter middle and high schools for the past four years. Further, BASIS DC PCS's special education enrollment rates are significantly lower than the District's 8.5% benchmark.[8] BASIS DC PCS largely only served students with disabilities who required level 1 or level 2 special education services throughout the review period.[9]

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[7] During the review period, the average special education enrollment rate among BASIS DC PCS middle schoolers (grades 5 – 8) was 3.9% and 4.2% among BASIS DC PCS high schoolers (grades 9 – 12).
[8] The 8.5% enrollment target was established in *D.L. v. The District of Columbia* (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017). The figure is drawn from national rates of special education enrollment and expert testimony concerning risk factors unique to DC. For details, see: https://bit.ly/2EnRn0o.
[9] Students with disabilities are assigned a special education service level, and there are four levels of service. Students with disabilities who are classified as level 1 require eight hours or fewer per week of

While the school's special education enrollment rates are comparatively low, BASIS DC PCS's students with disabilities outperform their peers across the charter sector in academic growth and proficiency (Attachment A, pp. 26 – 29). The school's effectiveness in educating students with disabilities provides a compelling case for increasing special education enrollment rates.

The proposed condition requires BASIS DC PCS to develop and implement recruitment and retention strategies that encourage enrollment among students with disabilities. The condition also prompts the school to create a plan to educate a larger volume of students with disabilities who have varying needs.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[10] As part of this review, DC PCSB must determine whether:

1) The school committed a violation of applicable law 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

2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[11]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. DC 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 nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.[12]

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specialized services. Students with disabilities who are classified as level 4 require more than 24 hours per week of specialized services, which may include having a dedicated aide with them the entire school day. During the review period, the percentage of level 3 and 4 students with disabilities enrolled at BASIS DC PCS peaked at 1.1% in SY 2020 – 21, compared to an average of 6.3% at other charter middle and high schools in SY 2020 – 21.

[10] D.C. Code § 38-1802.12(a)(3).

[11] D.C. Code § 38-1802.13(a).

[12] D.C. Code § 38-1802.13(b).

Background

BASIS DC PCS began operation in SY 2012 – 13 under authorization from DC PCSB, educating students in grades 5 through 12. The school currently enrolls 652 students at one facility located in Ward 2.[13] BASIS DC PCS's mission is to "provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students of the District of Columbia."

Notification

On September 30, 2021, DC PCSB staff notified Advisory Neighborhood Commissioner Gigi Nelson (2C03) of the school's 10-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.[14]

Attachment to this Proposal

Attachment A: BASIS DC PCS 10-Year Preliminary Charter Review Report

Date: _____

DC PCSB Action: _____Approved _____Approved with Changes ____Rejected

Changes to the Original Proposal: [redacted]

[13] This enrollment figure is based on preliminary, unvalidated data as of October 5, 2021.

[14] See the notice here: https://bit.ly/3AQzheQ.

DC PUBLIC CHARTER SCHOOL BOARD

2021 – 22 10-Year Charter Review Report BASIS DC Public Charter School

November 15, 2021

DC Public Charter School Board
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Washington, DC 20010
(202) 328-2660
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BOARD VOTE AND KEY FINDINGS[1]

BASIS DC Public Charter School (BASIS DC PCS)[2,3]	
Review or Renewal	10-year charter review
Review Period	School year (SY) 2016 – 17 through SY 2020 – 21
Charter Goals	BASIS DC PCS **met** its charter goals.
Compliance	BASIS DC PCS **did not** violate the law or materially violate its charter.[4]
Finance	BASIS DC PCS **did not** commit fiscal mismanagement.
Bord Vote	The Board voted 4 – 0 to continue BASIS DC PCS's charter with conditions.

Performance Management Framework Outcomes[5]						
Framework	**2016 – 17**	**2017 – 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**Average**
PK – 8 PMF[6]	59.0%	70.8%	84.3%	Not applicable (NA)[7]		71.4%
High School (HS) PMF	95.5%	97.3%	97.7%			96.8%

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) "shall review [a school's] charter at least once every [five] years."[8] As such, DC PCSB conducted a 10-year review of BASIS DC PCS, evaluating the school's progress toward meeting its goals and academic achievement expectations (charter goals). BASIS DC PCS adopted the Performance Management Framework (PMF) as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy* (*PMF as Goals Policy*).[9] In doing so, BASIS DC PCS committed to earning at least 50.0% of the possible PMF points in two of the most recent three years and earning at least 45.0% in four of the

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[1] To request a text-only and/or a black and white version of this report, please contact nmousa@dcpcsb.org.

[2] See the appendices to this report here.

[3] See BASIS DC PCS's Charter Agreement and Amendments, Appendices 1 – 1.5.

[4] While BASIS DC PCS met its compliance requirements, including its special education compliance requirements, DC PCSB identified concerns with the school's special education enrollment.

[5] See BASIS DC PCS's PMF scorecards, Appendices A1 – A6.

[6] The PK – 8 PMF has also been referred to as the Early Childhood/Elementary School/Middle School or EC/ES/MS PMF. "PK" stands for pre-kindergarten.

[7] As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, although DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. For details, see the *COVID-19 Impact Policy* here: https://bit.ly/3fy5zDo.

[8] DC Code § 38-1802.12(a)(3).

[9] See the *PMF as Goals Policy* here: https://bit.ly/2RT7fi.

previous five years. As the chart above shows, the school met its charter goals, earning well above the targeted PMF points throughout the review period.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a violation of law or a material violation of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

However, as discussed in Section Two of this report, while BASIS DC PCS has met the standards for charter continuance, DC PCSB is concerned the school is not accessible to students with disabilities (SWD).[10] The school has persistently low special education enrollment rates. Throughout the review period, BASIS DC PCS largely only served SWD who required level 1 or level 2 special education services.[11] Moreover, the percentage of SWD enrolled at BASIS DC PCS ranged between 3.5% and 4.4%.[12] These rates have been the lowest among all DC public charter middle and high schools for the past four years. Further, BASIS DC PCS's special education enrollment rates are significantly lower than the District's 8.5% benchmark.[13] While the school's special education enrollment rates are comparatively low, BASIS DC PCS's SWD outperform their peers across the charter sector in academic growth and proficiency, as shown in Section One of this report. The school's effectiveness in educating students with disabilities provides a compelling case for increasing special education enrollment rates at BASIS DC PCS.

Based on these findings, DC PCSB staff recommended the Board continue the school's charter with the following condition.[14]

> By February 15, 2022, BASIS DC PCS shall:
>
> a. Submit for DC PCSB's review a draft recruitment and retention plan targeted toward SWD. At a minimum, the plan must include specific strategies the school will use to 1) publicize its program to the community as inclusive for all learners, and 2) target recruitment efforts for families of SWD.

[10] SWD are students identified as having an Individualized Education Program (IEP) that details the special education services the students must receive.
[11] SWD are assigned a special education service level, and there are four levels of service. SWD who are classified as level 1 require eight hours or fewer per week of specialized services. SWD who are classified as level 4 require more than 24 hours per week of specialized services, which may include having a dedicated aide with them the entire school day. During the review period, the percentage of level 3 and 4 SWD enrolled at BASIS DC PCS peaked at 1.1% in SY 2020 – 21.
[12] During the review period, the average special education enrollment rate among BASIS DC PCS middle schoolers (grades 5 – 8) was 3.9% and 4.2% among BASIS DC PCS high schoolers (grades 9 – 12).
[13] The 8.5% enrollment target was established in *D.L. v. The District of Columbia* (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017). The figure is drawn from national rates of special education enrollment and expert testimony concerning risk factors unique to DC. For details, see: https://bit.ly/2EnRn0o.
[14] Per the SRA, at a school's 10-year review, the Board has discretion to revoke the school's charter or to continue the school with or without conditions.

b. Submit for DC PCSB's review a draft special education plan in support of an increased volume of SWD in the school that describes the academic programming and personnel required to support special education students across a wide range of needs. At a minimum, the plan must include strategies to ensure the school's capacity to offer special education across all settings and needs.

By March 29, 2022, the school shall submit final versions of each plan that incorporate and address, to DC PCSB's satisfaction, any feedback DC PCSB provides. The school must reflect on its progress in implementing the plan and enrolling and retaining SWD in its annual report every year leading up to its 15-year charter renewal.

At its public board meeting on November 15, 2021, the DC PCSB Board voted 4 – 0 to continue BASIS DC PCS's charter with the conditions DC PCSB staff recommended.

The following report includes a school background section followed by analyses of the school's academic performance, charter and legal compliance, and fiscal management.

SCHOOL BACKGROUND

BASIS DC PCS			
Year Opened	2012 – 13	**Ward(s)**	2
Number of Campuses	1	**Year(s) of Previous Review**	2016 – 17
Current Enrollment Ceiling	711	**Current Enrollment**	652[15]
Chartered Grade Span	5 – 12	**Current Grade Span**	5 – 12
Mission Statement			
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.			

School Overview

BASIS DC PCS began operation in 2012 under authorization from DC PCSB. Founded on the belief that every child deserves a world-class education, BASIS DC PCS seeks to raise academic expectations, student achievement, and academic accountability for middle and high school students.

The local education agency (LEA)[16] is operated by BASIS Educational Group, Inc. (BASIS.ed), a for-profit charter management organization that "provides comprehensive educational and support services"[17] to 31 public charter schools in Arizona, Louisiana, Texas, and DC.[18] While BASIS.ed provides its schools with a curricular framework (e.g., subject areas, standards, scope and sequence of instruction), it does not "hand teachers fully written lessons."[19] The school describes the curriculum as "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."[20]

BASIS DC PCS earned high ratings on the PMF throughout the review period. In SY 2018 – 19, the LEA's high school program earned a 97.7% on the PMF; this is the highest score any school has achieved since DC PCSB began producing the PMF. That same year, the LEA's

[15] This figure is based on preliminary, unvalidated data as of October 5, 2021.
[16] An "LEA" is any individual or group of public charter schools operating under a single charter.
[17] See BASIS DC PCS's Service Agreement with BASIS.ed, Appendix B, p. 1.
[18] See details on BASIS.ed here: https://bit.ly/3gtKvhR.
[19] See "The BASIS Charter School Curriculum" here: https://bit.ly/2Y02mHr.
[20] See BASIS DC PCS's 2019 – 20 Annual Report, Appendix B, p. 3.

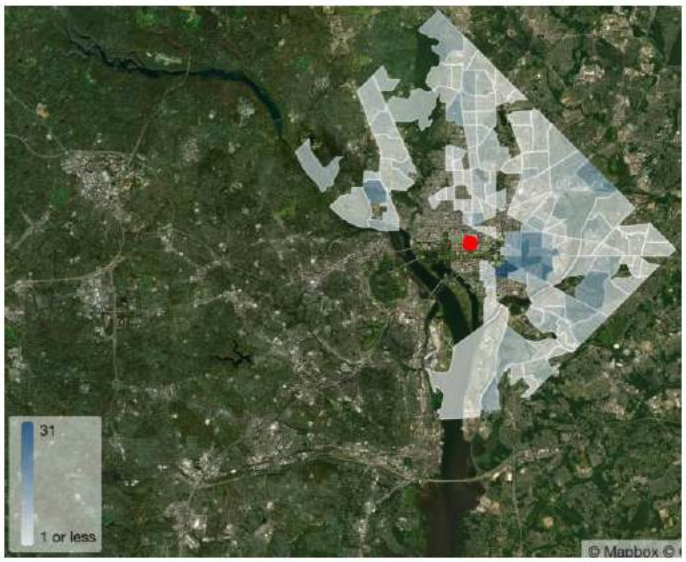
middle school program had the highest proficiency rates in English language arts among all PK – 8 DC public charter schools.

Enrollment and Demographic Data

The table below shows the school's enrollment history during the review period.

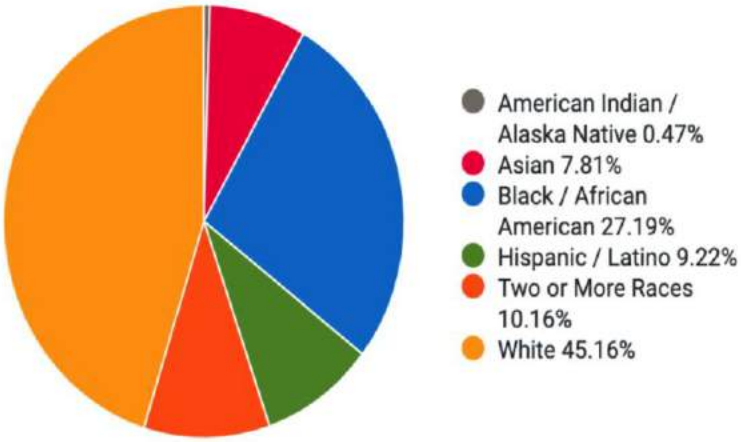
School Year	2016 – 17	2017 – 18	2018 – 19	2019 – 20	2020 – 21
5	119	137	144	141	135
6	132	102	123	134	128
7	115	108	86	87	118
8	94	89	90	79	71
9	57	49	56	54	71
10	49	51	45	53	48
11	16	45	50	42	53
12	15	15	42	50	39
Audited Enrollment[21]	597	596	636	640	663
Enrollment Projections[22]	600	612	613	648	635
Enrollment Ceiling	711	711	711	711	711

The map below shows where SY 2020 – 21 BASIS DC PCS students live in relation to the school, which is marked by a red dot. The blue gradient represents the density of students. As the map shows, the school enrolls students from every ward in DC, though most students come from Ward 6.



[21] OSSE conducts an annual enrollment audit to determine the number of students at each public school in DC.
[22] Each year, charter LEAs and DC PCSB must project student enrollment for the following school year.

The charts below show the school's SY 2019 – 20 student demographics.



Student Group	Percentage Enrolled
At-Risk Students[23]	6.6%
English Learners[24]	0.9%
SWD[25]	4.4%

School Climate

The charts below report BASIS DC PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-seat attendance (ISA) rates. DC PCSB presents these measures by applicable student groups and compares them to the relevant student groups within the DC public charter sector. These data do not factor into DC PCSB's continuance determination. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.[26]

OSS Rates

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail BASIS DC PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.

[23] D.C. Code § 38–2901(2A) defines "at-risk" as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District's foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled.
[24] English learners are students whose native language is a language other than English. An English learner may have difficulty speaking, reading, writing, or understanding the English language.
[25] For the purpose of demographic data, DC PCSB counts any student who was identified as having a disability at any point during the school year in its SWD calculation.
[26] The following school climate charts do not include SY 2019 – 20 and SY 2020 – 21 data in the multi-year average values. The COVID-19 pandemic made these years unique and difficult to compare to other years. Consequently, DC PCSB shares three-year averages (SY 2016 – 17 through SY 2018 – 19) as well as standalone outcomes for SY 2019 – 20 and SY 2020 – 21 in this section of the report. Additionally, OSS and ISA rates for SY 2019 – 20 include data from August 2019 through February 2020. DC PCSB ceased collecting OSS and ISA data after March 2020 in response to the pandemic.

Key for OSS and MYW Rates	
Green	Equal or less than the sector rate
Red	More than the sector rate
Grey	NA; the number of students (n-size) is less than 10[27]

Three-Year (SY 2016 – 17, SY 2017 – 18, and SY 2018 – 19) Average OSS Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	21.1%	9.1%	11.1%
Sector		8.8%	1.8%	12.2%
BASIS DC PCS	6 – 8	16.1%	0.0%	12.8%
Sector		19.2%	8.8%	23.5%
BASIS DC PCS	9 – 12	1.7%	NA	0.0%
Sector		19.1%	9.1%	20.1%

SY 2019 – 20 Average OSS Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	NA	NA	NA
Sector		3.5%	0.4%	5.2%
BASIS DC PCS	6 – 8	5.9%	NA	0.0%
Sector		10.4%	4.6%	13.2%
BASIS DC PCS	9 – 12	0.0%	NA	NA
Sector		14.5%	4.0%	17.3%

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail BASIS DC PCS's average MYW rates by grade band and student group compared to the DC public charter sector's average MYW rates.

[27] DC PCSB does not report values when the n-size is less than 10.

Three-Year (SY 2016 – 17, SY 2017 – 18, and SY 2018 – 19) Average MYW Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	10.5%	0.0%	11.1%
Sector		4.6%	2.4%	3.8%
BASIS DC PCS	6 – 8	12.9%	0.0%	8.5%
Sector		5.2%	4.6%	5.4%
BASIS DC PCS	9 – 12	1.7%	NA	0.0%
Sector		10.1%	7.6%	9.4%

SY 2019 – 20 Average MYW Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	NA	NA	NA
Sector		2.9%	2.3%	3.1%
BASIS DC PCS	6 – 8	17.6%	NA	NA
Sector		3.3%	1.4%	3.7%
BASIS DC PCS	9 – 12	0.0%	NA	NA
Sector		6.3%	4.9%	7.1%

SY 2020 – 21 Average MYW Rate				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	10.0%	NA	NA
Sector		1.6%	1.4%	1.4%
BASIS DC PCS	6 – 8	6.7%	NA	7.1%
Sector		1.2%	0.8%	0.9%
BASIS DC PCS	9 – 12	4.5%	NA	0.0%
Sector		2.3%	2.2%	2.0%

ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail BASIS DC PCS's average ISA rates by grade band and student group compared to the DC public charter sector's average ISA rates.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	The number of students (n-size) is less than 10

Three-Year (SY 2016 – 17, SY 2017 – 18, and SY 2018 – 19) Average ISA Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	93.2%	96.8%	95.5%
Sector		91.7%	94.9%	90.2%
BASIS DC PCS	6 – 8	94.0%	97.4%	95.4%
Sector		92.2%	94.6%	92.2%
BASIS DC PCS	9 – 12	91.5%	NA	92.1%
Sector		88.5%	89.7%	88.3%

SY 2019 – 20 Average ISA Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	NA	NA	NA
Sector		92.3%	94.9%	92.9%
BASIS DC PCS	6 – 8	92.8%	NA	NA
Sector		92.5%	94.4%	91.9%
BASIS DC PCS	9 – 12	92.1%	NA	95.5%
Sector		89.3%	91.5%	88.7%

SY 2020 – 21 Average ISA Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
BASIS DC PCS	K – 5	95.9%	NA	NA
Sector		85.7%	92.8%	87.8%
BASIS DC PCS	6 – 8	96.4%	NA	90.4%
Sector		89.6%	93.5%	90.1%
BASIS DC PCS	9 – 12	97.6%	NA	97.1%
Sector		88.4%	91.5%	88.3%

Qualitative Site Review (QSR)

DC PCSB uses Qualitative Site Review (QSR) visits to collect qualitative evidence of the extent to which each school is meeting its mission. DC PCSB also uses QSR visits to assess schools across two domains—classroom environment and quality of instruction, as defined

in the Charlotte Danielson *Framework for Teaching*.[28] From February 2021 – March 2021, in anticipation of this review, DC PCSB conducted a virtual QSR at BASIS DC PCS.[29, 30] SY 2020 – 21 QSR observations followed a disruption in traditional school programing that has had an untold impact on classroom environment and instruction. Consequently, DC PCSB did not score the virtual observations. DC PCSB reviewers saw the following evidence during BASIS DC PCS's QSR.[31]

The QSR team observed strong evidence that BASIS DC PCS's academic program is achieving its mission. Teachers provided academically rigorous instruction to middle and high school students. In all classes, students worked on sophisticated and challenging content. Students analyzed literature, citing primary and secondary sources, and engaged in related discussions with their peers. In most observations, teachers ensured that students participated in class discussions as they cold-called students and expected them to participate using an online chat feature. In some classrooms, teachers dominated the conversation and student participation was limited with only a few students responding to teachers' questions.

In the classroom environment domain, observers noted warm and respectful interactions between teachers and students and among students. Teachers warmly greeted students as they entered the virtual classroom and offered words of encouragement as students persisted in answering questions. Most students participated freely without fear and at times respectfully built on responses from their peers. In the instruction domain, observers noted high-quality instruction and academically rigorous content across subjects and grade levels. Teachers engaged students in challenging work in a variety of ways, asking them to complete complex math problems, work as groups to analyze historical events, and discuss characters in a high-quality, complex text.

Previous Charter Review

Five-Year Review

In SY 2016 – 17, DC PCSB conducted a five-year review of BASIS DC PCS and found that the school met the standard for charter continuance.[32] The report noted that BASIS DC PCS students "consistently outperform their peers in both reading and math achievement as measured by the state assessment." However, in the review report, DC PCSB raised concerns related to BASIS DC PCS's special education programming in SY 2013 – 14. At its July 2013 public meeting, the DC PCSB Board encouraged its staff to closely monitor BASIS

[28] Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.
[29] DC PCSB planned to conduct the QSR in the spring of 2020; however, the COVID-19 pandemic resulted in the postponement of all QSR observations from March 2020 through the end of SY 2019 – 20. As a result, DC PCSB postponed the school's QSR until the fall of 2020.
[30] During virtual QSR visits, the QSR team observes 50.0% of a school's core content classes.
[31] See BASIS DC PCS's 2021 QSR Report, Appendix C.
[32] See BASIS DC PCS's Five-Year Review Report, Appendix D, p. 3.

DC PCS's creation and implementation of an Action Plan for SY 2013 – 14. The goal of the Action Plan was to resolve areas of Individuals with Disabilities Education Act (IDEA)[33] non-compliance and ensure BASIS DC PCS was providing a full continuum of services to SWD.[34] In November 2016, DC PCSB voted to continue the school's charter.

Communication with the School

In June 2021, DC PCSB Board members and staff met with BASIS DC PCS board members and staff to discuss the school's low special education enrollment and its potential elementary expansion plans.[35] During the meeting, the school described its student recruitment strategies, explaining that while BASIS DC PCS is a school for anyone who wants to attend, it does not specifically target certain student groups. DC PCSB urged the school to explore recruitment strategies for SWD. Finally, the school discussed its interest in seeking DC PCSB's approval to serve elementary grades in alignment with the BASIS.ed model.

Later in June 2021, DC PCSB staff met with BASIS DC PCS staff to discuss the school's 10-year review. DC PCSB staff provided the school with a chart similar to the one in Section One of this report, showing the school's charter goals performance during the review period.

[33] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[34] See BASIS DC PCS's Five-Year Review Report, Appendix D, p. 29.
[35] See DC PCSB's June 2021 follow-up letter to BASIS DC PCS, Appendix E.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[36] As part of this review, DC PCSB must determine whether:

1) The school committed a violation of applicable law 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

2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[37]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.[38]

Additionally, there is a fiscal component to the charter review. DC 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 nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.[39]

[36] D.C. Code § 38-1802.12(a)(3).
[37] D.C. Code § 38-1802.13(a).
[38] DC PCSB may impose conditions of continuance if it deems such conditions appropriate.
[39] D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school's charter or charter amendment.

In February 2016,[40] BASIS DC PCS adopted the PMF as its charter goals.[41] By adopting the PMF as its goals, the school agreed to the review standard recorded in the chart below. This chart also reports DC PCSB's determination that BASIS DC PCS met its charter goals.

Charter Goals	Met?
Review Standard: For grades 5 – 8, the school will need to have earned at least 50.0% of the possible PMF points in two of the most recent three years and earned at least 45.0% in four of the previous five years on the Early Childhood/Elementary/Middle School PMF.[42] For grades 9 – 12, the school will need to have earned at least 50.0% of the possible PMF points in two of the most recent three years and earned at least 45.0% in four of the previous five years on the High School PMF.	**Met**

PMF Outcomes[43]					
Framework	**2016 – 17**	**2017 – 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**
PK – 8 PMF	59.0%	70.8%	84.3%	NA[44]	
HS PMF	95.5%	97.3%	97.7%		

<u>Determination</u>: BASIS DC PCS met its charter goals, earning above the required PMF score every year during the review period where a score is available.

The remainder of this section contains a description of the PMF and an analysis of BASIS DC PCS's performance on each PMF category during the review period, excluding school years 2019 – 20 and 2020 – 21, per footnote 44. This section ends with a review of supplemental academic data, separate and apart from the school's charter goals.

[40] See BASIS DC PCS's Goals Charter Amendment, Appendix 1.3.
[41] For details, see the *2019 – 20 PMF Policy & Technical Guide* here: https://bit.ly/2D2Ivgc.
[42] As previously noted, the Early Childhood/Elementary/Middle School PMF is now known as the PK – 8 PMF.
[43] See BASIS DC PCS's PMF scorecards, Appendices F1 – F6.
[44] As previously noted, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. Consequently, schools under review in SY 2021 – 22 are assessed using data prior to the COVID-19 pandemic. For details, see the *COVID-19 Impact Policy* here: https://bit.ly/3fy5zDo.

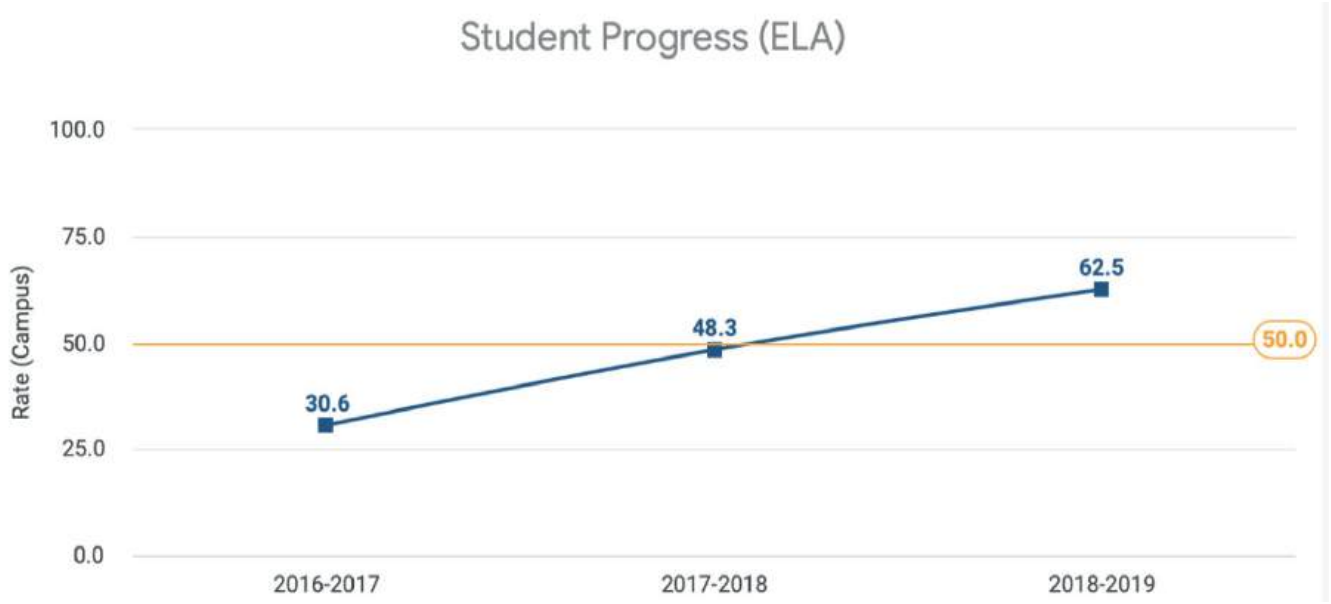
PMF Overview

DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks.[45] BASIS DC PCS's fifth through eighth grades are evaluated under the PK – 8 PMF, and the school's ninth through twelfth grades are evaluated under the HS PMF. Each PMF is divided into several categories, including student progress, student achievement, gateway, and school environment. Using a 100-point scale, PK – 8 and HS PMF schools will be identified as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four categories. See below for a summary of BASIS DC PCS's performance on the PMF categories, including charts detailing the school's performance compared to the sector.

Student Progress

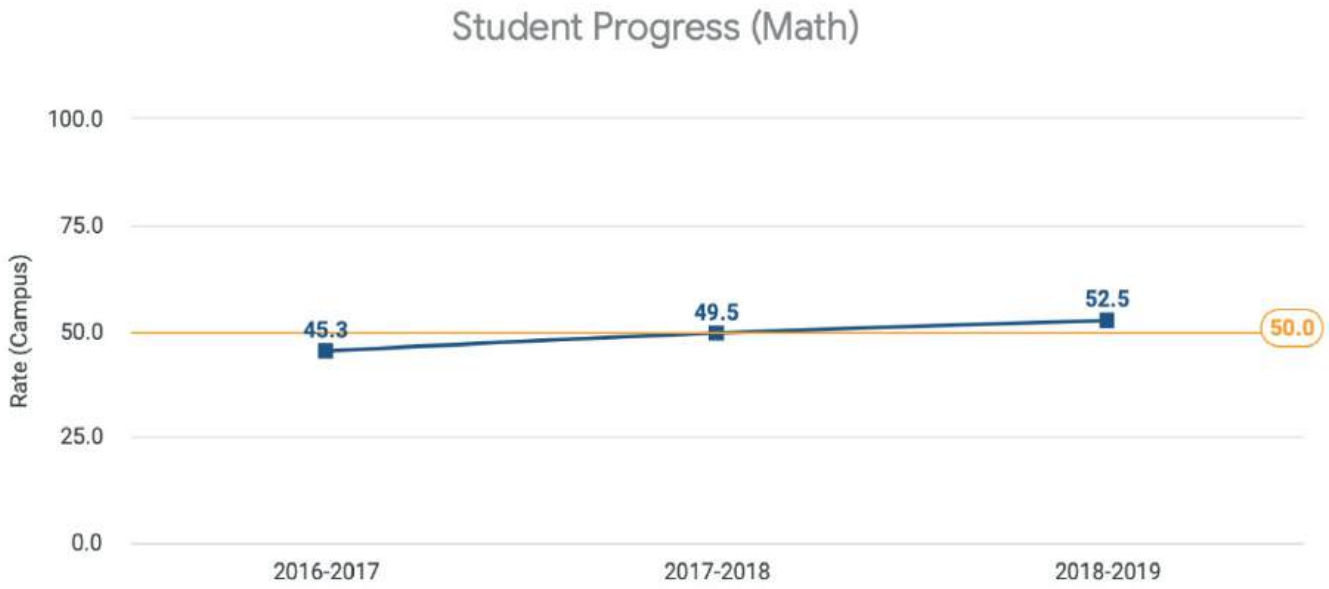
Student progress is a measure of student growth over the course of a year. For schools ending in grades 4 – 8 and high schools, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC), DC's state assessment, as the growth measure.[6] An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance. The charts below detail the school's MGP performance in both English language arts (ELA) and math compared to the standard of 50.

MGP – ELA, Grades 5 – 8

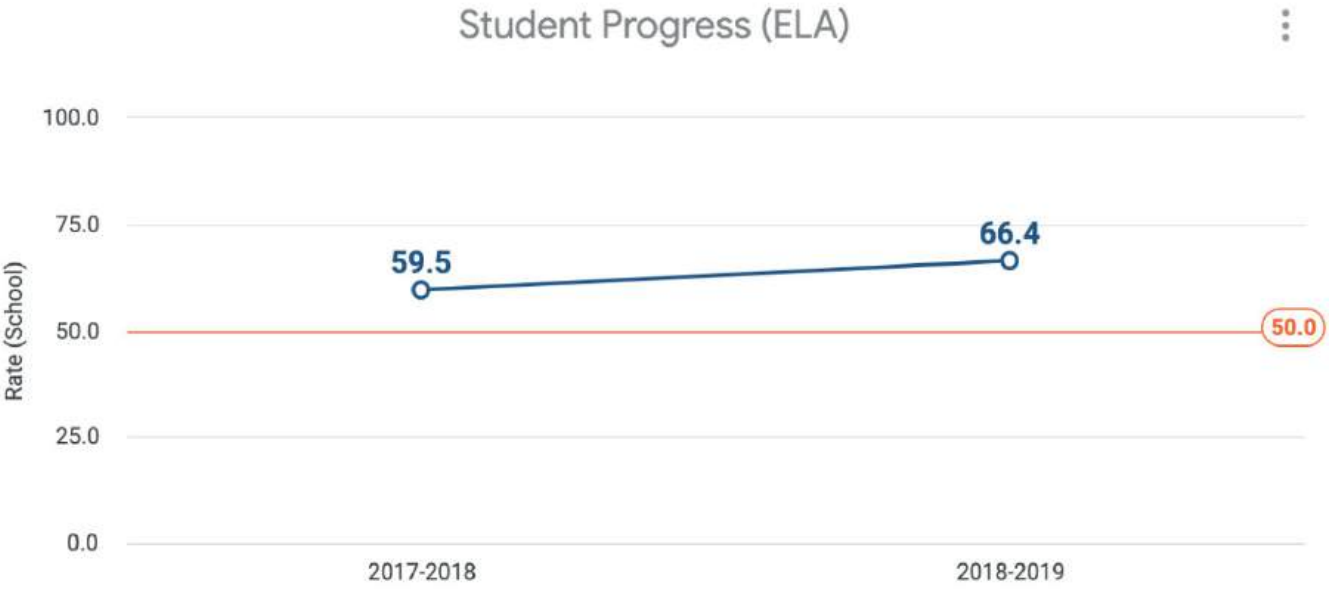


[45] For details, see the *2019 – 20 PMF Policy & Technical Guide* here: https://bit.ly/2D2lvgc.

MGP – Math, Grades 5 – 8



MGP – ELA, Grades 9 – 12



MGP – Math, Grades 9 – 12

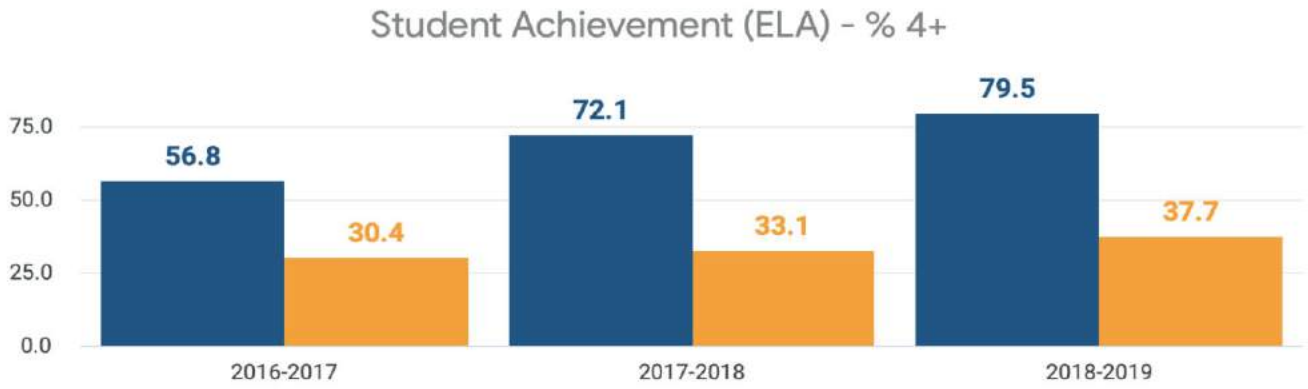
The school's state assessment in math, the Integrated Math II assessment, did not include enough students at the state level to calculate comparative growth scores during the review period. Consequently, there is no math growth data to report for BASIS DC PCS for grades 9 – 12.

Student Achievement

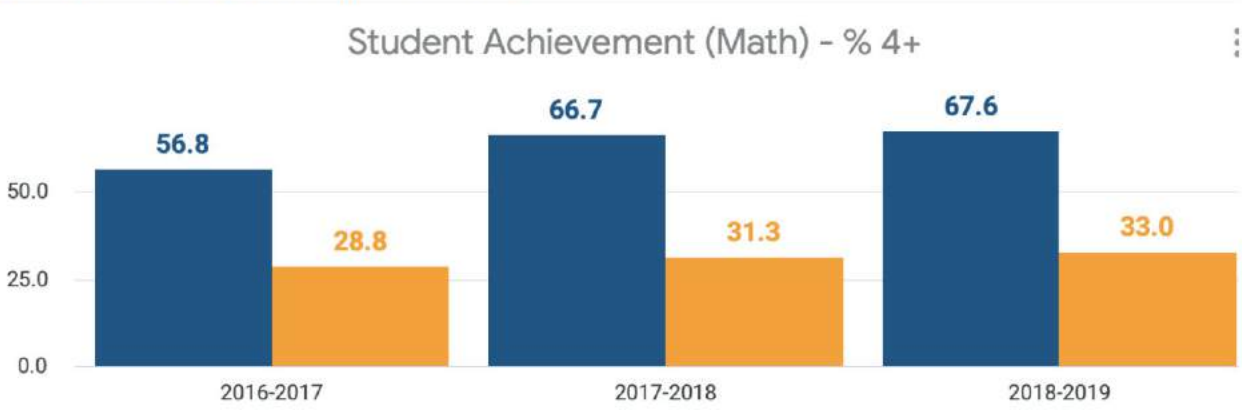
The student achievement category captures overall student performance on the PARCC assessment, with level 4+ considered proficient and advanced.[7] This category includes overall performance in both ELA and math as compared to the sector average for students in the same grade band. The charts below detail the school's ELA and math achievement performance compared to the sector average. As the charts show, the school exceeded the sector average in ELA and math all years in the review period.

Key for Charts	
Blue	School Rate
Orange	Sector Rate

ELA Proficiency (Overall), Grades 5 – 8

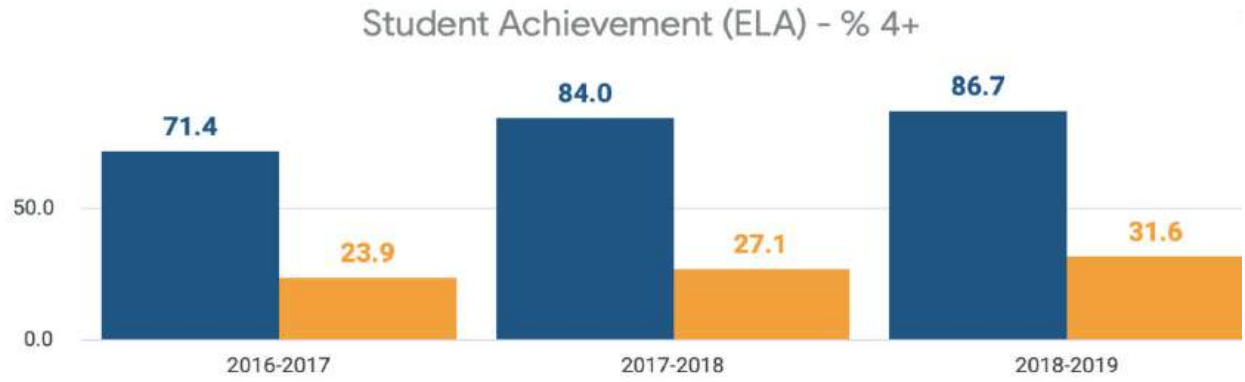


Math Proficiency (Overall), Grades 5 – 8

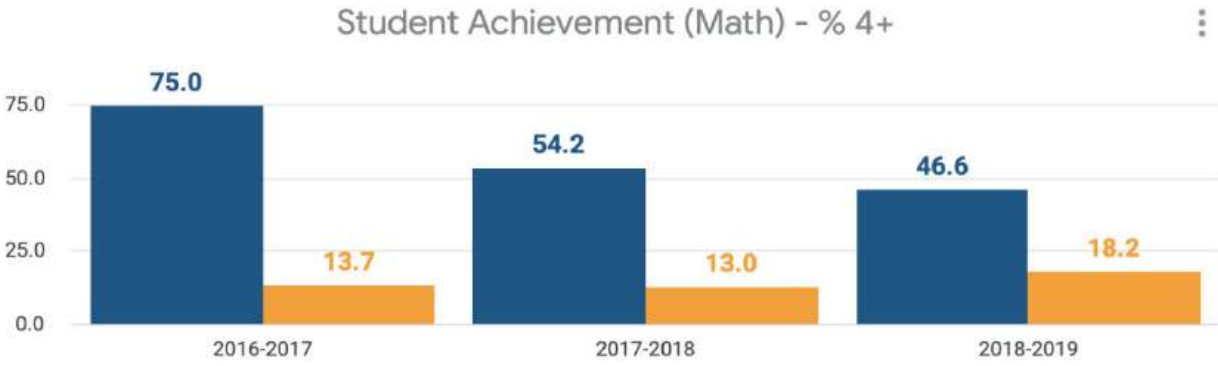


[7] The term "4+" refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

ELA Proficiency (Overall), Grades 9 – 12



Math Proficiency (Overall), Grades 9 – 12

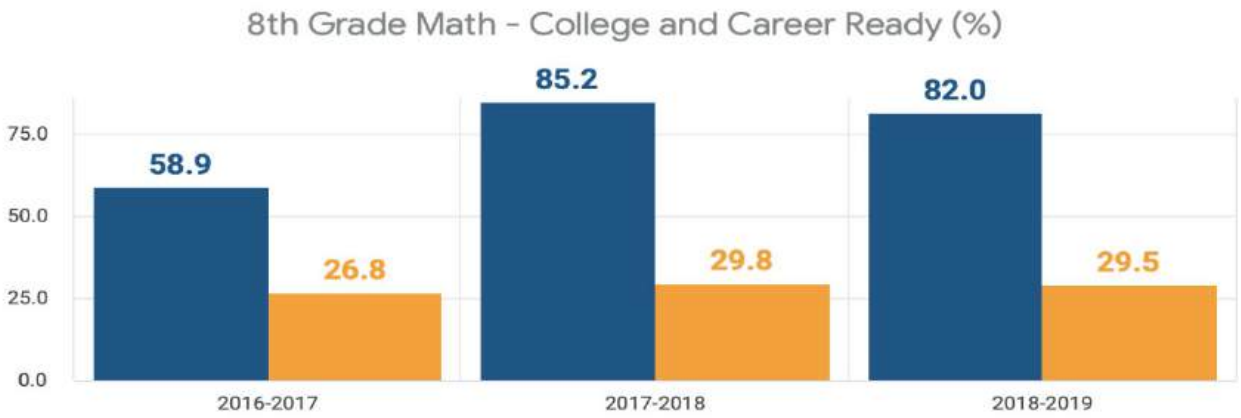


Gateway

The gateway category includes grade-specific measures that predict students' future academic performance. This category includes measures that capture critical achievement and preparation for college and career. The PK – 8 PMF and HS PMF gateway measures vary, and are described below.

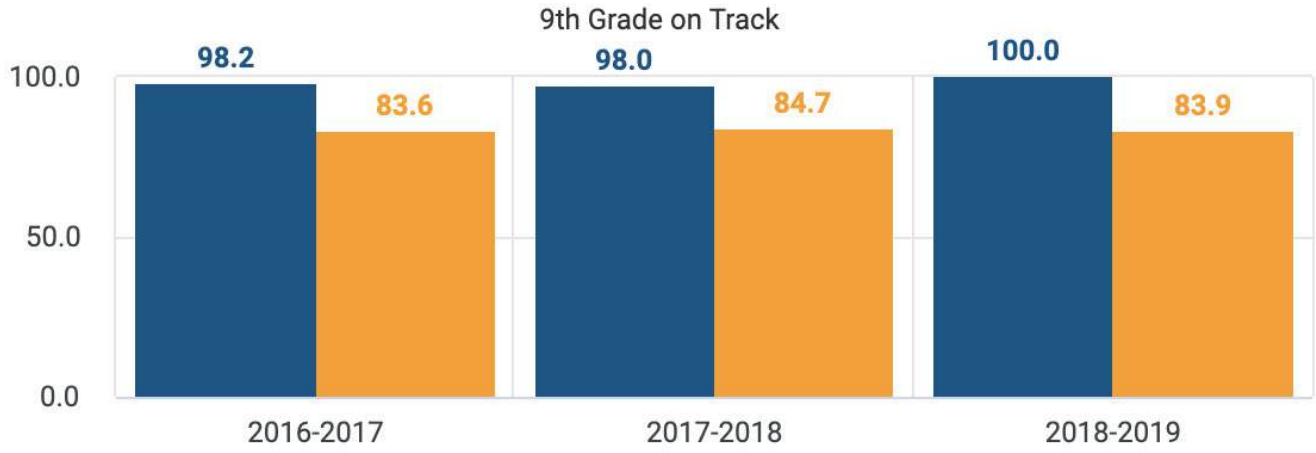
8th Grade Math

This measure reports the percentage of 8th graders who attended the LEA for at least two years who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the Multi-State Alternate Assessment in math. The chart below reports the school's eighth grade math performance compared to the sector average. As the chart shows, the school outperformed the sector throughout the review period.



9th Grade on Track

This measure reports the percentage of 9th graders who earned enough credits in their freshman year to be on track to graduate from high school in four years. The chart below details the school's 9th grade on track performance compared to the sector average. As the chart shows, the school outperformed the sector throughout the review period.



Four-Year Adjusted Cohort Graduation Rate (ACGR)

This measure reports the percentage of 9th graders who graduated in four years. The chart below details the school's four-year ACGR performance compared to the sector average. As the chart shows, the school outperformed the sector throughout the review period.



Five-Year ACGR

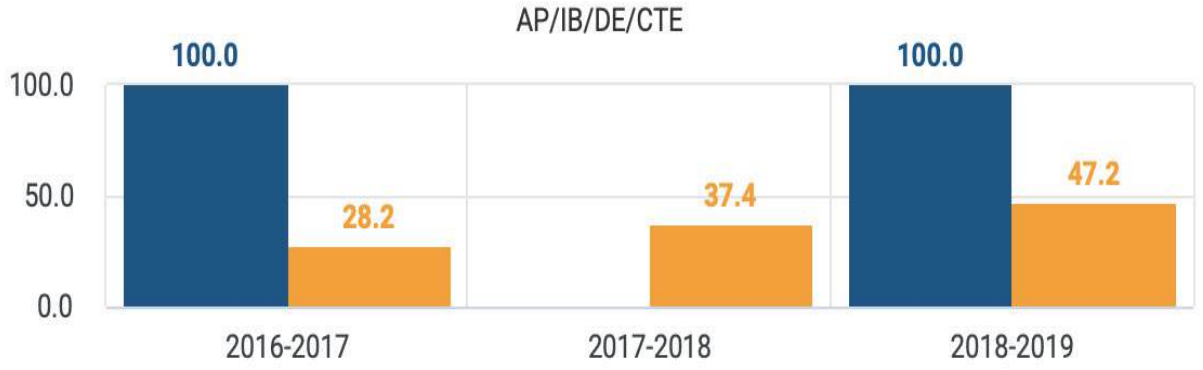
This measure reports the percentage of 9th graders who graduated in five years. The chart below details the school's five-year ACGR performance compared to the sector average. BASIS DC PCS's first graduating class was SY 2016 – 17, thus the school did not have a five-year rate until SY 2017 – 18. As the chart shows, the school outperformed the sector both years for which data are available.



College Readiness: Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE)/Career and Technical Education (CTE) Certification

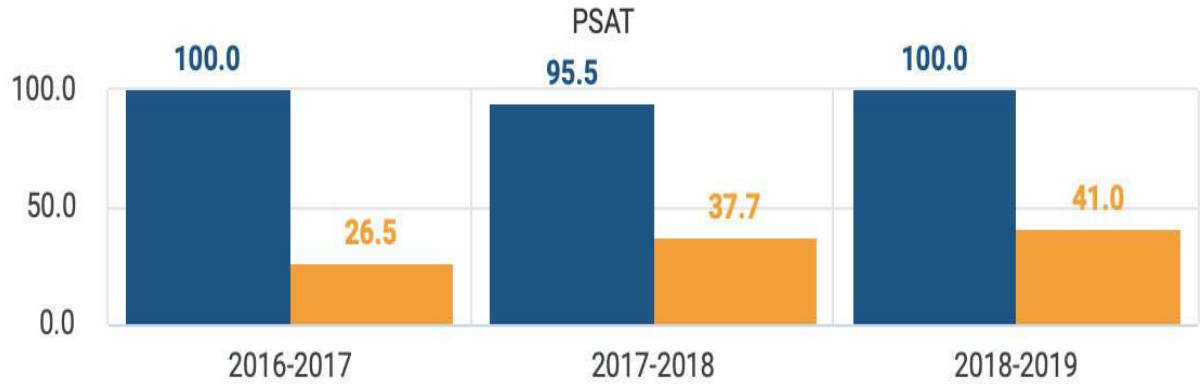
This measure reports the percentage of students who scored 3 or above on AP exams, scored 4 or above on IB exams, earned a C or better in dual enrollment courses, or earned a CTE certificate. The chart below details the school's college readiness performance compared to the sector average. As the chart shows, the school outperformed the sector in SY 2016 – 17 and SY 2018 – 19.[46]

[46] There is no data to report in SY 2017 – 18 because DC PCSB does not display results with fewer than 10 students.



PSAT Performance

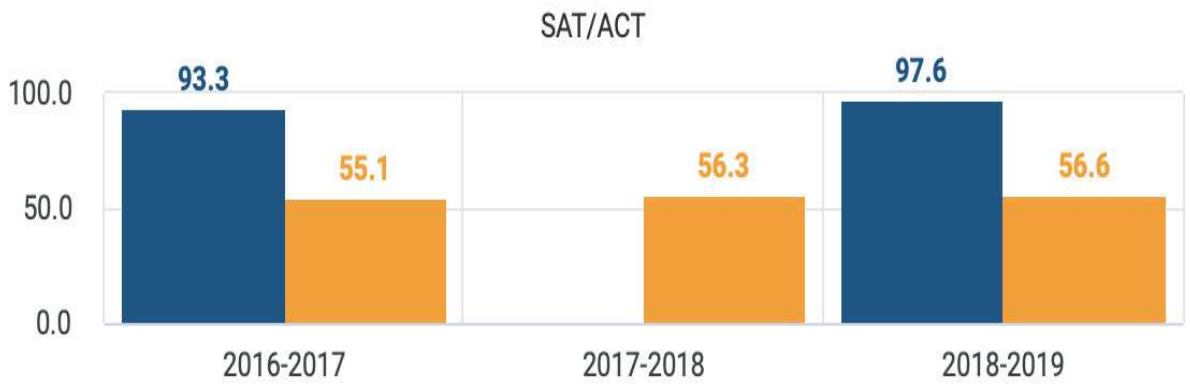
This measure reports the percentage of 11th graders who scored 850 or above on the combined reading and math sections of the PSAT. The chart below details the school's PSAT performance compared to the sector average. As the chart shows, the school outperformed the sector throughout the review period.



SAT/ACT Performance

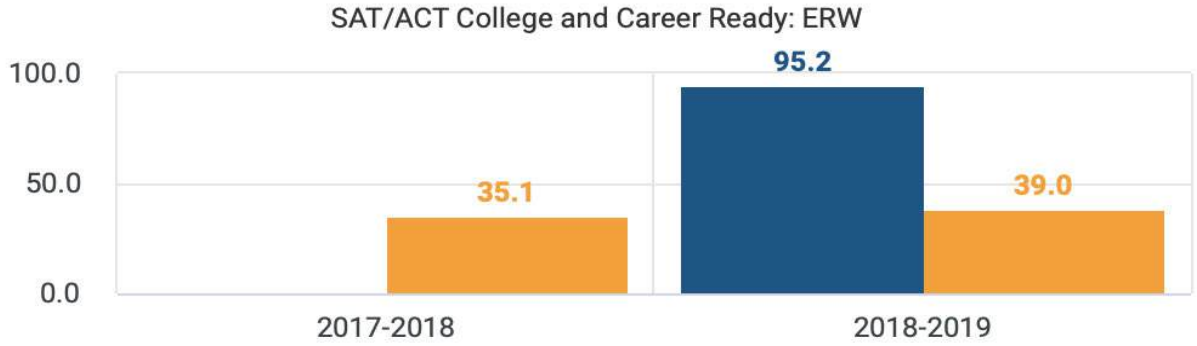
This measure reports the percentage of 12th graders who scored 890 or above on the combined reading and math sections of the SAT or who have a composite score of 16 or above on the ACT. The chart below details the school's SAT/ACT performance compared to the sector average.[47] As the chart shows, the school outperformed the sector in SY 2016 – 17 and SY 2018 – 19.[48]

[47] BASIS DC PCS did not have a calculated SAT/ACT rate in SY 2017 – 18 because the school had fewer than 10 students take the exam. This applies to all three SAT/ACT measures in this section.
[48] There is no data to report in SY 2017 – 18 because DC PCSB does not display results with fewer than 10 students.



SAT/ACT College Ready: Evidence-Based Reading and Writing (ERW)

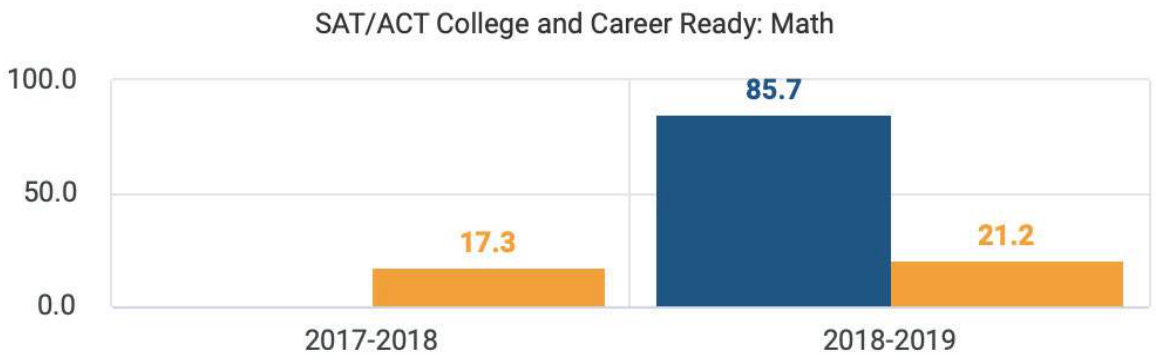
This measure reports the percentage of 12th graders who scored "college and career ready" (*i.e.*, an SAT score of 480 or more, or an ACT score of 20 or more) on the reading section of the SAT or ACT. The chart below details the school's SAT/ACT ERW performance compared to the sector average.[49]



SAT/ACT College Ready: Math

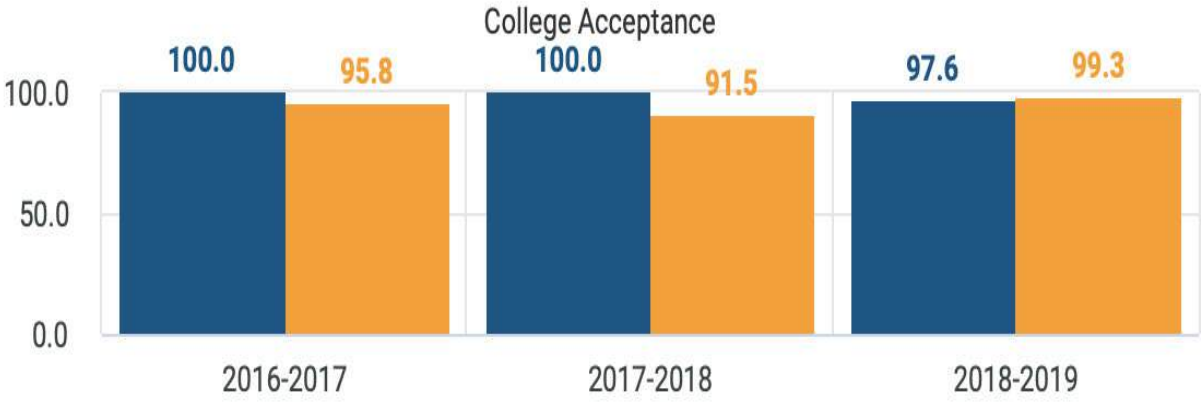
This measure reports the percentage of 12th graders who scored "college and career ready" (*i.e.*, an SAT score of 530 or more, or an ACT score of 22 or more) on the math section of the SAT or ACT. The chart below details the school's SAT/ACT math performance compared to the sector average.

[49] DC PCSB added this measure to the HS PMF in SY 2017 – 18. However, there is no data to report in SY 2017 – 18 because DC PCSB does not display results with fewer than 10 students.



College Acceptance

This measure reports the percentage of graduates who were admitted to a two- or four-year college or university. The chart below details the school's college acceptance performance compared to the sector average.



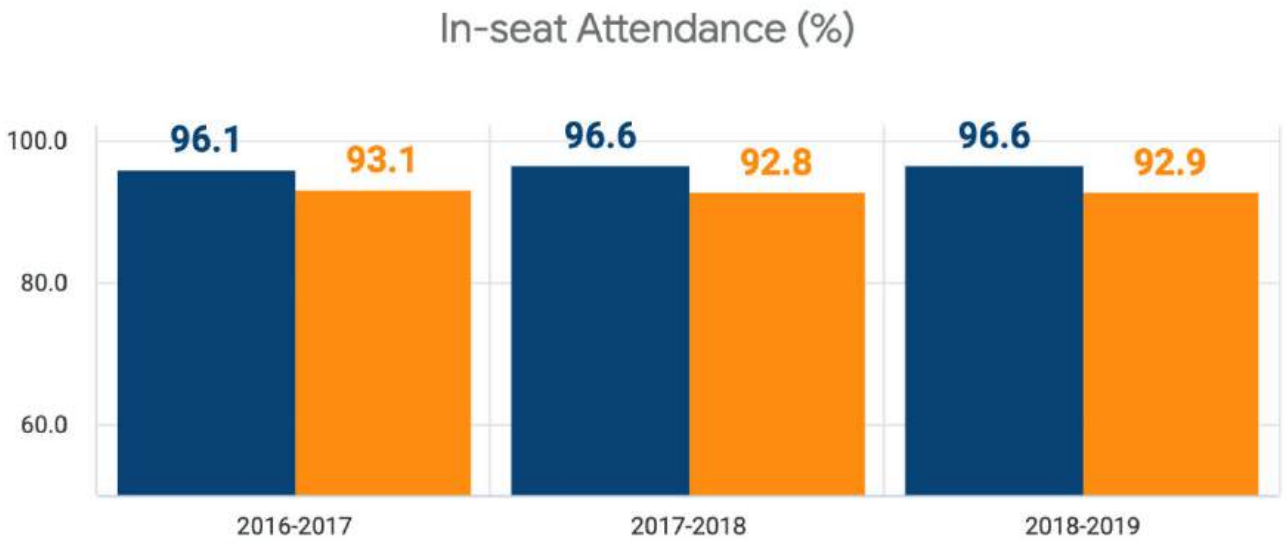
School Environment

The school environment category includes measures that capture a school's climate such as in-seat attendance rates and re-enrollment rates. Charts detailing the school's performance on each of these measures can be found below. As the charts show, BASIS DC PCS outperformed the sector in both in-seat attendance and re-enrollment for majority of the years under review.

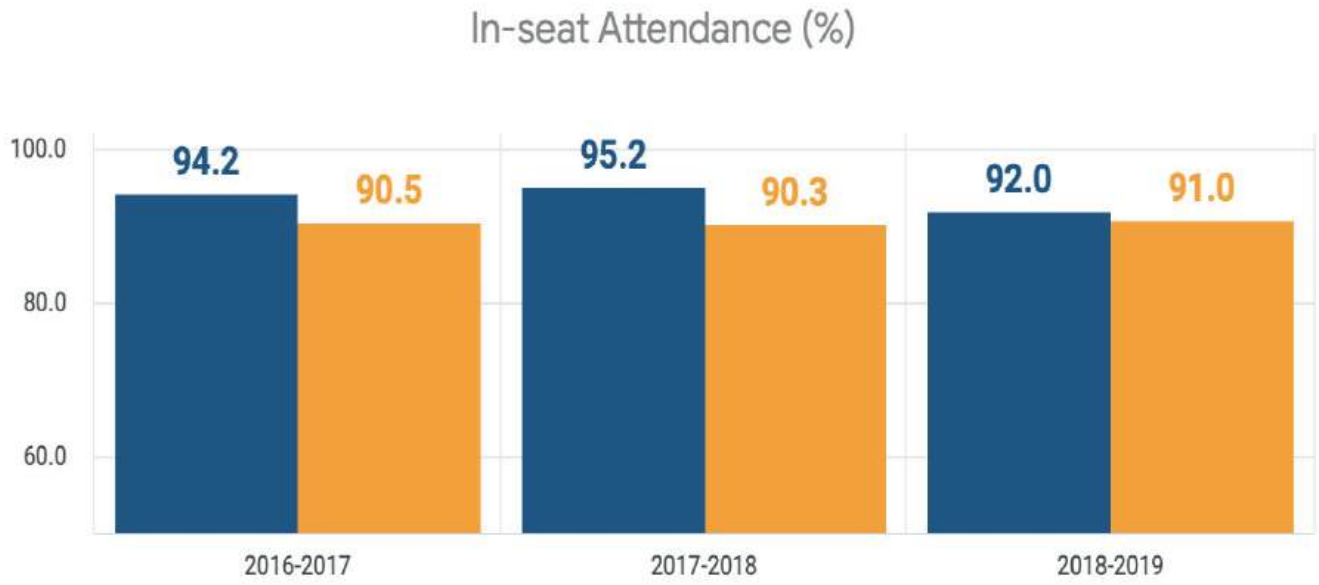
In-Seat Attendance (ISA)

The ISA rate measures the percentage of students who were present each day. The chart below details the school's ISA performance compared to the sector average.

ISA, Grades 5 – 8



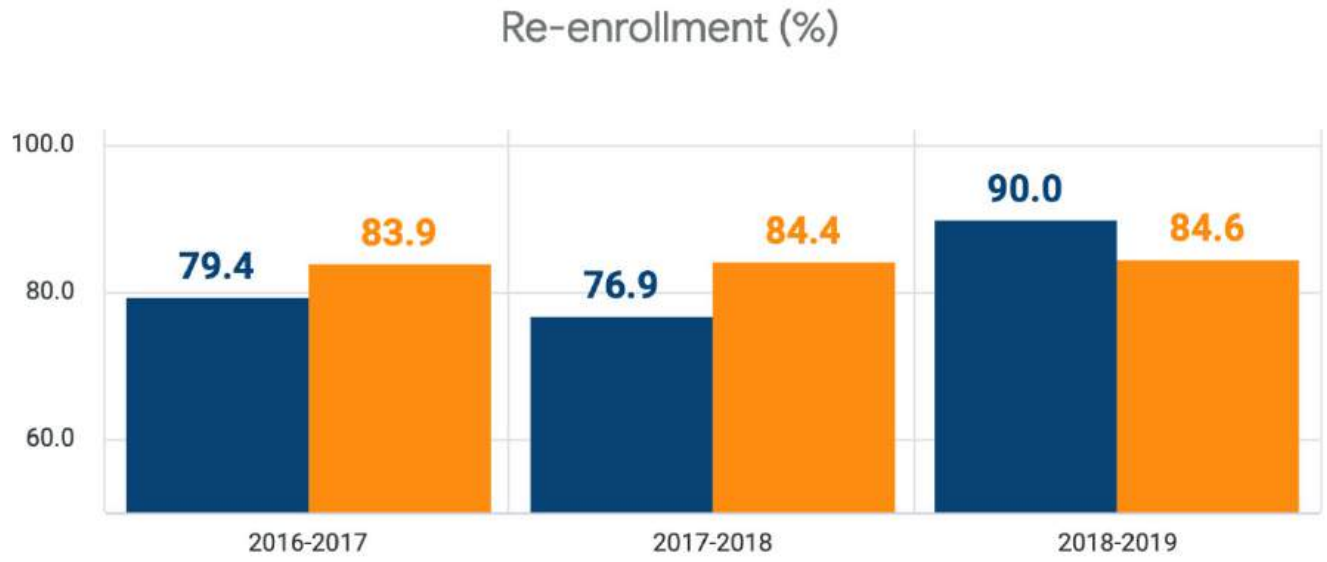
ISA, Grades 9 – 12



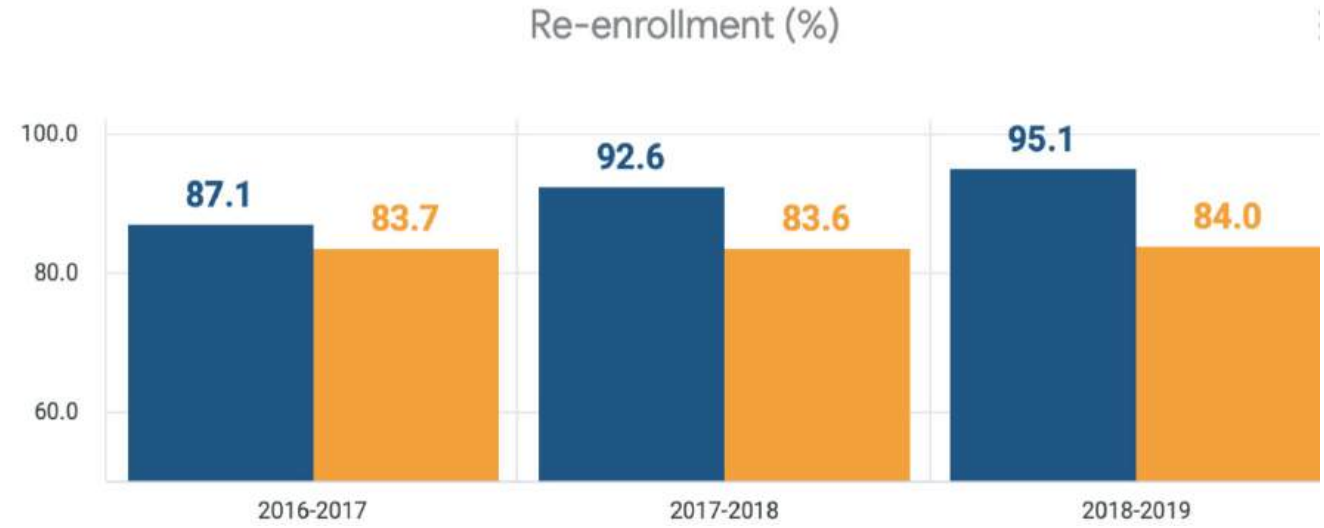
Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.[11] The chart below reports the school's re-enrollment rates compared to the charter sector's re-enrollment rates.

Re-enrollment, Grades 5 – 8



Re-enrollment, Grades 9 – 12



[11] For eligibility criteria, see the *2019 – 20 PMF Policy & Technical Guide* here: https://bit.ly/3aRYFW2.

Additional Academic Data

Student Group Academic Data

The academic data below is presented by student group. Student group academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school is serving different student populations. The charts below show the school's academic data in both growth and achievement as compared to the sector average for that student group.[50] Student group categories with less than 10 test takers are not displayed in the charts below.

Key for Student Group Data Charts	
Green	Greater than the charter sector average for the same grade band and student group
Red	Less than the charter sector average for the same grade band
∅	The number of test takers (n-size) is less than 10

ELA MGP Rates by Student Group, Grades 5 – 8

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
At-Risk	27.9	46.3	26.9	44.5	38.2	47.4
Black or African American	27.4	46.4	39.4	44.5	55.1	48.9
English Learner	24.0	52.5	29.2	52.1	∅	∅
Female	32.9	51.8	49.1	50.1	63.5	54.0
Hispanic/ Latino	28.2	53.7	44.3	51.6	63.1	53.5
Male	28.3	44.3	47.4	42.5	60.4	47.0
Students with Disabilities	20.5	38.9	47.7	39.6	55.3	43.5
White	35.8	53.9	55.2	50.0	63.6	59.3

[50] As previously noted, there is no math proficiency data for grades 9 – 12 to report for BASIS DC PCS. The school's state assessment in math, the Integrated Math II assessment, did not include enough students at the state level to calculate comparative growth scores during the review period.

Math MGP Rates by Student Group, Grades 5 – 8

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
At Risk	38.8	46.5	35.2	46.0	26.5	46.0
Black or African American	27.4	46.4	39.4	44.5	55.1	46.5
English Learner	24.0	52.5	29.2	52.1	∅	∅
Female	32.9	51.8	49.1	50.1	63.5	51.5
Hispanic/ Latino	28.2	53.7	44.3	51.6	63.1	50.5
Male	28.3	44.3	47.4	42.5	60.4	47.0
Students with Disabilities	20.5	38.9	47.7	39.6	55.3	44.5
White	35.8	53.9	55.2	50.0	63.6	60.5

ELA MGP Rates by Student Group, Grades 9 – 12

School Year	2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
Black or African American	53.0	38.5	60.6	39.5
Female	60.0	42.0	67.6	42.0
Male	59.0	38.0	62.0	40.8
White	64.0	68.0	68.9	66.5

Math MGP Rates by Student Group, Grades 9 – 12

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
Black or African American	45.5	9.5	26.9	9.3	26.1	14.9
White	95.8	82.0	72.7	71.6	57.1	54.5
Female	66.7	13.2	53.8	13.2	36.1	18.5
Male	83.3	14.2	54.5	12.9	56.8	17.9
At Risk	∅	∅	∅	∅	48.3	23.5

ELA Proficiency Rates by Student Group, Grades 5 – 8

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
Black or African American	30.2	25.8	56.7	28.3	66.4	32.6
White	77.2	76.9	88.0	77.9	92.3	79.3
Hispanic/ Latino	50.0	29.5	51.4	33.3	69.2	35.6
Female	61.5	36.1	77.5	39.2	84.4	44.9
Male	52.3	24.3	66.0	26.7	73.9	30.3
Students with Disabilities	26.3	4.4	50.0	5.8	31.6	9.0
English Learner	7.7	14.0	25.7	16.4	∅	∅
At Risk	18.5	19.7	29.4	21.8	51.9	25.0

Math Proficiency Rates by Student Group, Grades 5 – 8

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
Black or African American	30.9	24.9	41.3	27.4	42.5	28.7
White	74.9	72.8	88.0	75.6	84.4	74.5
Hispanic/ Latino	42.1	24.6	45.9	25.5	59.0	27.4
Female	50.0	30.2	65.6	32.9	66.7	35.3
Male	63.2	27.4	68.0	29.6	68.7	30.7
Students with Disabilities	26.3	6.0	35.0	7.2	26.3	8.9
English Learner	30.8	16.2	13.3	15.8	∅	∅
At Risk	14.8	19.6	17.6	21.3	22.2	22.6

ELA Proficiency Rates by Student Group, Grades 9 – 12

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
Black or African American	52.2	21.3	63.2	22.7	64.3	28.2
White	88.2	84.8	95.2	91.0	95.0	82.9
Female	80.6	31.4	88.0	30.9	95.0	82.9
Male	55.6	16.2	80.0	22.9	80.0	25.7

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has "committed a violation of applicable law 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."[51] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2016 – 17, BASIS DC PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.[52]

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports OSSE, as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more. Within three days of awarding such a contract, schools must 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 report key contract information specifying any qualifying procurement contract that the school has executed.

During the annual procurement contract reconciliation process, DC PCSB found that BASIS DC PCS properly submitted four procurement contract packages during fiscal year (FY) 2018.

In early 2018, DC PCSB developed more robust and comprehensive procurement contract oversight processes. As a result, in July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,[53] which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with these enhanced procurement contract reporting requirements.

During FY 2019, the school reported nine procurement contract packages late or without proper bidding documentation and, as a result, received four Early Warning Notices. During FY 2020, the school reported seven procurement contract packages and received

[51] D.C. Code § 38-1802.13(a)(1).
[52] See BASIS DC PCS's Compliance Review Reports, Appendices G1 – G5.
[53] See the *Procurement Contract Submission and Conflict of Interest Policy* here: https://bit.ly/3DhFxyz.

two Early Warning Notices for failure to report contracts in a timely manner. The school did not receive any Early Warning Notices during FY 2021; however, DC PCSB relaxed its threshold for receiving an early warning notice during FY 2021 in response to the COVID-19 pandemic.

Though the school has been trending in the right direction, DC PCSB continues to have concerns about the LEA's compliance with timely reporting requirements. Therefore, staff will continue to closely monitor the school to ensure future compliance in this area.

Special Education Compliance[54]

Charter schools are required to comply with all federal and local special education laws, including IDEA and Section 504 of the Rehabilitation Act of 1973.[55, 56] The following section summarizes BASIS DC PCS's special education compliance from SY 2016 – 17 to the present.

OSSE Special Education Compliance Monitoring

As the SEA, OSSE monitors charter schools' compliance with special education laws and shares detailed findings in eight areas captured in the table below.[57] Of the eight areas OSSE monitors,[58] BASIS DC PCS was required to take corrective action in four areas during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school had among the highest instances of identified noncompliance in one area: Child Find Monitoring. DC PCSB also conducted four special education audits of BASIS DC PCS based on a persistently low special education enrollment rate, which is detailed later in this report. Further information on OSSE's special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	BASIS DC PCS Compliant All Years of the Review Period?	Status of Corrective Action
1. Annual Determinations	Yes	NA
2. On-Site Monitoring	Yes	NA

[54] See OSSE's Glossary of Special Education Compliance Terms, Appendix H.
[55] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[56] 29 U.S.C. § 794.
[57] For a description of each review area, see the Special Education Factsheet, Appendix I.
[58] Schools that enroll students who are 14 years of age or older meet the criteria for Secondary Transition Monitoring and therefore are monitored in eight compliance areas. Schools that enroll only younger students are monitored in seven compliance areas.

OSSE Special Education Compliance Review Areas	BASIS DC PCS Compliant All Years of the Review Period?	Status of Corrective Action
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation	No	In Progress
4. Secondary Transition Monitoring	No	Complete
5. Child Find Monitoring	No	Complete
6. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
7. Significant Disproportionality Review	Yes	NA
8. Hearing Officer Determination and State Complaint Implementation Review	No	NA

1. Annual Determinations

   Each year, OSSE analyzes each LEA's compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, BASIS DC PCS received a "Meet Requirements" designation in its 2017 determination. In 2018, the school received a "Needs Assistance" designation. OSSE recommended that the school seek training and technical assistance to improve overall performance. However, the LEA is not legally required to take corrective action unless it receives a "Needs Assistance" designation on two consecutive Annual Determinations, or unless otherwise directed by OSSE. The school received a "Meets Requirements" designation in its 2019 determination.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	89.9%	Meets Requirements
2018	61.2%	Needs Assistance
2019	89.4%	Meets Requirements

2. On-Site Monitoring Report

   OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and

related service requirements). BASIS DC PCS has not been flagged for on-site monitoring in the last five years.

3. IDEA Procedural Timeliness

OSSE monitors schools in two areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation and Reevaluation.

Initial Evaluation[59]

An initial evaluation is a process used to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs to access the general education curriculum. OSSE identified BASIS DC PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following school years:

- SY 2018 – 19 Q1/Q2 (July 1, 2018 – December 30, 2018)
- SY 2019 – 20 Q3/Q4 (SY 2018; January 1, 2019 – June 30, 2019)
- SY 2019 – 20 Q2 (October 1, 2019 – December 31, 2019)
- SY 2020 – 21 Q4 (SY 2020; April 1, 2020 – June 30, 2020)

For comparison, across the last five years, BASIS DC PCS performed better than 17.8% of charter LEAs, receiving a finding in four reporting periods out of the 13 applicable reporting periods.[60] OSSE confirms that the school has addressed findings in SY 2018 – 19 through SY 2020 – 21.

Reevaluation[61]

A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability once every three years. OSSE identified BASIS DC PCS for noncompliance for not adhering to the required timeline for reevaluation during the following school years:

- SY 2016 – 17 May 2017 (October 1, 2016 – March 31, 2017)
- SY 2017 – 18 May 2018 (October 1, 2017 – March 31, 2018)
- SY 2018 – 19 August 2018 (April 1, 2018 – June 30, 2018)
- SY 2018 – 19 May 2019 (October 1, 2018 – March 31, 2019)
- SY 2019 – 20 Q4 (SY 2018; April 1, 2019 – June 30, 2019)
- SY 2019 – 20 Q3 (January 1, 2020 – March 31, 2020)
- SY 2020 – 21 Q2 – Q3 (SY 2020; October 1, 2020 – March 31, 2021)

[59] See BASIS DC PCS's Initial Evaluation Reports, Appendices J1 – J4.
[60] Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in six.
[61] See BASIS DC PCS's Reevaluation Reports, Appendices K1 – K7.

For comparison, across the last five years, BASIS DC PCS performed better than 32.8% of charter LEAs, receiving a finding in seven reporting periods out of the 15 applicable reporting periods.[62] OSSE confirms that the school has addressed SY 2016 – 17 through SY 2019 – 20 findings. SY 2020 – 21 findings are not yet due for correction.

4. Secondary Transition Monitoring[63]
   The IDEA requires that transition planning (including the development of a plan with transition goals) for students who receive special education services and have an IEP must begin by age 16. BASIS DC PCS was flagged for noncompliance with secondary transition requirements during the following school year:
   - SY 2018 – 19 May 2019 (October 1, 2018 – March 31, 2019)

   For comparison, across the last five years, BASIS DC PCS performed better than 26.3% of charter LEAs, receiving a finding in one reporting period out of the 12 applicable reporting periods.[64] Half of applicable charter LEAs received no findings in any reporting period. OSSE confirms that the school has addressed the finding issued above.

5. Child Find Monitoring Report[65]
   Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. BASIS DC PCS was reviewed and flagged for Child Find monitoring in SY 2017 – 18, SY 2018 – 19, and again in SY 2019 – 20, as shown in the table below.

Year	Percentage of Students Identified	Corrective Action Required	Corrected?
2017	3.6%	▪ Conduct a Child Find training for all staff prior to the beginning of SY 2018 – 19	Yes
2018	3.9%	▪ Submit policy ▪ Participate in a webinar	Yes
2019	3.9%	▪ Submit policy ▪ Participate in a webinar ▪ Receive technical assistance	Yes

[62] Out of the 15 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 13.
[63] See BASIS DC PCS's Secondary Transition Monitoring Report, Appendix L.
[64] Out of the 12 total reporting periods, the LEA with the highest number of reporting periods with a finding for Secondary Transition had a finding in four.
[65] See BASIS DC PCS's Child Find Focused Monitoring Report, Appendix M.

For comparison, in SY 2017 – 18, 10.0% of charter LEAs were flagged for both an identification rate lower than the 8.5% threshold and noncompliant Child Find policies/procedures.[66] In SY 2018 – 19, of the schools flagged for Child Find monitoring, 33.0% of schools were required to complete corrective action. This number does not include schools that enroll 3- to 5-year-olds and were also identified for Child Find monitoring. BASIS DC PCS did not improve in its overall identification rate in SY 2019 – 20, maintaining a comparatively low identification rate. OSSE confirms that the school has completed all the required corrective action steps listed above.

6. Disproportionate Representation Review and Significant Discrepancy Review
   OSSE annually reviews whether LEAs have overidentification or disproportionate representation by race and ethnicity of their identified SWD. In the last five review periods, OSSE determined BASIS DC PCS does not have disproportionate representation.

   Significant Discrepancy Review
   OSSE annually reviews LEAs' rates of suspension and expulsion for SWD as compared to their non-disabled peers. In the last five review periods, OSSE determined that BASIS DC PCS does not have significant discrepancy.

7. Significant Disproportionality Review
   OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. In the last five review periods, OSSE determined that BASIS DC PCS does not have significant disproportionality.

8. Hearing Officer Determination (HOD) Implementation Review
   Parents of SWD may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. As of the date of this report, no HODs

[66] As a result of a case in the US Court of Appeals for the District of Columbia, *D.L. v. The District of Columbia*, the District must ensure at least 8.5% of 3- to 5-year-old children who reside in or are wards of the District are "enrolled" in special education and related services (Part B services). For details, see: https://bit.ly/2EnRn0o.

have been issued against BASIS DC PCS during the review period.

State Complaints

Any individual or organization may submit a written complaint that claims that any District of Columbia public agency has failed to comply with a requirement of Part B or Part C of the Individuals with Disabilities Education Act (IDEA) or the District's laws and regulations regarding special education, including the identification, evaluation, educational placement of the child, or the provision of a Free and Appropriate Public Education (FAPE) to such child. The chart below shows the two state complaints brought against the school during the review period.

School Year	State Complaint Implementation and Timeliness Status
SY 2019 – 20 (June)	No findings issued
SY 2021 – 20 (July)	Implemented Timely

For comparison, 34 charter LEAs have received at least one state complaint over the past five years.

In a letter issued in July 2021 in response to a second state complaint, OSSE required the school to create a corrective action plan to address its failure to timely complete special education processes. The school must also authorize compensatory education for the student and document the completion of this action within 30 days of the date of the decision letter. Additionally, OSSE required the school to notify the parent of the right to hold a hearing. OSSE confirms the school completed all the required corrective action steps.

DC PCSB Special Education Auditing

DC PCSB's *Special Education Audit Policy* establishes the criteria DC PCSB will review and the audit procedures it will initiate in response to special education noncompliance.[67] A school may be subjected to a special education audit procedure for meeting one or more of the criteria listed in the policy.[68] For example, per the policy, DC PCSB may audit a school if "the population of enrolled students identified as receiving special education services [at the school] is less than 8.5% of the total student enrollment."[69] BASIS DC PCS met this criterion four times during the review period. Consequently, as reported in the chart below,

[67] See DC PCSB's *Special Education Audit Policy*, https://bit.ly/3Am22Aa.
[68] Procedures include two types of staff-initiated audits, desk audits and on-site audits, which are defined in the policy. Each shall result in written recommendations or further action. Additional audit procedures represent interventions the Board may use after an audit to ensure special education compliance.
[69] As previously noted, the 8.5% enrollment target was established in D.L. v. The District of Columbia (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017). The figure is drawn from national rates of special education enrollment and expert testimony concerning risk factors unique to DC. For details, see: https://bit.ly/2EnRn0o.

DC PCSB performed three special education audits of BASIS DC PCS during the review period.[70]

School Year	Total Audited Enrollment	Students with an IEP	Percentage of Students with an IEP	Sector Average of Students with an IEP	DC PCSB Action
2017 – 18	596	21	**3.5%**	13.4%	Desk audit[71]
2018 – 19	636	24	**3.8%**	13.9%	Desk audit[72]
2019 – 20	640	25	**3.9%**	14.5%	On-site audit[73]
2020 – 21	663	32	**4.5%**	14.7%	Meeting with board members

DC PCSB provided the school detailed recommendations for improvement after each audit. However, DC PCSB did not require BASIS DC PCS to pursue further action after the audits.

Instead of conducting a fourth audit in SY 2020 – 21, DC PCSB Board members and staff met with BASIS DC PCS board members and staff in June 2021 to discuss special education enrollment and compliance concerns. The school reported it improved its special education compliance processes and hired additional special education staff to increase student support services. During the meeting and in a follow-up letter to the school, DC PCSB recommended that BASIS DC PCS develop and use recruitment strategies for SWD.[74]

[70] Instead of conducting a fourth audit in SY 2020 – 21, DC PCSB discussed the issue with BASIS DC PCS board members and staff in June 2021. For details, see the "Communication with the School" section of this report.
[71] See 2020 BASIS DC PCS Special Education Enrollment Audit, Appendix N.
[72] See 2019 BASIS DC PCS Special Education Audit Form Enrollment, Appendix O.
[73] See 2018 BASIS DC PCS Special Education Audit Form Enrollment and Singular Level, Appendix P.
[74] See BASIS DC PCS's June 2021 follow-up letter, Appendix Q.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY[75]

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

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.[76]

DC PCSB holistically assessed BASIS DC PCS's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2016 through FY 2020;
- the school's unaudited financial statements for FY 2021;
- the school's annual budgets for FY 2021 and FY 2022; and
- DC PCSB's Financial Analysis Review (FAR) of BASIS DC PCS for FY 2016 through FY 2020.[77]

Summary of Findings[78]

BASIS DC PCS has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

Strengths and Deficiencies

- All the school's key performance indicators at fiscal year-end (FYE) 2020 were above target. At FYE 2020, the current ratio of 5.7 and debt ratio of 0.2 were especially strong and above sector median values of 4.2 and 0.5, respectively. This is due to the robust change in net assets generated by operations and the absence of debt.
- In FY 2017, the school incurred a $58K negative change in net assets. This is not concerning because the school added a grade level that year. As is often the case with grade level additions, the associated expansion costs were not fully offset by the increase in revenue that year. In each of the other years under review, the school consistently generated strong surpluses, built significant cash reserves, and maintained strong liquidity, as illustrated in the following charts and tables.

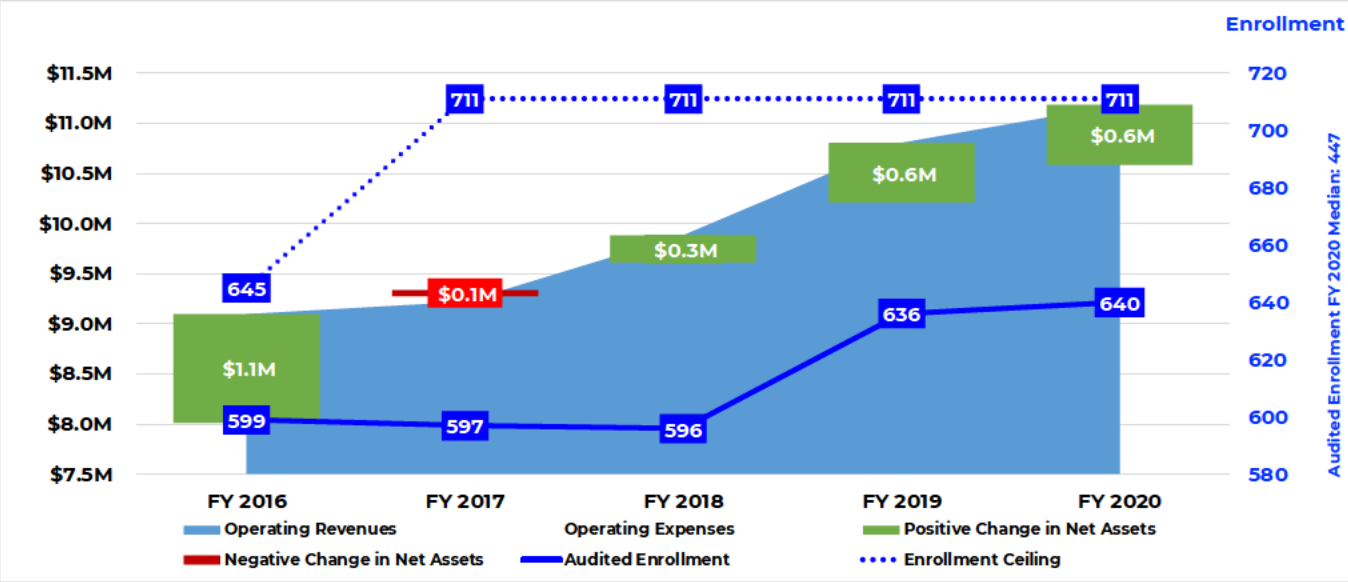
[75] Each percentage in Section Three of this report has been rounded to the nearest whole percentage.
[76] See D.C. Code § 38-1802.13(b).
[77] See BASIS DC PCS's FAR Reports, Appendices R1 – R3.
[78] See Financial Definitions and Examples, Appendix S.

Comparison to FAR Benchmarks	What This Means in the Following Tables
Above target	Generally strong financial position
Below floor	Possibly imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

Definitions and examples for each key performance indicator used herein are provided in Appendix S.

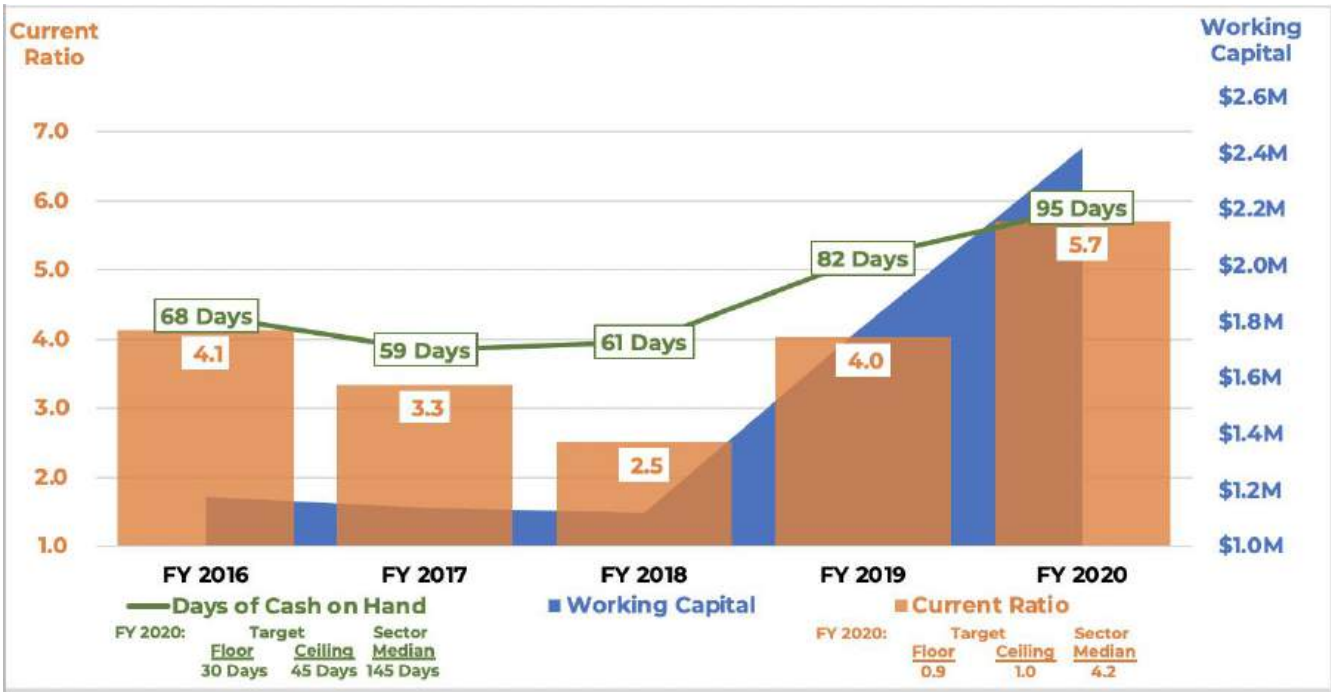
Key Metrics and Comparisons

Enrollment and Operations



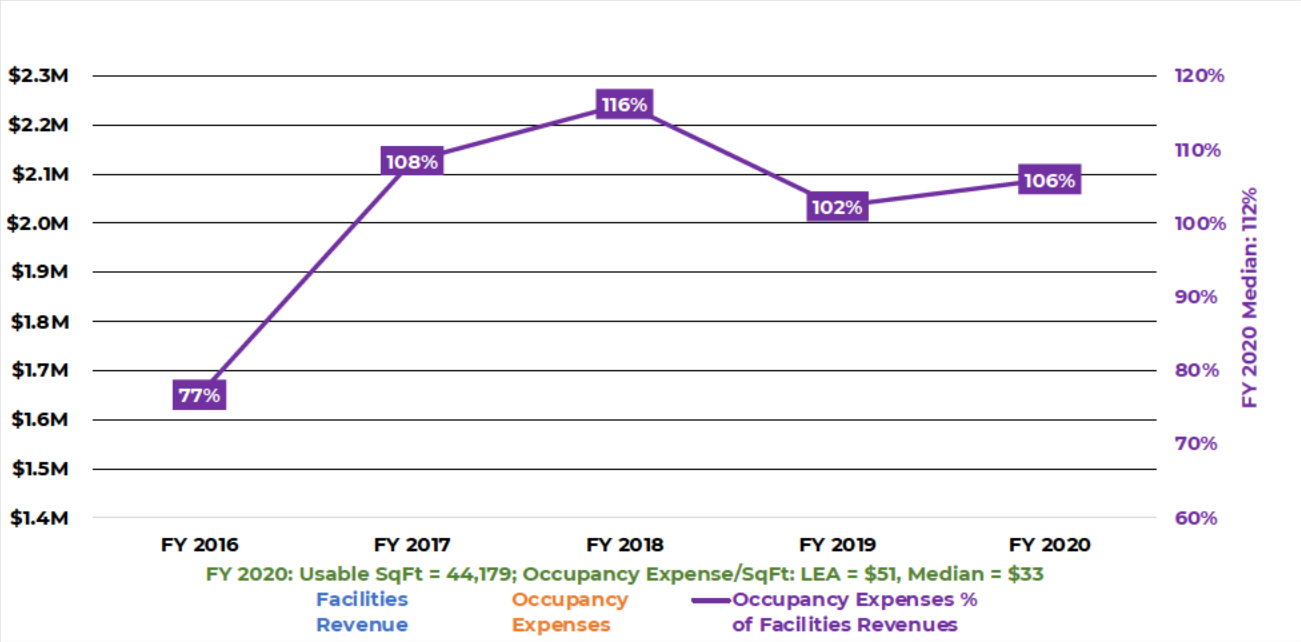
In the five-year period from FY 2016 to FY 2020, BASIS DC PCS's change in net assets have been positive, with the only exception being FY 2017 due to increases in personnel costs and rent. This growth reflects efficient cost management and a 16% enrollment increase from FY 2016 to FY 2020, with new grade level 12 added in FY 2017.

Liquidity



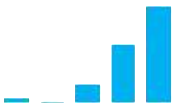
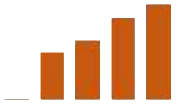
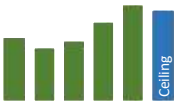
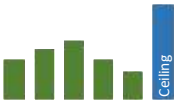
Days of cash on hand and the current ratio at FYE 2016 through FYE 2020 were above target. Cash and cash equivalents increased each year in the five-year period from FY 2016 to FY 2020, mainly due to the cash provided by operating activities and effective cost management. The current ratio and working capital decreased in FY 2018 due to the purchase of leasehold improvements in FY 2018, but strongly rebounded in the subsequent two years, landing above the sector median at FYE 2020.

Facilities and Occupancy



The school has a lease agreement with a related party for the rental of the facility at 410 – 412 8th Street NW, expiring on June 30, 2042. Base rent equals the amount the related party is obligated to pay for debt service, taxes, insurance, etc. on the leased property. In FY 2020, the school's occupancy expenses as a percentage of operating expenses were3% greater than the sector median. Also in FY 2020, the school's occupancy expenses as a percentage of facilities revenues were 5% below the sector median. While these differences from the sector medians are relatively minor and not out of the ordinary, the $51 per square foot school occupancy expense was 55% more than the $33 sector median. In addition, the density of students within the facility is approximately twice that of the sector median, correlating to the 55% per square foot premium over the sector median.

Sustainability: Net Assets, Primary Reserve Ratio, and Debt Ratio

Fiscal Year	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2020 Target Ceiling	FY 2020 Median	Multiyear Trend
Total Net Assets	$1.4M	$1.3M	$1.6M	$2.2M	$2.8M	NA	$6.1M	
Operating Expenses	$8.0M	$9.3M	$9.6M	$10.2M	$10.6M	NA	$10.8M	
Primary Reserve Ratio (Higher is better)	**0.2**	**0.1**	**0.2**	**0.2**	0.3	**0.25**	0.5	
Debt Ratio (Lower is better)	0.2	0.3	0.3	0.2	0.2	**0.5**	0.5	

The primary reserve ratio has become increasingly stronger since FY 2017 due to the positive changes in net assets in FY 2018, FY 2019, and FY 2020, coupled with effective cost management. After four FYEs of below-target primary reserve ratios, the primary reserve ratio increased to above target at FYE 2020, showing improvement in financial sustainability. From FY 2016 to FY 2020, net assets doubled, while operating expenses increased only 33%, thereby significantly improving the school's sustainability and liquidity. The debt ratio has remained low in the five-year period between FYE 2016 and FY 2020, mainly due to the absence of long-term debt.

Cost Management: Composition of Operating Expenses

Fiscal Year	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2020 Median	Multiyear Trend Compared to FY 2020 Median
Salaries and Benefits	59%	57%	56%	58%	59%	65%	
Direct Student Costs	4%	5%	5%	4%	3%	8%	
Occupancy Expenses	18%	22%	23%	21%	21%	18%	
General Expenses	18%	16%	16%	18%	17%	9%	
Operating Expenses per Student	$13,380	$15,540	$16,128	$16,047	$16,545	$23,075	

From FY 2016 through FY 2020, the school's operating expenses composition has generally remained consistent, while totaling only 72% of the sector median operating expenses per student. Below-median salaries and benefits and direct student costs as a percentage of operating expenses contributed to reduced operating expenses, which were partially offset by above-median occupancy expenses and general expenses as a percentage of operating expenses.

Audit Findings

Audit Findings	Fiscal Year				
	2016	2017	2018	2019	2020
Qualified/Adverse/Disclaimer of Opinion on the Financial Statements (GAAP)	No	No	No	No	No
Material Weaknesses in the Internal Control over Financial Reporting (GAS)	No	No	No	No	No
Significant Deficiency in the Internal Control over Financial Reporting (GAS)	No	No	No	No	No

Audit Findings	Fiscal Year				
	2016	2017	2018	2019	2020
Noncompliance Material to the Financial Statements (GAS)	No	No	No	No	No
Qualified/Adverse/Disclaimer of Opinion on Major Federal Programs (Uniform Guidance)	NA	NA	NA	NA	NA
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	NA	NA	NA	NA	NA
Significant Deficiencies in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	NA	NA	NA	NA	NA
Findings and Questioned Costs (Uniform Guidance)	NA	NA	NA	NA	NA
Going-Concern Issue	No	No	No	No	No

No audit findings were noted in the five-year period from FY 2016 to FY 2020, evidencing the school's strong internal accounting controls.

Appendix 1

CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

BDC, A PUBLIC CHARTER SCHOOL, INC.

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is effective as of July 1, 2012 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and BDC, A PUBLIC CHARTER SCHOOL, INC., a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act; and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions, and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement, and the Application. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen (15) years unless sooner terminated in accordance with Section 6.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation; or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits; Certifications. The School shall be located at 410-412 Eighth Street NW, Washington, DC 20004 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board through an amendment of this Agreement pursuant to the Act and Section 8.4. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items at least thirty (30) days prior to the first day of the School's first academic year or at least thirty (30) days prior to the first day of the School's operation at a new School Property.

A. The School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals; and (ii) a report identifying any lease, sublease, deed, or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct, and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, or other authorization of, by, or with; (b) any notice to or from; (c) any declaration of or with; and (d) any registration with any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 3.2, within the time periods set forth in Section 3.2.

D. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees of the School Corporation as defined in the Act (the "**Board of Trustees**"), or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer ten (10) or more hours per week at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-D of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades five (5) through eight (8). In the subsequent four (4) academic years, in accordance with Schedule I, the School may instruct students in grades five (5) through twelve (12). The School shall not instruct students of any other grade without prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in grades five (5) through twelve (12), as set forth in Section 2.2, who resides in the District of

Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than four hundred and sixty-eight (468) pupils in its first academic year and no more than seven hundred and eleven (711) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. Prior to the end of the five-year period included in Schedule I, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto and in accordance with the requirements of the Act.

D. The School Corporation shall keep accurate records of student enrollment and daily student attendance that are sufficient to permit preparation of the reports described in Sections 4.1E and 4.1F.

2.4 Curriculum. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation's curriculum shall adopt student content and performance standards for all subject areas at all grades or other performance levels served by the School Corporation. The School Corporation's curriculum shall be aligned with the School Corporation's educational program. The School Corporation shall petition the Board in writing for an amendment to this Agreement for any material change in the curriculum of the School that is a significant departure from the curriculum in the plan set forth in the Application as amended in accordance with this Agreement.

2.5 Students with Disabilities. At least thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to the beginning of any academic year for which the School Corporation shall change such election from the current academic year. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board of the individual responsible for case management of the education of the School's students with disabilities.

2.6 Student Policies; Expulsion and Suspension. **A.** No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School.

Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than five (5) school days of any student enrolled in the School.

SECTION 3. CONTRACTS

3.1 Notice for Contracts. In accordance with the Act, the School Corporation shall submit to the Board the documents required by the Act with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of $25,000.

3.2 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the coverage provisions set forth below wherever applicable:

(i) Workers' compensation insurance as required by applicable Law. "**Law**" shall mean any statute, law, provision of the Constitution of the United States of America, code, regulation, ordinance, rule, court judgment, order or decree, and binding written policy of any governmental authority, whether now or hereafter in effect;

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage;

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned, and hired motor vehicles;

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii);

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering, and other consulting costs and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel, and supplies, without deduction for physical depreciation and/or obsolescence;

(vi) Directors and officers liability insurance and professional liability insurance; and

(vii) Educators legal liability insurance.

B. If the School Corporation has entered into a contract for the management of the School by another entity ("**School Management Contract**"), the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies or other administrative or regulatory bodies thereof.

C. The School Corporation may satisfy its obligations under this Section 3.2 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 3.2 to the same extent as if the School Corporation obtained such required insurance itself. "**Affiliate**" shall mean any Person directly or indirectly controlling, controlled by, or under common control with, the School Corporation; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by," and "under common control with"), means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of the School Corporation, whether through the ownership of voting securities or by contract or otherwise.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees, and agents as additional insureds.

3.3 Insurance Certificates. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders, and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 3.2.

3.4 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 4. REPORTS

4.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: No later than September 1 of each year, beginning September 1, 2013, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program, and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), and an assessment of compliance with the performance goals, objectives, standards, indicators, or targets or any other basis for measuring the School's performance as the Board may reasonably request.

B. Audited Financial Statements: As soon as available but no later than one hundred and twenty (120) days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to the Act in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

C. Interim Financial Reports: As soon as available and in any event within thirty (30) days after the end of each Interim Period starting with the Interim Period beginning July 1, 2012, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 4.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July 2012 by August 31, 2012 and for August 2012 by September 30, 2012.

D. Budget; Fiscal Year: No later than June 1 of each year starting June 1, 2013, an annual operating budget, an annual capital budget, and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's initial

operating budget for the period from July 1, 2012 to June 30, 2014 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2012 a revised operating budget for the period from July 1, 2012 to June 30, 2014; the School Corporation shall consider the comments of the Board, its staff, and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board.

E. **Enrollment Census**: On dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community, and vocational programs, and (e) nongrade level programs; (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals, or (f) students with limited English proficiency; (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School; and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the District of Columbia Office of the State Superintendent of Education ("**OSSE**") for similar reports from public schools in the District of Columbia, and such count shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

F. **Attendance**: On dates identified by the Board in writing, attendance data using the attendance management reporting software required by the Board.

G. **Key Personnel Changes**: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

H. **Events of Default, Etc.**: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects, or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement; (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation; and (iii) the failure of the School Corporation to comply with the terms and conditions of any

Authorizations, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto.

I. **Litigation**: Promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation, or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in Proceedings to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof.

J. **Board of Trustees Meeting Minutes**: At the Board's request, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting).

K. **Other Information**: Such other reports, financial statements, and information as the Board shall reasonably request in accordance with the Act.

4.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 5. ORGANIZATION

5.1 Organization. **A.** The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws at least thirty (30) days prior to the effective date of such change.

5.2 Powers. The School Corporation shall have the powers set forth in the Act.

5.3 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

5.4 Nonsectarian. Pursuant to the Act, the School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

5.5 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system

of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 4.1B.

5.6 Board of Trustees. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall be fiduciaries of the School and shall set overall policy for the School.

5.7 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

5.8 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

5.9 Complaint Process. No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act.

SECTION 6. TERMINATION

6.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by the Board in accordance with Section 38-1802.13 of the Act;

(ii) by mutual agreement of the parties hereto;

(iii) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2012; or

(iv) by the Board, if the School fails to begin instructing students by October 1, 2012.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 8.2.

6.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall (i) promptly but no later than thirty (30) days after the

Termination Date, deliver all student records, reports, documents, and files to the Board; (ii) promptly dissolve the nonprofit corporation operating the School in accordance with the District of Columbia Nonprofit Corporation Act and the Act; and (iii) promptly discharge the School Corporation's debts and distribute the School Corporation's remaining assets in accordance with the provisions of Section 38-1802.13a of the Act.

SECTION 7. COMPLIANCE

7.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew, and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

7.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees, and contractors to reasonably cooperate with the Board, its staff, and its agents in connection with the Board's obligations to monitor the School Corporation.

7.3 Access. The School Corporation shall authorize and permit the Board, its staff, and its agents to have access to the extent permitted by Law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records, and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors, and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act.

SECTION 8. MISCELLANEOUS

8.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within five (5) business days of the School Corporation's receipt of such funding.

8.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

8.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or

plural, and any other gender, masculine, feminine, or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit, or schedule, such reference shall be to the introduction, a recital, a section, or a paragraph of, or an appendix, an exhibit, or a schedule to, this Agreement unless otherwise indicated. The words "hereof," "herein," and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes," or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

8.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation in accordance with the Act.

8.5 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) delivered by hand (with written confirmation of receipt); or (ii) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 8.5) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Executive Director
Telephone: (202) 328-2660

If to the School Corporation:

BDC, A Public Charter School, Inc.
P.O. Box 48200
Washington, D.C. 20002
Attention: Board Chair
Telephone: (480) 767-7696

8.6 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or

privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

8.7 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

8.8 Applicable Law. This Agreement and the rights and obligations of the parties hereunder shall be governed by, and shall be construed and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

8.9 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

8.10 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

BDC, A PUBLIC CHARTER SCHOOL, INC., a District of Columbia nonprofit corporation

[redacted]

By: Craig Barrett

Title: Chairman

Date: 2-21-2012

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By:

Title:

Date:

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

BDC, A PUBLIC CHARTER SCHOOL, INC., a District of Columbia nonprofit corporation

_____

By:

Title:

Date:

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

By: Scott Pearson

Title: Executive Director

Date: 2/21/12

SCHEDULES

SCHEDULE I – Maximum Enrollment

Maximum Enrollment

Grade	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017
5	156	156	156	156	156
6	130	130	130	130	130
7	104	104	122	122	122
8	78	78	82	104	104
9		43	58	53	73
10			34	49	48
11				31	47
12					31
Total	**468**	**511**	**582**	**645**	**711**

EXHIBITS

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APPLICANT INFORMATION SHEET

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School: BASIS DC

Name of Entity Applying for Charter: The committee to bring a BASIS School to DC

Contact Person: [redacted]

Address: [redacted]

Fax: [redacted]

Name of Person Authorized to Negotiate: Mary Siddall
(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: _____

Proposed Start Date: Aug. 2017 Proposed Year 1 Budget: $5,550,115.00

Start Up Information

First-Year Enrollment: From age/grade 5 to age/grade 9 Number of students 400

Year Five Enrollment: From age/grade 5 to age/grade 12 Number of students 623

Location of school (address or area of city): centrally located near metro & local bus routes.

Names of Organizations Involved in Planning (if applicable):

BASIS School, LLC. New Schools Dept.

Name of Educational Service Provider (if applicable): BASIS Educational Group

Type of Application (Check One)

☐ Conversion of Existing Public School ☐ Conversion of Existing Private School ☒ New School

If conversion, name the school being converted: _____

Do you wish to retain the existing school site? ☐ Yes ☐ No

LEA Status: Will the school elect to be created as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? ☐ Yes ☐ No

Executive Summary

"When a child walks into a classroom, it should be a place of high expectations and high performance."
-President Obama, State of the Union Address, January 2011

"What I've seen here is amazing and I think it can be brought all over this country."
-The Rev. Al Sharpton (BASIS Tucson; Tucson, AZ, October 1, 2009)

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.

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 along with hard work provides the opportunity to become successful in life. 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. This model, proven successful in Arizona, demonstrates that academic innovation is possible and that educational excellence can be replicated to fit the diverse needs of students in various geographic locations. BASIS DC will serve student needs by helping them reach their highest academic potential, and will benefit the DC community by raising academic standards, teaching quality, and expectation for student support at other schools.

A Culture of Academic Excellence
BASIS DC will educate Washington, DC students at an internationally competitive level. The school will serve students in grades 5 through 12 (opening with grades 5-9) from across the District, addressing the diverse backgrounds and needs of DC students. BASIS prepares middle and high school students to compete with their peers in countries with highly esteemed educational systems, such as Finland, Canada, Japan and India. The BASIS mission statement rests on 4 pillars: a rigorous curriculum, student accountability, knowledgeable and effective teachers, and equal access to all interested students through open enrollment. In the early years teachers and student support staff will work with students to build a sense of personal responsibility for their education. As students progress through the grade levels, they become models for younger students and help create a culture of positive peer support which reinforces personal responsibility, good study habits, organization, work ethic, and an overall sense that learning is exciting, rewarding, and worthwhile.

Educational Accountability through Assessment Structure
In order to be successful in higher education, all students need to master the material they encounter in their middle and high school years. BASIS DC will ensure student accountability and content mastery by implementing comprehensive internal exams and external benchmarking systems using Board Examinations.

The first step on the road to ensuring mastery of middle and high school material occurs at the individual grade levels. With that in mind, BASIS students in grades 6 and 7 will be required to take and pass comprehensive exams in all core subjects at the end of each school year. Students will prepare for these examinations by taking pre-comprehensive exams in the middle of the year to assess progress. The results of these pre-comprehensive exams will give BASIS teachers essential information about student progress and will help them structure review sections in each subject to give all students a better opportunity to succeed on their comprehensive exams. This highly rigorous curriculum, coupled with a comprehensive student accountability framework is the main attributing factor behind the success of the BASIS Upper School program.

Students in the 8th grade will be required to take the International General Certificate of Secondary Education (IGCSE) examinations as their comprehensive assessments. The IGCSE is a high profile subject-specific exam program used in the U.K. and throughout the world, and is renowned for both its reliability as a record of attainment and as a foundation for future scholarship.

At the high school level, BASIS has developed an external benchmarking system using AP Board Examinations. Many schools offer AP exams to their students; however, BASIS is quite possibly unique in its development of an AP Program which builds AP results into the curriculum, establishing an international benchmarking system at every grade level. In order to graduate, all students will take a minimum of eight College Board-sponsored AP courses and sit a minimum of six exams. Their final grades on these AP exams will factor into the students' final course grades, thus ensuring mastery of top-level material. Because BASIS requires students to take a certain number of AP courses, the school will pay for its graduates' exams, giving all students the opportunity to take these distinguished assessments. Washington, DC students would benefit from raised academic expectations and rigorous college preparation for all students. To that end, BASIS DC will use AP exam results to assess how well they help students achieve their goals.

Accountability at BASIS DC is not restricted only to students. Throughout the academic year, BASIS DC faculty and staff will engage in weekly meetings and development workshops, engaging in ongoing collaborative efforts to ensure BASIS DC students are prepared for the next stage of their academic career and for competition against their international peers in highly performing educational systems. This ongoing process of reflection, evaluation, and collaboration will help ensure all BASIS DC faculty members are intimately aware of the school's mission and goals, are knowledgeable and up to date on student achievement data, and will constantly reflect on and reevaluate students' academic progress.

The Founding Committee

The driving force behind the creation of BASIS DC is the sentiment prevalent among the founding committee members. The Committee to Bring BASIS to DC is a group of individuals who are committed to highly rigorous K-12 education and who have joined together to bring a top nationally ranked open enrollment school to Washington, DC.

As longtime advocates for improving education, the committee has the benefit of its members' expertise in middle school and high school instruction, curriculum development, comparative global education standards, standards development, assessment and data analysis, financial and business management, non-profit organizational management, marketing, college admissions procedures and standards, law, fundraising, community activism and support, and grassroots parental involvement.

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Student Characteristics

BASIS DC will be an open enrollment 5 – 12 tuition free public charter school that does not administer entrance examinations. Enrollment will be granted to any student who submits a registration packet during the open registration, as long as there is space available. Because we are not targeting a specific population but will attract students from all backgrounds throughout the entire District, preliminary student demographic data will be based on the combined demographic data from across the entire District. According to the National Center for Education Statistics (NCES), approximately 15.5 percent of the Washington DC student population receives Special Education Services and approximately 8.5 percent are English Language Learners; according to District of Columbia Public Schools (DCPS) data, 79 percent of the Washington DC student population is African American, 12 percent is Hispanic, 7 percent is white, and 66 percent qualify for free and reduced lunch. Combining NCES and DCPS data with BASIS DC's enrollment projections creates the BASIS DC Enrollment Projections table below.

BASIS DC: Projected Student Characteristics

	Total	SPED	ELL	African American	Hispanic	Other	White	Free and Reduced Lunch
DC Average		16%	9%	79%	12%	2%	7%	66%
source		NCES	NCES	DCPS	DCPS	DCPS	DCPS	DCPS
5th	*145*	22	12	115	17	3	10	96
6th	*112*	17	10	88	13	2	8	74
7th	*81*	13	7	64	10	2	6	53
8th	*42*	7	4	33	5	1	3	28
9th	*20*	3	2	16	2	0	1	13
MS	338	52	29	267	41	7	24	223
US	62	10	5	49	7	1	4	41
Total	**400**	**62**	**34**	**316**	**48**	**8**	**28**	**264**

Addressing the Needs of BASIS DC Students

The Committee to Bring BASIS to DC is united in its belief that all children, regardless of economic, ethnic or cultural background can achieve at the highest levels if they work hard and are given the right support. While there have been great strides in the educational reform landscape of the District in recent years, there remains work to be done before we can close the achievement gap between students of all socio-economic backgrounds and geographic locations. BASIS is familiar with and has experience in addressing a diverse range of needs from students experiencing poverty, to students for whom English is not their first language. Familiarity with the landscape of Washington, DC is important in order to understand and alleviate the potential obstacles to student success such as high crime rates, teenage pregnancy, and the tendency toward low levels of parent involvement in their child's education. BASIS works to bring children up to grade level instead of assigning children to separate "tracks," which put below grade-level students on unequal footing with their peers. BASIS has established a successful transition to an academically rigorous curriculum through the use of student support programs both before a student enters BASIS and throughout the school year.

The PEAK Umbrella: Partnership for Educational Assistance for Kids
Examples of Community Partnerships

Every student who enrolls at BASIS is given a diagnostic assessment to gauge past educational experience and retention. BASIS then communicates to the parents and students critical areas for improvement to facilitate a successful transition to BASIS. In Arizona it has been the custom for the parents to administer the assessment to the child and for the school to interpret the results. BASIS DC and the Committee will work collaboratively to partner with existing and successful community organizations to ensure gaps in student skills are remediated.

In order to adjust for the low levels of parent support reported to be typical in Washington DC, a partnership has been established with For Love of Children (FLOC), utilizing their successful Neighborhood Tutoring Program (NTP) to lift students to grade level before they attend BASIS DC.

The FLOC NTP is an innovative "back-to-basics" tutoring program, focusing on raising student achievement to grade level in math and reading. NTP has a nationally recognized reading and math curriculum and an intensive tutoring training program. Students who receive 22 hours of direct instruction through FLOC's Neighborhood Tutoring Program achieve an average improvement of one year in math and reading skills.

Once a location and building have been secured, the FLOC NTP will be conducted on site at BASIS DC. During the transition, however, students may be referred to the FLOC headquarters on Columbia Road in Adams Morgan for tutoring. The FLOC headquarters is within walking distance from the North/South 16th Street bus line and the East/West U Street/Florida Avenue bus lines. FLOC headquarters are also accessible to the red line, approximately a 20 minute walk from the Dupont Circle or Woodley Park metro stops.

FLOC tutors are known for their ability to establish close working relationships with the parents or legal guardians of their students to ensure that their students are actively engaged in the FLOC program.

Higher Achievement is a rigorous after-school and summer academic program that gives youth from at-risk communities their best opportunity to succeed in middle school — and in life. Their research-based program challenges middle school students to meet their full potential in three key areas: academics, social skills, and leadership. When students get the skills and support they need to invest in their own success, they discover their own potential to become scholars. On average, 95 percent of Higher Achievement scholars who complete the program advance to top academic high schools and 93% advance to college.

Higher Achievement understands that the middle school years present a pivotal moment in a child's life, when interests and energies are captured. It is a time, especially for children in underserved areas, when their energies can be channeled in a positive direction or lose momentum that is never regained. Higher Achievement targets the middle school years because it is when children make critical life-long choices.

Higher Achievement's success rests in a four-year model of year-round academies that challenge scholars to develop strong academic habits, behaviors, and skills. Rigorous on-going instruction in literature, math, technology, science, social studies, and various electives, as well as regular evaluation by scholars, parents, mentors, and staff, result in the opportunity to attend a top high school.

Accelerated, social justice-oriented, standards-based content is paired with Higher Achievement's unique culture model. Demonstrated by daily rituals like debating the quote of the week and "lifting chins" as scholars speak, the Higher Achievement culture values intellectual curiosity, self-confidence, long-term academic commitment, and scholastic achievement.

At-risk BASIS DC students will enter the Higher Achievement program in the summer before fifth grade. The six-week summer program operates from 8:00 am—4:00 pm five days per week. Scholars are taught in small classrooms (1:15 ratio) by trained teachers, who conduct lively courses in English, science, mathematics, and social studies as well as elective courses, such as French, animation design, sculpture, and jewelry-making. Classes are designed to reinforce scholars' academic skills and provide much-needed continuity and preparation for the coming school year. In addition, scholars participate in weekly field trips and travel on a 3-day, overnight trip to a college or university.

During the school year, scholars receive 15 hours of academic mentoring and enrichment activities each week after school. Each scholar is teamed with three learning mentors, one for each subject on Mondays, Tuesdays, and Thursdays. In addition to the following daily schedule, the program includes bi-monthly academic contests, occasional field trips and community service projects.

The PEAK program is a very ambitious proposition considering BDC hopes to begin this program 8 months before BASIS DC's first day of school. While BDC is committed to working extensively to secure additional funds, this supplementary program is in addition to the extensive support offered within BASIS DC's curriculum. If we are unable to secure funding for this program, we anticipate using a portion of our Title 5B funding to hire a consultant who will be able to review the diagnostic information and create study plans for students based on this data.

Methods to Address Student Needs

The Student Support program at BASIS DC will be meaningful, comprehensive and timely, designed to proactively identify and assist all student educational, emotional, and motivational needs. The program will begin before students are enrolled in the school and will continue throughout the students' time at BASIS.

The Student Services Coordinator is responsible for coordinating with the outside tutoring agencies in order to provide the necessary information on courses and relevant student information. This person meets frequently with all of BASIS DC's external partner agencies to offer support services in addition to what BASIS DC provides in-house.

BDC feels that the ongoing support plan as referenced in the application is robust. Each student is required to keep an assignment notebook to keep track of homework and responsibilities. As described in *Sections 3.a. – Student Progress and Achievement* and *3.g. – Structure of the School Day and Year,* the BASIS DC support program consists of peer tutoring, teachers' student hours, homework buddies, parent appointments, an Academic Support program, frequent feedback home, and communication journals.

Before enrollment: the PEAK Program (Partnership for Educational Assistance for our Kids)

Prior to enrolling at BASIS, students will be evaluated for their individual academic levels and needs. This early identification allows BASIS faculty to adjust the curriculum in such a way that teachers can use classroom time effectively and will not have to account for in-class diagnostic testing, leaving more time available to help struggling students come up to grade level. The student support evaluations occur as follows:

I. Diagnostic Testing

In Arizona, BASIS Diagnostic Testing relies on the cooperation of interested parents who administer the preliminary exams at home and send the results back to the school. Similarly, BASIS DC will rely on parental involvement; however, it will expand its reach to include cooperation from partner organizations across the District through the Partnership for Educational Assistance for our Kids (PEAK) program. BASIS Diagnostic Tests will be administered by our partners to students who do not have adequate support at home. The results of the diagnostic tests will help BASIS and its partners identify, plan and deliver early support for students entering the school below grade level in essential academic skills. These academic support programs will begin in the fall of 2011, to give adequate time and attention to the goal of bringing students up to grade level and facilitate their transition to BASIS.

II. Parent Workshops

In order to encourage all parents to properly support their students' education, BASIS DC will design and implement a series of parent workshops that will outline strategies parents/guardians can employ to support their child's transition to BASIS.

III. BOSS Program (BASIS Organizational Skills for Success)

BASIS DC will work with partner institutions to design and implement a summer skills-building seminar meant to prepare students for success in a rigorous academic program. The seminar will include various organization and study-skills methods proven to be effective for students of all ages and academic backgrounds. The time spent teaching these skills in the summer will allow teachers to focus more on content in the classroom.

IV. Readiness Tests

Readiness tests will be administered by BASIS and its partner organizations to adjust the curriculum to better serve the needs of its specific students. The readiness tests will help set the stage for student success by ensuring they are placed in the proper classes for the level of their ability.

Post Enrollment:

While enrolled at BASIS DC, students will be constantly evaluated for educational, emotional, and motivational needs. The BASIS Student Support system is designed to address the critical needs of the child and assist students in maximizing their education. This will take place in four different ways:

I. Ad Hoc Support

The Ad Hoc support system will identify, assess, and respond to concrete academic and social issues (e.g., specific assignments, tragic events in the community, prolonged illness). Mandatory student-teacher help hours will ensure every student has the opportunity to meet with their teachers individually, and peer tutoring support will give students another means to get necessary help on assignments. There will also be designated student support staff whose responsibility it will be to work closely with students whenever they need support.

II. Systematic Support

The Systematic Support system will address students' specific educational and organizational deficiencies and will provide emotional and motivational leadership when this proves necessary. Students needing systematic support will be identified upon entry to BASIS DC, during the educational process, and upon specific assessments of abilities. The goal of this support system is to lift struggling students up to the academic, emotional, and motivational level of their peers.

III. Special Education Program

The Special Educational program, at BASIS DC will provide high-quality support for students who require specific educational and environmental accommodation. BASIS DC will provide individualized attention and create plans for special education students to address cognitive and health concerns, in order to reduce barriers to success in school.

IV. College Counseling

The college counseling process will begin early at BASIS DC, with educational seminars for students as soon as 8th grade. Students will be instructed in all facets of the college admissions process, with a bi-weekly "College Counseling" seminar a mandatory part of the 12th grade curriculum. Special consideration will be given to students who are first generation college aspirants, whose parents or guardians may not have completed high school or attended college. The goal will be to level the playing field so that all BASIS DC students will recognize that college entrance is within reach of their potential and have the same information about the colleges that are right for them.

School Location

BASIS DC will work to attract, enroll and retain students from all backgrounds and geographic locations across the city. As part of this strategy, we will secure a central location which will allow convenient access to the school for all students and families throughout the District. We will prioritize locations that are within walking distance to the MetroRail. Additional consideration will be given to locations with sufficient north/south and east/west bus routes, potentially near 14th or 16th Street NW lines. The school and parent boosters committee will ensure parents and students are aware of their eligibility for reduced rates on the Metrorail and MetroBus, will assist families in securing a reduced fare, and will coordinate between families to encourage students to use public transportation in groups. Further, the school will contract with a specialist who will arrange transportation for students with disabilities.

School Enrollment Plan

In its initial year of operation, BASIS DC will open for students in grades 5 – 9. The school will add one grade per year until 2015-2016, when the students who attended 9th grade in the initial year of operation become the school's first graduating class.

BASIS DC Enrollment Projections										
	Year 1 2012-13		Year 2 2013-14		Year 3 2014-15		Year 4 2015-16		Year 5 2016-17	
	% Ret	Total	% Ret	Total	% Ret	Total	% Ret	Total	% Ret	Total
5th	NA	*145*	NA	*145*	NA	*145*	NA	*145*	NA	116
6th	NA	*112*	95%	*138*	95%	*138*	95%	*138*	95%	*138*
7th	NA	*81*	90%	*101*	90%	*124*	90%	*124*	90%	*124*
8th	NA	*42*	85%	*69*	75%	*76*	80%	*99*	80%	*99*
9th	NA	*20*	50%	*21*	55%	*38*	60%	*46*	65%	*64*
10th	NA	0	60%	*12*	70%	*15*	80%	*30*	85%	*39*
11th	NA	0		*0*	75%	*9*	90%	*14*	95%	*29*
12th	NA	0		0		*0*	90%	*8*	100%	*14*
MS	NA	338		384		407		407		378
US	NA	62		102		138		197		245
Total		**400**		**486**		**545**		**604**		**623**

Students are eligible to enroll at BASIS DC at any grade level; however, it is critical that students are given every opportunity for academic success and are not unfairly set up for insurmountable academic challenges that could result in failure. Upon enrolling in the school students will be given diagnostic tests to determine their academic grade level and prior academic experience and retention. If these tests were to reveal that a student would not be prepared for a successful transition to the grade level work typical at BASIS, the Upper or Middle School Director will meet with the student and his or her parent/guardian to determine a plan that will create a successful transition to the rigorous academic program. Such a plan might include creating a Student Support Program unique to the student, or consideration of having the student enter BASIS DC at a lower grade level.

The retention data is purposefully conservative, as the budget is based off of these figures. At a mature BASIS School, the primary source of attrition is the transition from 8th to 9th grade. We freely acknowledge that there will likely be a subset of students who choose a high school other than BASIS DC after the 8th grade. BASIS DC, like all other charter schools, will provide students and families with an option. The option that BASIS offers is a high school that will provide academic courses at the highest level. According to feedback collected at existing BASIS Schools, students leave after 8th grade for social reasons, larger sports programs, or because they are not interested in committing to the academic discipline and rigor that BASIS High School requires. BDC maintains that students who leave BASIS DC after 8th grade will be among the best prepared students in the District. The BASIS Middle School program will have done these students and the community an incredible service by providing many children with an exceptional educational foundation.

The small graduating class in years 4 and 5 are reflective of both small incoming 8th and 9th grade classes during the initial year and lower projected retention percentages than what a mature BASIS DC should expect. The long term budget figures reflect the data presented in the enrollment table.

School's Impact on the Surrounding Community

BASIS DC will positively impact the surrounding community in the following ways: 1) provide students and families a commitment to academic excellence, 2) partner with existing organizations to raise student preparation and achievement, and 3) raise academic expectations, standards, teaching quality, and the expectation for student support in the DC area. The Committee to Bring a BASIS School to the Nation's Capital is comprised of individuals actively involved in the community and they will continue and even expand their commitment to community involvement. BASIS has an established track record of community involvement in the areas where their schools are located.

Members of the surrounding community will be invited and encouraged to attend student performances, student academic presentations, and community education events at BASIS DC. They may also be able to utilize the BASIS DC facilities for community space when school and school related activities are not in session. Furthermore, the founding committee intends to build strong relationships with community organizations to help build a presence for BASIS DC within the surrounding community, to help with outreach and recruitment efforts, and, most importantly, to support BASIS DC parents and students. Please see *Section 3.5.a. Outreach to the Community* for more details on BASIS DC's anticipated community efforts.

b. Mission and Philosophy

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.

Philosophy

BASIS seeks to educate American students at an internationally competitive level. The BASIS mission statement rests on 4 pillars: a rigorous curriculum, student accountability, knowledgeable and effective teachers, and equal access to all interested students through open enrollment.

- Rigorous Curriculum:
  - Implement an internationally benchmarked and challenging liberal arts curriculum which aims to:
    - Prepare students to compete against their international peers in highly performing educational systems.
    - Prepare students to enter college without need of remediation; in fact, BASIS will prepare its graduates to enter ready to take intermediate level college coursework
    - Prepare students for successful completion of college level work.
- Student Accountability:
  - Teach students to take responsibility for their educational achievement.
  - Hold students accountable for mastering grade level material through Comprehensive and Board Examinations.
  - Teach students organizational and study skills in the early middle school grades.
- Knowledgeable and Effective Teachers:
  - Recruit and hire knowledgeable and effective teachers who are capable of conveying advanced concepts and content to all students.
    - Require teachers to demonstrate their teaching ability through demonstration lessons prior to being hired.
  - Reward teachers for the learning gains made by their students. This will be achieved through the BASIS DC Master Teacher Campaign, a fundraising campaign that will raise private dollars to provide top quality teachers with salary supplements and bonuses.
  - Instill in teachers, who will be experts in the subject they teach, a large degree of autonomy in curriculum design and pedagogy.
  - Offer support to our faculty and staff through professional development opportunities, training sessions, mentoring, and ongoing collaborative efforts at the school level.
- Meaningful Open Enrollment
  - Develop recruiting strategies that are effective across the entire city.
  - Recruit students in October 2011 for an opening in August 2012, allowing sufficient time for enrollment in our PEAK Program (Partnership for Educational Assistance for our Kids).
  - Partner with existing enrichment and "catch up" programs to provide these services for early enrollees.
  - Partner with programs including "Higher Achievement" to provide support during the school year for middle school students who are not adequately prepared for high level academic work.

c. Educational Focus

There will be two distinct but interconnected focuses for BASIS DC: providing a college preparatory education to all students and implementing international benchmarking.

Providing a College Preparatory Education to All Students

On the whole, the quality of American education has declined in recent decades when compared to other industrialized nations. BASIS DC will strive to offer the quality and level of education students receive in other industrialized countries and the category of education Americans will need to compete in the global economy. BASIS believes that advanced coursework is for everybody, not just academically gifted students.

The Middle School program, defined as grades 5 through 7, will be BASIS DC's foundation. By providing young students with a rigorous curriculum and the support necessary to succeed, BASIS DC will promote a lifetime of academic achievement at an early age. As students grow in the BASIS educational system, they will learn the organizational and study skills necessary for success in college, and through systematic assessment they will gain the confidence in their abilities necessary to take academic risks. The fifth through seventh grade years will serve to solidify the students' knowledge and skills, with an emphasis on mastery of high-level content and development of study skills.

The BASIS DC Upper School program, defined as grades 8 through 12, will continue to challenge the students at the advanced level to which they become accustomed in the middle school, while simultaneously ensuring they are on pace to be productive members of college communities by benchmarking their progress. Benchmarks ensure students are keeping pace with both their national and international peers, and will include a combination of internally created tests and externally created Board Exams. The focus will remain on college readiness by requiring students to take examinations developed by international organizations to act as college course proxies.

The twelfth grade year will offer BASIS DC students an even higher level of coursework in an attempt to bridge the gap between high school and college. Though BASIS DC students will have enough credits to graduate after completing eleventh grade (upon implementation of the full BASIS Program), students who choose to continue their studies in the twelfth grade may graduate with honors if they complete the required Capstone Courses taught during the first two trimesters and may graduate with high honors if they complete a Senior Project.

Capstone courses will be designed to introduce students to the complexities of college work. The courses will be inquiry-based, and will expose BASIS DC students to the basic research and critical thinking skills they will need to be successful in college.

An important part of providing a college preparatory education is the implementation of a top-flight, comprehensive college counseling program. In the Upper School, BASIS DC will employ a full-time College Counselor who will act as a consistent source of college-related information and support for both parents and students. The College Counselor will work with students from their 8th grade year until they graduate, helping them make informed decisions that will benefit their futures. Moreover, College Counseling will be a required credit at BASIS DC; graduating seniors will meet at least twice a week with the college counselor until all of their applications are submitted. The specific goals and responsibilities of the BASIS DC college counseling program were outlined in *Section A.1.a. Educational Needs of the Target Student Population.* As of result of BASIS' commitment to the college counseling program, 100% of BASIS graduates have been accepted to a 4-year University since the first BASIS graduating class in 2005.
Starting in fifth grade and continuing throughout the high school years, BASIS DC will provide students with all of the skills, knowledge, and support necessary to be successful in college.

Implementing International Benchmarking

Throughout the U.S., many schools claim to offer rigorous college preparatory education but fail to offer data to validate their claims. BASIS DC will ensure student accountability and content mastery by implementing comprehensive internal exams and external benchmarking systems using Board Examinations.

Comprehensive Exams
*Assessment in the BASIS Middle School Program (Grades 5–7)**:***

In order to ensure students grasp grade level material, all BASIS students in grades 6 and 7 will be required to take and pass comprehensive exams in all core subjects at the end of each school year. Students will prepare for these examinations by taking pre-comprehensive exams in the middle of the year to assess progress. The results of these

pre-comprehensive exams will give BASIS teachers essential information about student progress and will help them structure review sections in each subject to give all students a better opportunity to succeed on their comprehensive exams.

In order to provide some external benchmarking measures, we have developed policies and procedures to include Common Questions and IGCSE/AP Preparatory Questions on 6th and 7th grade Comprehensive Exams.

1) Common Questions: Teachers of 6th and 7th grade core subjects will write their own Comprehensive exam for their course with the proviso that the exams are audited by the BASIS Curriculum Director to ensure compliance to state/district requirements and consistency with the BASIS curriculum and educational philosophy. The BASIS Curriculum Director will select various questions from each teacher's exams and include these questions on the final exam for all students in the same grade level who are taking the same subject at any BASIS school. The inclusion of common questions will allow BASIS teachers a large degree of autonomy in designing their curriculum and course syllabi while still providing an external benchmark on learning and teaching. It will also help the BASIS Data Director, Curriculum Director, and administrators to determine and disseminate the best practices used by teachers whose students were most successful on the Common Questions.

2) IGCSE/AP Prep Questions: The BASIS Curriculum Director will select a number of short answer questions from the IGCSE exams and/or multiple choice questions from AP exams from relevant subjects in previous years. Course teachers will not be made aware of the questions or their content prior to the distribution of the exams. This will allow school administrators to determine the level of preparation students are receiving.

   The selected IGCSE/AP preparatory questions will be inserted into the students' comprehensive exams. While students' scores on these IGCSE/AP preparatory questions will not be factored into their comprehensive exam grade, they do provide a useful measure for the BASIS Data Director, administrators, and teachers. This data is used to gauge student progress and to determine and disseminate the best practices used by teachers whose students were most successful on the AP preparatory questions. Additionally, this data will be used to gauge the progress of BASIS DC as it develops into a full BASIS program.

IGCSE Exams
Assessment in the BASIS Upper School Program (Grade 8):

Students in the 8th grade will be required to take the International General Certificate of Secondary Education (IGCSE) examinations (upon the school's third year of operation). The IGCSE is a high profile subject-specific exam program used in the U.K. and throughout the world, and is renowned for both its reliability as a record of attainment and as a foundation for future scholarship. Because BASIS DC will aim to teach at the highest international levels, the Middle School program will be designed in such a way that all students will be ready to take IGCSE board exams in most core subjects by the end of their 8th grade year. In a few cases, such as with foreign language courses, the exams will be deferred to the following year to ensure students are prepared to meet the international benchmark.

Advanced Placement Board Examination Program
Assessment in the BASIS Upper School Program (Grades 9–11):

The curriculum at BASIS DC Upper School will be centered on the College Board's AP courses and exams. Formulated as a means of assessing college readiness, the AP Exam is calibrated to the standard expectations of an entry level university course and is recognized in over 60 countries. Students who score a 3 or higher out of a possible 5 are granted placement and/or credit at about 90% of four year colleges and universities in the U.S., according to the 6th Annual "AP Report to the Nation." This potential credit earning system is in line with BASIS DC's focus on college preparation.

In order to graduate, BASIS DC students will take a minimum of eight College Board-sponsored AP courses and sit a minimum of six AP exams. Because the AP exams test skills and content deemed to be college-level, they are a reliable measure of BASIS DC students' college readiness. Therefore, the final scores on these exams will factor into the students' final course grades. By requiring these exams and making them a part of the students' final grades, BASIS DC will ensure the students and teachers are responsible for content mastery. In order to avoid the educational

disparities that sometimes arise in economically needy families, BASIS DC will pay for its students' exams. The AP exams also act as an international benchmarking system, as students can track their progress against peers around the world. This will afford the school and its students valuable information about their achievement level that will aid in the college counseling and selection process.

d. Goals

The BASIS DC mission will be to provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students in the District. In order to measure the school's success in achieving its mission, we have established the following unique goals and objectives for BASIS DC's middle and high school students:

Student goals: Upper School

1) Students will be prepared to compete against their international peers in highly performing education systems.
2) Students will be prepared to enter college without need of remediation. Most students will enter in advanced standing and all will be prepared to take intermediate college course work.
3) Students will be well prepared for successful completion of this college level work.

Student goals: Middle School

1) Students will be prepared for successful completion of the demanding BASIS Upper School program, and by extension will learn skills necessary for success in college.
2) Students will be prepared to compete against their international peers in highly performing education systems by demonstrating subject matter competence at international levels.

These mission-specific goals are the impetus behind the assessment framework that will be put in place at BASIS DC. Please see *Sections D1, D2 and D3* for more specific goal information.

2. Charter School Curriculum

a. Student Learning Standards

The educational program at BASIS DC will be among the most innovative and rigorous in the country. It will also be a replication of a program that works for all children regardless of their economic, social or ethnic background.

The Committee to Bring a BASIS School to DC (hereafter, BDC) is proud to offer the children of DC an education that is competitive not only with the top schools in the country, but also with the top schools across the world. Both the current District standards and the proposed new standards expect a level of education that is well below the highest international benchmarks. Thus, BDC proposes more rigorous standards for BASIS DC than the District requires. Like the existing nationally recognized BASIS Schools, BASIS DC will offer an accelerated middle school and high school program, and BDC requests that our application be considered in this context.

The experience of BASIS Schools has shown that most students are capable of achieving much more than what is asked of them in traditional schools. In fact, BASIS Schools' track record suggests children thrive in the kind of accelerated program proposed for BASIS DC. Currently, BASIS Schools offers all incoming 5th grade students diagnostic tests which are derived from the 2nd – 4th grade common core standards. This is the baseline level at which the 5th grade curriculum begins, and it assumes nothing more than the fact that incoming students will have some knowledge of 2nd-4th grade standards. Once students enroll at BASIS DC, they will have the benefit of a strong academic and social support system which will help them achieve above grade level. BASIS DC is not looking to attract only the most talented and gifted students in the District; instead, their mission is to make an internationally competitive education available to all students who are willing to work for it. These lofty goals require extraordinary commitment and effort in the classroom and at home, which, at least in the initial years of operation, may result in moderately high exit rates in lower grades as students and parents select against this level of engagement.

By starting at a modest 5th grade level and requiring students to learn more than a year's worth of standards every year, BASIS DC students will be prepared to enter Honors and AP courses beginning in the 9th grade. In many ways, the BASIS educational model reflects the power of compound interest; students learn more than grade level standards each year throughout Middle School, which ensures they are ready for advanced work in High School. In fact, the

raison d'être of the BASIS middle school is to attract students through open enrollment in order to prepare them for high school work at the level of the world's best schools.

As the BASIS DC curriculum progresses from 5th grade through high school, the gap between the academic expectations at BASIS DC and the expectations set by the current District standards and the proposed common core standards, will widen. Even "good" local high schools do not offer the level of academic rigor BASIS makes standard for all of its students. Since all incoming students are held to the same level of expectations as their grade level peers, BASIS strongly encourages students to join BASIS in the earliest grade possible. In fact, it may not be possible for students to enter at their age appropriate grade level if they haven't been adequately prepared. This is, of course, the very essence of an accelerated curriculum. In order to avoid setting students up for failure, BASIS reserves the right to offer students enrollment at an appropriate grade level even if this is lower than the grade level their age suggests. There will be support mechanisms in place which are explained in detail throughout our application. Section *2.b – Resources and Instructional Materials* outlines modifications to the mature curriculum that will be implemented for students who begin BASIS DC during the inaugural year.

See attached *Appendix K.2. Oro Valley Syllabi 2010-11* to review the syllabi detailing each course planned during the first year of operation. *Appendix K.3. Tucson Syllabi 2010-11* contains the syllabi of the courses that will be offered when BASIS DC is a mature campus. Please see *Appendix K.4. Sample 5th Grade Diagnostic* for a sample of the 5th grade math diagnostic test. These Appendices have been attached to provide information on BASIS's comprehensive curricula, curriculum maps, course content descriptions, level of rigor, and curricular samples for BASIS DC's course of study. BDC wants to emphasize that we will evaluate the education BASIS DC provides its students primarily by output and not inputs. Courses in the middle grades are all designed to assure demonstrated mastery of subject knowledge and skills by adequate performance on externally benchmarked international exams. In the 8th grade, students will have the opportunity to demonstrate mastery on the Cambridge IGCSE exams. In the high school grades, BASIS DC will assure mastery through excellent AP results. The section below will further explain how these assessments are used as components in evaluating the effectiveness of the BASIS curriculum.

Externally Generated Standards

The BASIS academic program is based upon high standards and high expectations. BASIS DC will seek to educate all students at or above District standards; in fact, the school will aim to ensure all students are educated according to the highest international standards. In addition to ensuring alignment of the curriculum to both the State and District standards through a curriculum audit, BASIS aligns its course offerings and curriculum to the learning standards accepted by the College Board for high school students and the Cambridge IGCSE for middle school students. This system not only mirrors what is found in countries with strong education systems, it greatly increases the odds that students will learn what is most essential to their success in college and in the workforce. We have included the AP and IGCSE standards in Appendix K. We have also included the course sequences, which outline the course levels in which we anticipate BASIS DC students will enroll upon the full implementation of the BASIS academic program, for each subject in Appendix K. At existing BASIS campuses, these course offerings and standards have proven successful in preparing students for the challenging IGCSE and AP Board Examinations and in addressing BASIS' mission to provide an academically excellent and rigorous liberal arts college preparatory education to middle and high school students.

The BASIS DC curriculum begins at the 5th grade level and accelerates beyond what the proposed standards require. However BASIS DC's curriculum assumes nothing more than incoming 5th grade students have learned the 4th grade standards. For students who are not at this level or who struggle with the pace of the curriculum, the BASIS student support program and the PEAK program will offer remedial support as explained throughout the application.

BASIS employs a centralized audit process ensuring all courses are taught at the proper breadth and depth for the students' capabilities. At the same time, BASIS grants teachers a reasonable amount of autonomy in determining how concepts are covered, thereby allowing teachers to make adjustments on the front line according to their students' needs. All BASIS DC course syllabi are subject to the rigorous auditing process, which uses the expertise of the BEG Curriculum Director, the BASIS DC Head of School, and the teachers themselves to determine what is appropriate material to cover in each class at every grade level. The BEG Curriculum Director works directly with the Head of School in order to ensure the curriculum development process is running smoothly and all student needs are met. The Curriculum Director assists the Head of School in auditing course syllabi and assessments, completing standards alignments, administering benchmark assessments, analyzing assessment data, and training new teachers. It is the

Head of School's responsibility to maintain the BASIS standard curriculum, although he/she may delegate certain responsibilities to other members of the administration staff. The Head of School identifies struggling students and places them in the BASIS Student Support System. Finally, certain BASIS teachers are assigned administrative roles in the curriculum development process. These teachers will act as proxies for the Head of Schools and Curriculum Director within each individual department and are responsible for facilitating the auditing and mentoring processes, and for tailoring their subject-specific syllabi to the needs of BASIS DC students. Please see Section 3.a. *BASIS Curriculum Development* for more information.

Cambridge Exams and AP exams will be used within the BASIS curriculum as external checks and balances for the middle school and high school programs respectively. These externally generated exams place additional levels of accountability on BASIS DC to adequately prepare all of its students, and they are currently used in existing BASIS schools to demonstrate that the BASIS education truly is world class.

The Board Examination system (comprised of AP exams for Upper School students and Cambridge IGCSE exams for Middle School students) maintains an external measure of student mastery of content knowledge and teacher instruction effectiveness. AP course teachers must submit their course syllabi to the College Board for approval, 8th grade teachers must align their course syllabi to the expectations of the IGCSE exams, and all BASIS teachers must align their course syllabus to the State/District standards and standards unique to BASIS which are created through collaborative efforts among teachers and the Curriculum Director. These additional BASIS-specific standards seek to ensure students are prepared for Board Examinations and the next level of their BASIS education.

Internally Generated Standards

While the IGSCE and AP are important benchmarks for student achievement, they do not test every standard or every learning style and structure. The BASIS curriculum has been developed through years of working with our teachers who are experts in their subject area. BASIS teachers are responsible for creating a course syllabus for each course they teach. BASIS has created a mechanism for auditing course syllabi which allows BASIS teachers a large degree of autonomy in establishing the curriculum while simultaneously assuring compliance with state/District standards and the board examination external benchmarking program, especially in the case of the BASIS AP-centered upper school curriculum. This approach allows teachers the flexibility they need to adapt their syllabi to the specific needs of their students. (Please see Appendix K for an example of a BASIS English alignment guide and a sample English syllabus).

All BASIS teachers are responsible for aligning to the curriculum and are supervised by a Curriculum Director and the Head of School. The Curriculum Director is responsible for BASIS curriculum development and execution and works closely with a team of Subject Advisors comprised of BASIS teachers specially selected by the Curriculum Director. Subject Advisors also serve as mentors to the teachers in their school by helping teachers develop syllabi, review course assessments, and model best teaching practices within their subject of expertise.

In addition to developing syllabi for each course, teachers also develop assessment mechanisms. These teacher-created assessment mechanisms, coupled with externally generated and externally graded Board examinations (such as the Cambridge IGCSE and the Advanced Placement Exams), ensure that students have mastered the necessary material to successfully complete the next grade level and that teachers are presenting the necessary material to students in an understandable, meaningful way which results in mastery of the subject. Ultimately, the assessments ensure we are fulfilling our mission of providing an academically excellent and rigorous liberal arts college preparatory education to middle and high school students, and the incorporation of internationally benchmarked board examinations ensures we are teaching at the level of international standards.

Diagrams of the BASIS Course Sequences for English, Math, Science, Social Sciences, and Humanities are included in Appendix K. These flowcharts show the grade level progression for a mature BASIS campus in each of the subject areas. BASIS' comprehensive rigorous liberal arts curriculum allows its graduates to avoid the remedial college coursework that severely limits college success and incurs student debt on remedial coursework.

b. Resources and Instructional Materials

The externally benchmarked AP and IGCSE exams provide guidelines for developing our curriculum. The vast breadth of knowledge required for success in AP level courses will be complemented at BASIS DC by the considerable depth of knowledge necessary to be successful on the IGCSE exams. Considering both breadth and depth of subject knowledge, BASIS has developed a multi-year plan which displays how the curriculum will need to be modified to allow students to transition at multiple grade levels into the standard BASIS curriculum. It includes modifications that concentrate on building a collaborative academic community among teachers and students. Any experience gained by BASIS from opening one school in 2010 and 3 schools in 2011 will be used to fine-tune the current five year plan for the BASIS DC campus. Also, diagnostic information from incoming students is necessary to make curriculum modifications to address the students' needs.

BASIS DC ensures mastery of the concepts listed in the Common Core Standards at or before the required grade level. The standards act as a baseline measure of achievement, a first essential step to higher learning. The enrichment of the academic program is built from the internationally recognized IGCSE and AP board examinations. Please see *Appendix K.1. Additional Documents* for a letter from Marc S. Tucker, President of the National Center on Education and the Economy, which confirms BASIS Schools is a member of the NCEE's Consortium on Board Examination Systems and that the board exams BASIS DC plans to offer students are aligned to the Common Core Standards.

The Common Core Standards and the international standards of IGCSE and AP are not mutually exclusive; in fact, they are inextricably connected. The Common Core Standards are designed to be "robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers" (*Common Core State Standards Initiative*). AP courses are college course proxies, as evidence by the fact that nearly every college in America gives some sort of credit or placement consideration for success on AP exams. Since the Common Core Standards endeavor to prepare students for college level work, BASIS covers those standards earlier than usual so that its students can do college-level work (APs) in high school. The Common Core Standards are a baseline that BASIS DC students must master in order to move on and be successful in the college-level work required of them in high school.

The same relationship holds true in the BASIS Middle School program. The Common Core Standards are be covered, but the goal of the program is to reach beyond these standards to the accelerated standards of the IGCSE. The IGCSE exams are then used as a checkpoint of content mastery, giving BASIS essential information on student readiness for APs in the high school program.

Below are past examples of modified plans that BASIS used for incoming 6th through 9th grade students during the initial year of operation for its Oro Valley campus.

Sample Modification Chart for Incoming 6th Grade Students

Year (grade)	Math	Foreign Lang.	Science	History	English
2011-12 (6th)	N/A	Latin combines 5th and 6th grade material	Accounts for 5th grade concepts and scientific method	Integrates Geography	N/A
2012-13 (7th) and beyond	N/A	N/A	N/A	N/A	N/A

Sample Modification Chart for Incoming 7th Grade Students

Year (grade)	Math	Foreign Lang.	Science	History	English
2011-12 (7th)	Pre-Alg offered	N/A	Combine 6th/7th grade program	Incorporates Geography and US events	Faster paced version of 6th/7th grade program
2012-13 (8th)	Progress on math sequence	N/A	N/A	modified to meet HS World History requirements	N/A
2013-14 (9th) and beyond		N/A	N/A	N/A	N/A

Sample Modification Chart for Incoming 8th Grade Students

Year (grade)	Math	Foreign Lang.	Science	History	English
2011-12 (8th)	Pre-Alg and Alg 1 offered	N/A	Combine 6th/7th grade program. Goal – readiness for Honors Science in 9th grade.	modified to meet HS World History requirements	Faster pace, baseline test used to determine beginning level. Goal – readiness for Honors Lit and Lang Arts in 9th
2012-13 (9th)	Progress on math sequence	N/A	Students take either Honors Bio or Honors Chem; honors Physics is only for students in Advanced Science program	N/A	In addition to the two required English courses, English 9 is a required elective if a student's grade on the English 8 comp is less than a C
2013-14 (10th) and beyond		N/A	N/A	N/A	N/A

Sample Modification Chart for Incoming 9th Grade Students

Year (grade)	Math	Foreign Lang.	Science	History	English
2011-12 (9th)	Alg. 2 offered	Choose between: Spanish I/II; French I; Mandarin I	A) Intro to HS Science (1 trimester each of Chem, Bio, Physics) **OR** B) Honors Chem or Bio	AP US Government (required) Econ is offered as an elective	Honors Lit and Lang (no change)
2012-13 (10th)	Progress on math sequence	N/A	A) Honors Science B) AP Science (from prior year), Honors Science	A) AP World History; AP US History B) AP US history; either AP World History or Econ	N/A
2013-14 (11th)		N/A	A) AP Science, Honors Science B) Honors Science, can take AP World History if student has taken at least one AP Science course	AP Euro History, must take AP World History or Econ as an elective if student has not already done so	N/A
2014-15 (12th)		N/A	A & B) Honors Science, AP Science (can be subs ituted for any other AP course if student took AP science in prior year)	Post AP History (assuming student has taken AP World History)	N/A

Comparing these modified charts with the mature BASIS Course Sequences (see Appendix K) shows the commitment BASIS has to modifying its curriculum when opening a new campus. BASIS designed these modifications to address the current level of academic performance of incoming students while also ensuring that the minimum graduation requirement of six AP exams is achieved by graduation.

The following is a chart outlining the resources, skill development goals, and assessment mechanisms for BASIS subjects and grade levels:

	5			6		
	resources	skill development	assessment	resources	skill development	assessment
Mathematics	Saxon Math 8/7	Mastery of basic addition, subtraction, multiplication and division facts; arithmetic and pre-algebra topics; signed numbers, exponents, roots, negative exponents.	Readiness test; frequent cumulative testing.	Saxon Alg 1/2	Mastery of basic addition, subtraction, multiplication and division facts; and algebra topics.	Pre-Comprehensive and Comprehensive Exams.
English	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Conventions, reading, writing, scholarship, and reasoning, and grammar.	Readiness test; frequent cumulative testing.	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Conventions, reading, writing, scholarship, and reasoning, and grammar.	Pre-Comprehensive and Comprehensive Exams.
Social Studies	Greek and Roman texts selected by the teacher smart boards, globes, and newspaper articles.	Knowledge of Greek and Roman history, social and political structure, culture and art; basic geography skills.	Readiness test; frequent cumulative testing.	Teacher selected texts and resources.	Knowledge of US history (Pre-Colonial through present).	Pre-Comprehensive and Comprehensive Exams.
Science	Glencoe Red Science text; smart boards, globes, and newspaper articles	Basic earth science and physical geography skills.	Readiness test; frequent cumulative testing.	Teacher selected resources.	Basic biology, chemistry, and physics knowledge and laboratory skills.	Pre-Comprehensive and Comprehensive Exams.
Foreign Language	Teacher selected resources.	Basic Latin skills	Readiness test; frequent cumulative testing.	Teacher selected resources.	Basic Latin skills	Pre-Comprehensive and Comprehensive Exams.

	7			8		
	resources	skill development	assessment	resources	skill development	assessment
Mathematics	Saxon Alg 1	Mastery of basic addition, subtraction, multiplication and division facts; and algebra topics.	Pre-Comprehensive and Comprehensive Exams.	Saxon Alg 2	Mastery of basic addition, subtraction, multiplication and division facts; and algebra topics.	IGCSE
English	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Conventions, reading, writing, scholarship, and reasoning, and grammar.	Pre-Comprehensive and Comprehensive Exams.	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Conventions, reading, writing, scholarship, and reasoning, and grammar.	IGCSE
Social Studies	Teacher selected texts and resources.	Knowledge of World History (early civilization through middle ages).	Pre-Comprehensive and Comprehensive Exams.	Teacher selected texts and resources.	Knowledge of World History (middle ages through present).	IGCSE
Science	Teacher selected resources.	Continuation of basic biology, chemistry, and physics knowledge and laboratory skills.	Pre-Comprehensive and Comprehensive Exams.	Teacher selected resources.	Continuation of basic biology, chemistry, and physics knowledge and laboratory skills.	IGCSE
Foreign Language	Teacher selected resources.	Building mastery of Latin, Spanish, Mandarin, or French.	Pre-Comprehensive and Comprehensive Exams.	Teacher selected resources.	Building mastery of Latin, Spanish, Mandarin, or French.	IGCSE

	9			10		
	resources	**skill development**	**assessment**	**resources**	**skill development**	**assessment**
Mathematics	Saxon Pre-Calculus	Mastery of basic pre-calcuus skills.	Comprehensive Exam	Saxon Pre-Calculus	Mastery of basic pre-calcuus skills.	Comprehensive Exam
English	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Conventions, reading, writing, scholarship, and reasoning, and grammar.	Comprehensive Exam	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Conventions, reading, writing, scholarship, and reasoning, and grammar.	Comprehensive Exam
Social Studies	AP prep materials, resources selected by teacher.	Skills required for success on AP US Government exam.	Comprehensive Exam, AP Equivalent Exam or AP Exam.	AP prep materials, resources selected by teacher.	Skills required for success on AP European History exam.	Comprehensive Exam, AP Equivalent Exam or AP Exam.
Science	Teacher selected texts and resources.	Beginning mastery of concepts in Biology, Chemistry, or Physics.	Comprehensive Exam, AP Equivalent Exam or AP Exam.	Teacher selected texts and resources.	Beginning mastery of concepts in Biology, Chemistry, or Physics in Honors level science course; Mastery of concepts in Biology, Chemistry, or Physics in AP level science course.	Comprehensive Exam
Foreign Language	Teacher selected resources.	Building mastery of Latin, Spanish, Mandarin, or French.	Comprehensive Exam	Teacher selected resources.	Building mastery of Latin, Spanish, Mandarin, or French.	Comprehensive Exam
	11			**12**		
	resources	**skill development**	**assessment**	**resources**	**skill development**	**assessment**
Mathematics	Saxon Calculus	Mastery of basic calcuus skills.	Comprehensive Exam, AP Equivalent Exam or AP Exam.	Teacher selected resources.	Introduction to advanced concepts in Math	Teacher created assessment.
English	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Conventions, reading, writing, scholarship, and reasoning, and grammar.	Comprehensive Exam, AP Equivalent Exam or AP Exam.	Literature selections: poetry, short stories, and novels selected by course teacher and approved by curriculum director.	Introduction to advanced concepts in English.	Teacher created assessment.
Social Studies	AP prep materials, resources selected by teacher.	Skills required for success on AP US History exam.	Comprehensive Exam, AP Equivalent Exam or AP Exam.	Teacher selected resources.	Introduction to advanced concepts in Social Science.	Teacher created assessment.
Science	Teacher selected texts and resources.	Beginning mastery of concepts in Biology, Chemistry, or Physics in Honors level science course; Mastery of concepts in Biology, Chemistry, or Physics in AP level science course.	Comprehensive Exam, AP Equivalent Exam or AP Exam.	Teacher selected texts and resources.	Introduction to advanced topics in Biology, Chemistry, or Physics.	Teacher created assessment.
Foreign Language	Teacher selected resources.	Building mastery of Latin, Spanish, Mandarin, or French.	Comprehensive Exam, AP Equivalent Exam or AP Exam.	Teacher selected resources.	Fluency in Latin, Spanish, Mandarin, or French.	Teacher created assessment.

c. Methods of Instruction

As an introduction to the BASIS educational philosophy and best practices, all BASIS DC teachers will be required to attend a two week summer teacher training program, during which time they will familiarize themselves with the 49 techniques published in Doug Lemov's book, *Teach Like a Champion.* These techniques will create a common pedagogical language which will make communication between teachers clear and precise. Both veteran BASIS teachers and non-BASIS presenters will present workshops that demonstrate the most effective teaching techniques used in BASIS classrooms. Veteran teachers will help new teachers write syllabi, practice classroom management, and set up classrooms. Essentially, new BASIS teachers will receive comprehensive mentoring on the best methods of classroom instruction.

After the training sessions have ended, teachers will begin to plan their own lessons and develop the materials necessary to be most effective in the classroom. This level of autonomy allows individual teachers to adjust their teaching techniques to best utilize their strengths, their familiarity with the subject matter, and their students' needs. BASIS will then ensure the teachers provide students with a high-quality college preparatory education by auditing syllabi and visiting classrooms, and through the BASIS assessment system as outlined in *Section A.2.a. Student Learning Standards.*

Occasionally during the academic year, a School Director may learn that a teacher's style or classroom management system does not meet the established standard for BASIS teachers. In these situations, the School Director, Curriculum Director, or Head of School will review the assessment data with the teacher and create a bulleted list of specific recommendations for improvement designed to elevate the teacher's instructional methods to align with the BASIS standard.

<u>Methods for Teacher Collaboration</u>
BASIS DC will require teachers to collaborate in several meaningful ways, beginning with the hiring process and continuing through formal teacher training and professional development programs.

I. Collaboration in Hiring
During the hiring process BASIS looks for teachers who are a good fit on several levels. BASIS DC teachers must be experts in their field, they must be passionate about teaching children, and they must seek out opportunities to improve their classroom performance. Since existing BASIS teachers understand what it takes to be successful at the school, they are an essential part of the hiring process. Candidates begin the interview process by observing established teachers' classes. Then, the established teachers discuss curricular issues with the candidates and observe candidates' demonstration lessons, providing feedback to the candidate when appropriate. Finally, existing teachers offer candid appraisals of the candidates to the hiring committee, which are strongly weighted in the hiring decisions.

II. Collaboration in Teacher Training
Once the hiring process is completed, all new BASIS teachers are required to attend a summer training session, as explained in the *Section A.2.c. Methods of Instruction*. These training sessions introduce new teachers to the BASIS educational philosophy and facilitate the sharing of methods proven to be successful at existing BASIS schools. In the spirit of collaboration across all schools, the sessions are led by veteran BASIS teachers who are proven experts in certain areas (e.g., classroom management or creating meaningful assessments).

III. Collaboration in Workshops and Faculty Meetings
Throughout the school year BASIS DC teachers will be required to participate in weekly workshops or faculty meetings. These opportunities for collaboration may range from formal instruction on teaching methods to informal discussions of pressing student issues; however, they will always require teachers to work together to solve problems. This will allow BASIS DC teachers the chance to work closely with their peers in a systematic way, and will ensure a level of consistency and accountability throughout the curriculum that is unfortunately rare in American education.

IV. Collaboration through BASIS Best Practices
All BASIS DC teachers will be required to participate in the BASIS Best Practices program. The goal of this program is to provide teachers with opportunities to observe their students when taught by other teachers and to observe and learn from their peer teachers. This will continue the collaborative process begun in the hiring process and extended throughout the teacher training sessions. The result will be a school environment in which teachers are familiar with their peers' teaching style and standards and work collaboratively to hold each other accountable

for improvement. For more information, please see *Section A.4.f. Professional Development for Administrators and other School Staff*.

d. Students with Exceptional Needs

During the registration process, parents will be asked to inform the school if their child receives services from a gifted and talented or special education program. With this information, the school is able to request the records for the child and provide the services seamlessly upon a child's enrollment. If during the Child Find 45-day screening, a teacher alerts the school director by checking "yes" next to a characteristic that may be typical of a student with exceptional needs, the School Director works with the Special Education Teacher and Student Support person to create a study team to meet and discuss the child's performance. Following the conclusion of the Child Study team meeting, one of the following actions may be taken:

- No further action is required because the teachers feel that the characteristic is typical of students in that grade level. The teachers will provide individual direction in the classroom on their own to help the child.
- Recommendation to the School Director to seek an evaluation by the School Psychologist, Speech Therapist or Special Education teacher. The School Director would contact the parent and the step as described in BASIS's special education policies and procedures (see *Section A.1.a. Educational Needs of the Target Student Population*)
- Recommendation to the School Director that the student be placed on the Student Support program.

If a student has an existing Individual Education Plan (IEP) or 504 plan, the student is provided differentiated instruction by either the regular classroom teacher or in combination with the classroom teacher and special education teacher. If the student is to receive speech or occupational therapy services, then the services are schedule so that there is minimal loss of instructional time in the core subjects. The child's progress is monitored closely and a summary of the student progress toward each of the measureable goals is completed by the therapist or special education teacher. Since the BASIS Progress Reports provide very detailed statistics on a student's performance, a School Director, Teacher or Parent can quickly assess the student's progress toward the defined measureable goals and can ask that the IEP team meet again to review the accommodations, modifications, or recommendations in the IEP.

As stated in Sections *2.d – Students with Exceptional Needs* and *3.g −Subchapter B of IDEA and Section 504 of the Rehabilitation Act of 1974* of the application, BASIS DC complies with all rules and provisions related to working with students with special needs. Specifically detailing the curriculum, modification, and accommodations before assessing the needs of each student is in direct violation of IDEA and is against the spirit of an Individual Education Plan. BASIS DC will hire one or more case managers depending on the number of students who enroll with IEPs and 504s. Required services are administered within the regular education classroom (the LRE) whenever possible. All required services that cannot be provided in-house are contracted out to special education service providers.

The Learning Enrichment Acceleration Program (LEAP) at BASIS was established as a direct response to feedback from the exceptional learning community. *Section A.1.c. Educational Focus* explains our LEAP program in more detail.

e. English Language Learners:

<u>Identification and Evaluation Process</u>
During the registration process, parents will be asked to indicate their child's primary language or language most used. If the primary language is something other than English, the student's file will be given to the Student Support person who will communicate with the parent to have their child tested for English Language Proficiency using the assessment recommended by the District.

In the case of English Language Learners, BASIS DC anticipates using Content-Based English as a Second Language Programs to help students achieve language proficiency. BASIS DC will hire an ESL-certified teacher if the number of students needing this service is relatively high. If a relatively small number of students need ELL service, a BASIS teacher will undergo ESL certification. BASIS DC will contract out any services that cannot be provided in-house.

Delivery Model and Individual Instruction

If a student does not reach the level at which they are ready to meet state academic standards without language support services, then the Student Support follows the procedures outlined in the Student Support Manual (see *Section A.2.a. Student Learning Standards*) to decide upon strategies to be used with that child so that he or she is able to improve language skills while immersed in the regular academic classrooms. Typically the students will receive special instruction in English during 1-2 class periods per day through a computer-based program. Individual teachers, fluent in the child's native language may also design coursework to help the student acquire the language skills necessary for success.

Since BASIS DC aims to attract a diverse population of students, the school may be able to assign a peer-buddy who will translate instructions during class or work with the child during tutoring hours to improve vocabulary comprehension. Students may also be required to attend tutoring with teachers in a small group or one-on-one session, so teachers have the opportunity to clarify any questions the student might have with assignments or class-notes.

Family Support and Communication

BASIS encourages parents to communicate regularly with the School Director and classroom teachers to monitor their child's progress in acquiring the necessary language skills to be proficient in the language. With the teachers' help, the parent can often reinforce what the student is doing in the classroom at home. BASIS' foreign language program is an advantage because it ensures that if parents have difficulty communicating in English, BASIS will have available staff members fluent in Spanish, French, and Mandarin.

f. Strategies for Providing Intensive Academic Support:

During the registration process, BASIS will work closely with families to identify apparent gaps in the student's academic preparation and works closely with parents to develop strategies that may help improve these basic skills before the first day of school. An example of the BASIS Transition Program currently being used at existing campuses is outlined below:

Registration Process and Transition Program

All students registered for enrollment or for the waiting list are automatically placed in the BASIS Transition Program. In order to maintain your child's registration status or to hold a waiting list spot, your student must fulfill certain program criteria listed below.

The BASIS Transition Program:

- Introduces the expectations of the BASIS program to incoming students and ease any anxiety that might stem from our reputation as a highly rigorous program.
- Helps teachers better adapt to the specific skill sets of the incoming students so they can work most efficiently during the school year by shifting the time period where this information is collected to before the course syllabi are constructed and before the new teachers are trained.
- Helps teachers better adapt to the specific skill sets of the incoming students so they can work most efficiently during the school year.

The program includes: Early Diagnostic Tests, Support Based on Diagnostic Results, Parent Orientation Meetings, Readiness Diagnostic Tests, Advanced Classes Diagnostic Tests, and BOSS – a summer program for incoming students. During the establishment of a new school, this program may be modified to include fewer components due to the staffing constraints. However, the modified program must contain the Early Diagnostics Tests, Readiness Diagnostics Tests, and Advanced Classes Diagnostic Tests. A BOSS program, including a modified version for older students, is also highly recommended. The full sample Transition program is outline below and will be modified to better suit the needs of the DC community.

Diagnostic Tests:

The diagnostic tests given to incoming 5th grade students are used only as a measure of the knowledge students bring to the school. The diagnostic tests are in place to help teachers align their syllabi to the particular needs of the students. The information these diagnostics provide is invaluable to ensuring every student has a smooth transition to BASIS DC and the BASIS curriculum.

As you can see from BASIS's 5th grade diagnostic exams in *Appendix K.4*, all of the standards tested come from years prior to grade 5 except for one: "Name the 50 States." In this case, the range of correct answers BASIS has received is from 0-50, and the median last year was in the 20s. It is helpful for the Geography teacher to have this data when designing the curriculum, as it gives a clear indication of how much baseline knowledge incoming students have on the names of the 50 states. This cuts back on "guess and check" time in class and allows the teacher to move into more complex material when the class is ready.

Students in grades 6-9 are also required to take diagnostic exams to determine their placement. The diagnostic exams for incoming 9th graders include released IGCSE exams from years past in math and English; the diagnostic exams for incoming 8th graders include the 7th grade BASIS Comprehensive exams in math and English; the diagnostic exams for incoming 7th graders include the 6th grade BASIS Comprehensive exams in math and English; and the diagnostic exams for incoming 6th graders include 5th grade end-of-year exams in math and English. Therefore the exit exams for the previous grade level are used as a diagnostic exam for students wishing to enroll in the next grade level. These exams ensure readiness for success in both the Common Core Standards and BASIS DC's internal standards. All of the exams are subject to the rigorous BASIS Assessment Audit process. Please see examples of these diagnostic tests in *Appendix K.4*.

Student Placement Process:

Students who are enrolled in BASIS DC through the application or lottery process are subject to the appropriate diagnostic exams listed above. BASIS DC wants to set students up for success, and the diagnostic testing and parent consultation system is an essential component of the checks and balances system that makes this success possible. If, after taking a diagnostic exam, it becomes clear that students intending to enroll in grades above 5th are best served by moving to a lower grade, the BASIS administration team goes through the following steps:

1. The student's parents are called in to school for a consultation with the Head of School (HOS) and School Director (SD). If the parents are incapable of coming to school for some reason, BASIS DC will make a reasonable effort to meet with them somewhere more accessible.
2. The Head of School and School Director present the evidence that suggests the student will be better served by starting at BASIS in a lower grade. This evidence almost always comes in the form of a diagnostic test. The parent has the opportunity to see the student's test and is given all of the information that lead the HOS and SD to their decision (range of scores, mean score, range of scores of previous years, etc.).
3. The parents then have the opportunity to decide whether the student will start at BASIS at the grade level suggested by the HOS and SD. The school reserves the right to make the final decision about student placement.

BASIS DC aims to educate students at such a level that they are prepared to take and succeed in rigorous college-level courses. The diagnostic exams exist as a baseline measure in order to ensure all students are given the best opportunity to succeed.

BASIS Transition Program

	Early Diagnostic	**Support Based on Diagnostic Results**	**Parents Orientation Meetings**	**Readiness Diagnostic**	**Advanced Classes Diagnostics**	**Summer Program for Incoming Students**
When	January – February	End February to the end of April	February – April	End of April	May	July
What	Set of tests assessing basic math, reading, and other academic skills	Additional tests in math, and/or reading, and/or other academic skills	Series of presentations by BASIS Staff and parents focused on specific topics: Organizational Skills, Study Skills, Note-Taking, etc.	Series of placement tests depending on grade.	Series of placement tests depending on grade and level.	One-week program concentrating on learning, organizational skills, and note-taking.
Why	To evaluate students' achievement levels and identify who might benefit from early intervention	To locate possible gaps in previous academic training and provide student's parents with strategies	To provide parents with a better idea of the school's practices and expectations; to provide additional strategies on how to prepare students for their transition.	To provide BASIS Staff with information on the academic readiness of incoming students.	To provide BASIS Staff with information about students' readiness for advanced classes.	To better prepare students for the BASIS program.
Where	Administered at home by parents.	School – by invitation	School – by invitation	School – by appointment.	School – by invitation.	School – by registration.
Mandatory	Yes. Results must be mailed to BASIS by the deadline.	No. Some students will be invited, others will ask to participate.	No, but participation in at least one of the offered meetings will be strongly encouraged.	Yes. Several dates and times will be available.	No. Required only to secure placement in advanced classes.	No

Curriculum Materials:
Please see *Appendix K* for an example of a BASIS English alignment guide, a sample English syllabus, and IGCSE and AP standards.

3. Student Performance

a. Student Progress and Achievement

As explained in *Section 2.a. – Student Learning Standards*, each teacher must undergo a rigorous syllabus audit for his/her class. The syllabi audit process is used to ensure alignment between what's expected, taught, and assessed. All comprehensive exams will be audited to ensure the proper level of rigor and to ensure that the assessments are fair and valid. Additionally, each teacher periodically has his/her grades reviewed to ensure consistent expectations and grading. BASIS Schools' long track record of success on the AIMS, AP exams, and Cambridge exams speaks to the effectiveness of this process.

At the same time, the CIE is only a part of BASIS DC's proposed curriculum. Starting in grade five and building up year after year through high school, the BASIS curriculum is designed to be a rigorous and complete liberal arts education attainable for all students. BASIS has taken great care in crafting a strategic educational plan in which each class and grade level builds on material learned in previous classes and years. Cambridge exams will be used as gateway measures in the 8th grade to ensure students are retaining the material at an internationally competitive level. Similarly, AP exams will be used in the high school grades as measures of academic success. Using externally generated and graded exams allows BASIS freedom from bias in the testing process, which in turn produces more valuable results for assessing achievement.

BASIS DC: Strategic Academic Plan
Overview:

BASIS DC has three long-term, interconnected academic goals:

1) To educate students at such a level that they are prepared to take and succeed in rigorous college courses;

2) To prepare students to be able to complete independent work at a consistently high level;

3) To prepare students, both in the classroom and through their independent work, to have excellent college options available to them when they graduate.

BASIS DC achieves the first goal in the high school program by ensuring students are prepared to take AP classes and examinations in a minimum of six different subjects by the end of their 11th grade year. The vast amount of knowledge students gain in their AP courses form the base of working knowledge necessary for the independent research and work required of the 12th grade Senior Projects, which are direct measures of the second goal. The third goal is a function of the first two goals; the advanced work and independent research BASIS DC students complete help make them qualified candidates for admissions at a variety of colleges across the country and the world.

GOAL 1: Prepare students for rigorous college courses

Vertical connections:

Vertical connections are vital to the success of the BASIS educational program. Each class must build on the class that came before it so that students are actively using and supplementing the knowledge they gain from year to year. What follows is an explanation of how several vertical connections work within BASIS DC's Strategic Educational Plan.

Passing AP Calculus AB is required of all students at mature BASIS campuses. Keeping in mind the optional senior year at BASIS, this means students must complete AP Calculus AB by the end of 11th grade. If that is the case, all students must be ready for Pre-Calculus by the beginning of 9th grade, in order to account for any student who may need two years of Pre-Calculus work to prepare for AP Calculus AB (the ultimate goal is content mastery). Therefore, the goal of the Middle School program is to ensure all students are prepared for Algebra II by 8th grade, Algebra I by 7th

grade, and Pre-Algebra by 6th grade. In order to do so, BASIS starts all incoming 5th graders at Math 8/7 level and helps them master more than one year's worth of content each year.

In English, the ultimate goal is for all students to be prepared enough to take AP English Language or AP English Literature. In order to do so, students must be familiar with both of these subjects early on in their high school careers. Therefore, all students are enrolled in both Honors Language and Honors Literature in 9th grade. Keeping in mind that BASIS allows students to move forward if they are prepared for higher level work, 10th graders may choose to go directly from the honors courses to either AP English Language or AP English Literature if they feel prepared. Yet, the option also exists for students to take another year of Honors level English in 10th grade, reinforcing BASIS's commitment to content mastery. Because the students have all taken Honors Literature and Honors Language in 9th grade, they are able to complete the AP English requirement by 11th grade, even if they need two years of preparation for content mastery.

It is the responsibility of the BASIS Middle School program to make sure students have mastered enough material by the end of their 8th grade year to be well prepared for both Honors English classes. 8th grade English at BASIS teaches a combination of Language and Literature concepts and skills and covers many of the high school level common core standards. The common core standards in English for 7th grade do not entirely prepare students for that kind of work; therefore, BASIS teaches more than one year of content per grade in Middle School. The English curriculum works in such a way that all classes beginning with 5th grade Language Arts build directly on the knowledge gained in previous years. The Middle School acts as the foundation for the higher level material BASIS students need to master in order to be prepared to take an AP English course by the end of 11th grade.

Horizontal connections:

Equally as important as vertical connections between classes are horizontal connections between classes within each grade level. The following examples demonstrate how BASIS DC recognizes the importance of horizontal connections when developing its curriculum:

In 5th grade students are required to take a Latin course and a Classics course. Since these two courses are so thematically similar, it benefits the students to teach them simultaneously. These courses also act as foundational knowledge for the history and foreign language courses students will take in subsequent years. 5th grade students also take courses in both Geography and Introduction to Science at the same time, which not only complement each other, but also act as foundational knowledge for the Biology, Chemistry, and Physics courses students will take starting in 6th grade.

Another example of how the BASIS curriculum is horizontally connected is in the teaching of Economics. The goal of the economics program is to prepare students for college level economics courses by the time they reach high school; therefore, it is essential that all BASIS 8th grade students take a full year of entry-level economics in 8th grade. However, in order to be successful in entry-level economics, students need to be able to manipulate linear Algebraic functions, a concept taught in a typical Algebra I course, and they need to be familiar with how to solve simultaneous equations to find points of intersection on a graph, a concept taught in a typical Algebra II course. With these prerequisites in mind, students need to be in at least Algebra II by the time they take 8th grade Economics at BASIS. Both the vertical and horizontal connections between classes are made stronger by BASIS teacher's commitment to collaboration and discussion. The teachers of each class work together to ensure all of the courses in the BASIS curriculum are interconnected.

GOAL 2: Prepare students to be able to complete independent work

By taking AP's college-level courses, BASIS DC students prepare themselves for the independent, student-centered learning that is a staple of the college educational experience. Widely known as the most challenging courses a student can take in high school, APs ask students to master large amounts of material and to apply that mastery to a comprehensive exam. Students earn college credit and placement considerations at most colleges in America for good performance on these exams; thus, the classes act as proxies for colleges' entry level courses. Because students are supposed to be capable of high-level, independent work once they've progressed beyond entry-level courses in college, it stands to reason that BASIS DC students are prepared for the same type of work once they complete their AP exams. In this way the AP exams act as a direct gateway to independent research and work.

With that in mind, BASIS has structured the senior year to take advantage of the skills students cultivate through AP level work. The Capstone program is a series of courses meant to mimic college-style learning. It is the culmination of the educational experience at BASIS, and the students are asked to do significant individual research overseen by expert teachers. In these courses the students call on the vast cache of knowledge they have built up in their years in the classroom to help them explore subjects to greater depths than are found in the typical high school class.
The Capstone program affords students the practical experience they need to devise and carry out their Senior Projects, which occur during the third trimester of their senior year. During Senior Projects, BASIS DC students are responsible for developing a study or work plan, carrying out that plan outside of BASIS school grounds (i.e., a scientific laboratory, a technology firm, a small business, etc.), and for reporting back to the school community their findings at the end of the project term. This kind of project takes exceptional skill in completing independent work and is only possible because the AP program and the Capstone program work as vertical connectors between the teacher-centered learning typically found in high school settings and the kind of student-centered learning necessary for this project.

GOAL 3: Prepare students so that they have excellent college options

As was stated earlier in this document, Goal 3 is a function of the success of the first two goals. Because BASIS students are well prepared to take the most rigorous courses when they arrive on college campuses, and because they learn to work independently and produce consistently high-quality work through the Capstone and Senior Project programs, they are among the most well-prepared high school graduates in the world. BASIS DC students also benefits from extensive college counseling starting in 9th grade, a required college counseling course in 12th grade, and the close connections BASIS makes with colleges across the country through campus visits.

The BASIS Assessment System includes five levels of testing:

<table>
<tr><th colspan="2">Assessment</th><th>Timeframe for Administration</th><th>Whom</th><th>Subjects</th></tr>
<tr><td colspan="2">Early Diagnostic Tests</td><td>During the registration process</td><td>New students</td><td>Math
English
Geography
Science</td></tr>
<tr><td colspan="5">Early Diagnostic Test Baseline Standard of Achievement: The Early Diagnostic Tests in Math, English, Geography and Science provide parents and partners with information about their child's academic level relative to their child's future BASIS peers and relative to previous years' students at the same grade level.</td></tr>
<tr><td colspan="2">Readiness Tests</td><td>After the registration process but before enrollment</td><td>New students</td><td>Math
English</td></tr>
<tr><td colspan="5">Readiness Tests Standard of Achievement: The Readiness tests in Math and English provide the School Director with information about the best placement for the student in grade, group, and courses. It also allows for early identification of students who may benefit from an additional challenge (e.g. LEAP program). These tests require a student to meet a certain threshold for consideration in the LEAP program.</td></tr>
<tr><td colspan="2">Base-line Tests</td><td>After enrollment</td><td>New students</td><td>ALL core subjects</td></tr>
<tr><td colspan="5">Base-line Tests Standard of Achievement: The Base-line tests in all core subjects may be paired with the corresponding Finish-line tests to provide teachers and School Directors with information to measure students' progress particularly value added. They serve to provide further information about an incoming student's initial level of academic knowledge.</td></tr>
<tr><td colspan="2">Finish-line Tests</td><td rowspan="4">Before the end of the school year</td><td rowspan="4">ALL students</td><td rowspan="4">ALL core subjects</td></tr>
<tr><td>Grade 5</td><td>Follow Up</td></tr>
<tr><td>Grades 6-8</td><td>Pre-Comp. Comp exams or IGCSE</td></tr>
<tr><td>Grades 9-12</td><td>Final , AP exam or AP Equivalent</td></tr>
<tr><td colspan="5">Finish-line Tests Standard of Achievement: The Finish-line tests in all core subjects provide both students and parents with information about the student's academic results in terms of the individual child's level of mastery of the material taught during the school year. The final report includes statistics for the parent to compare their child to his or her peers. School Directors also use this information to determine whether the student will be promoted to the next grade level. BASIS staff members analyze the results to learn information about student achievement levels at a particular BASIS school compared to other BASIS schools. These exams serve to benchmark our academic program both nationally and worldwide.</td></tr>
</table>

As mentioned previously, pre-enrollment diagnostic testing provides a great opportunity to identify students in need of academic assistance and to provide access to these resources through the PEAK program. The assessment process is continuous throughout the year. To further illustrate the uses and benefits of the BASIS assessment system, we will provide an example of how the program is implemented for a sixth grade student. A 6th grade student entering BASIS DC in the 2012-13 school year will first complete a diagnostic packet after registration. These assessments range from fluency tests in the younger grades and with students who need reading fluency support, to weekly cumulative math tests to constantly monitor the student's progress, to US History exams that incorporate modified questions from the IGCSE and AP exams. 6th grade students also have the opportunity to take Pre-Comprehensive Exams in January. The data from these exams is invaluable to the students, teachers, and administrators as they plan for the remainder

of the year. Finish-line tests, the Comprehensive Exams in all core subjects, are administered at the end of the year. The week before the Comprehensive Exam is dedicated to review, extracurricular activities are limited or eliminated during this time, and study skills that have been taught throughout the year are revisited. Should a student not pass a Comprehensive exam, he or she will be given a support packet over the summer and another opportunity to take the exam in August.

The BASIS academic program and assessment system undergo constant review and revision. The recent implementation of the LEAP program at BASIS Scottsdale and BASIS Tucson provides an example of the review and revision procedure. Two years ago, representatives from BASIS visited Thomas Jefferson High School for Science and Technology in Virginia. They learned that students at this school were given the opportunity to take courses that prepared them for research laboratories in a specialized area of science. They brought this idea to the BASIS teachers who commented that the AP course created a constraint in the curriculum which limited their time to develop the in-depth study and critical thinking skills necessary for a research laboratory science class.

Using this feedback, BASIS teachers, in conjunction with BASIS administration and the Curriculum Director, designed a new branch in the curriculum that not only created this option in the sciences, but also created similar opportunities in the Humanities. Depending upon a student's academic success, the LEAP program allows students to participate in a Post-AP course that would encompass a deeper understanding of a field in which they have an interest. The implementation of the program creates an even more rigorous option for students and a new level of experience that will help them prepare for college or the workforce.

BASIS also utilizes many intervention techniques for students who are academically at risk. First during the pre-enrollment process students are matched with academic support through the aforementioned PEAK Program. Subsequently, BASIS DC will have a Student Support Specialist on staff that will be responsible for meeting individually with students who have been identified by grades or by teacher recommendation as students in need of additional support. The Student Support Specialist will have many tools at his or her disposal to help students succeed. Besides working with students to develop study skills and organizational skills, the Student Support Specialist will also coordinate peer tutoring, schedule times for the student to attend teachers' office hours, and regularly communicate with the student's family regarding his/her academic progress. To further support students and foster communication with the parents, the teachers are required to be available one hour per week (at the same time and day each week) for conferences with parents. Many parents also follow up with teachers over email because it is generally more convenient and allows for faster responses. Student Support services will collaborate with the PEAK program and its partners such as For the Love of Children and its Neighborhood Tutoring Program to ensure students have access to the programs that are most effective for their individual needs and situation. Student Support services do not substitute for policies and procedures related to identifying or providing services to students with special needs (for information on policies and procedures related to identifying or providing services to students with special needs please see *Sections A.2.d. Students with Exceptional Needs and A.2.e. English Language Learners*).

<u>BASIS Levels of Assessment</u>

Since the BASIS curriculum builds upon each year's academic program, student promotion to the next grade level depends upon the student passing a final assessment with at least a 60%, or letter-grade equivalent. Since this assessment is a large factor in measuring student achievement, BASIS has implemented five levels of assessment in most of its core subjects to identify early students who may be in jeopardy of failing the finish-line assessment. BASIS works with all types of learners and thus creates various opportunities for students to fill apparent gaps in their academic preparation.

All Finish-line tests, with the exception of externally generated AP and IGCSE exams are subject to a BASIS Assessment Audit. This auditing program allows the teacher to have input in the summative assessments so that they can be tailored to student needs while being held to the BASIS standard for a rigorous academic program. Moreover, as was previously explained, a teacher is assigned to create a common set of questions for each subject's assessment so that BASIS can measure and compare student progress at the different campuses. This will very important to the New School Development team as BASIS strives to close the gap between the modified academic program initially offered at BASIS DC and the excelling regular academic program at the existing schools. Each year data from these exams will be used to fine tune the plan to include an opportunity for more students to take part in the regular academic program.

BASIS DC: Assuring consistency throughout the program:

The success of the BASIS DC educational program, and of the Strategic Educational Plan laid out above, relies on BASIS DC's ability to ensure consistency in rigor of content and level of instruction across all grade levels. Each class in every grade must be held to a high standard in order to produce the exemplary learning conditions necessary for the kind of academic success BASIS DC strives for and expects. In order to assure this consistency, BASIS DC uses a comprehensive course auditing system.

BASIS Curriculum Development

The BASIS curriculum can be conceptualized as a pyramid, where 5th grade acts as the base and the exit standards act as the apex. At the top of the pyramid is an AP course for which the syllabus has been audited and deemed "college-level" by the College Board. Because of this auditing system, AP teachers know exactly what their students need to master in order to have the best chance for success in the class and on the exam. Therefore, all of the teachers who teach the students before they reach AP courses also know what they need to master by the time they get to the exit standard. The advanced standards can then be dispersed throughout the entirety of the curriculum with the only two limiting factors: 1) students need to master all material by the time they reach the AP course; and 2) the 5th grade curriculum begins at Common Core level standards.

All courses at BASIS DC undergo a thorough audit to ensure the content being taught is at or above grade level according to both the Common Core Standards and BASIS DC's rigorous internal standards. The overarching goal of the BASIS educational philosophy is to teach students at such a level that they are prepared to take and excel in advanced college courses immediately upon matriculation. In order to ensure students are on track to achieve this goal by graduation, BASIS has adopted an AP-centric Upper School curriculum. This means that many of the exit standards students must reach to graduate come in the form of AP classes. Succeeding in these courses and on the end-of-year exams that accompany them has proven to be a good indicator of success in advanced college courses. Therefore, the BASIS curriculum is built to prepare every student to take these exams in at least six different courses by the end of their 11th grade year (after which some students may choose to graduate).

When BASIS set the goal of AP exams as an exit standard, it became clear that the common conception of a student's path through high school had to be reassessed in order to achieve that goal. In many cases high school academic programs act as a disparate collection of classes only tenuously connected by academic discipline, chronology, or sequence. In math, a student's path is set by the common mathematics sequence and the grade level at which the student enters the sequence. Even if a student enters high school ready to take Algebra I, the typical one-course-per-year sequence will only take them through Geometry, Algebra II, and one year of Pre-Calculus before graduation. All BASIS students take Pre-Calculus by their 9th grade year at the latest. This gives them the opportunity to take two full years of Pre-Calculus if necessary and still master the material needed to take the AP Calculus AB exam.

In typical English curricula the path is not so cut and dry. There is a wide range of courses that fall under the heading of English/Language Arts, and often the only real connection between courses a student takes from year to year is the fact that they are considered English courses. For instance, a student can take Introduction to Composition, Shakespeare, Contemporary American Literature, and Creative Writing in four consecutive years and graduate with four credits in English at many schools.

Instead of looking at a student's academic record as a simple sum of the classes taken, BASIS DC has designed the conceptual framework of its curriculum as a periodic compounding of knowledge. The essential difference is that BASIS DC sets the exit standards first and then works backwards through the student's school years to set rigorous but attainable checkpoints that, if mastered, lead every student, irrespective of baseline knowledge or abilities, directly to the lofty exit goal.

The Audit From 5th grade to 12th grade

With the overarching goal of AP exams as a driving factor, BASIS DC audits courses with two focuses: 1) mastery of all grade-level Common Core Standards; and 2) mastery of advanced internal BASIS standards. For example, 5th grade courses covers every 5th grade Common Core Standard, but they also cover many of the 6th grade standards because BASIS teaches well beyond what is asked for in 5th grade Common Core classrooms. For 6th grade syllabi,

the audit ensure that the 6th grade Common Core Standards not covered in 5th grade are mastered, and that the course expects mastery of many of the 7th grade standards and beyond. This pattern repeats itself all the way through the curriculum, with the eventual effect of having covered the vast majority of the standards well before they are required to be covered. This is the periodic compounding of knowledge that makes the BASIS curriculum successful.

In the BASIS course auditing process, all courses are audited both as a representation of what the students learn at a particular point in time and as a small piece of a larger whole. The nature of BASIS DC's accelerated curriculum demands that most standards be addressed before the required grade level, and the syllabi audit ensures that the students are required to master each standard listed in the Common Core at or before the grade level required. The syllabi audit also ensures the cohesive vertical progression from 5th grade standards through the exit standards, resulting in a tightly connected program from beginning to end rather than a loosely related collection of standards. This topic is addressed yearly as the teachers reflect on the previous year's work to ensure the transition to the next class is seamless.

BASIS's thirteen years of experience in running an accelerated curriculum has borne both institutional knowledge and a vast library of successful syllabi. These syllabi will act as resources for BASIS DC and will be referenced extensively during the course audit system. A large sample of syllabi for both new and mature campuses is attached to this document. See *Appendix K.2. Oro Valley Syllabi 2010-11* to review the syllabi detailing each course planned during the first year of operation. *Appendix K.3. Tucson Syllabi 2010-11* contains the syllabi of the courses that will be offered when BASIS DC is a mature campus.

BASIS Syllabi Audit

The syllabi audit aligns the BASIS curriculum with the required content and standards for each grade level and within each classroom. The result is that students possess the required tools to be successful on the rigorous external assessments BASIS uses while simultaneously mastering the Common Core Standards. The syllabi audit is used to continuously refine and improve the BASIS curriculum and as confirmation that all BASIS syllabi are in compliance with both BASIS and regulatory academic requirements. The Curriculum Director, Head of School, and BASIS teachers collaborate to produce a complete curriculum in which the Common Core Standards are met at or before grade level, the rigorous internal BASIS standards are met at grade level, and each syllabus is a logical and meaningful step towards mastery of the content necessary to succeed on the external exit exams.

The Curriculum Director is responsible for the management of all curriculum development programs (e.g. Syllabi Audit Instructions, Pre- and Comprehensive Exams Instructions), the dissemination of materials, and the monitoring of their implementation. The Curriculum Director closely cooperates with other members of the BASIS Educational Group office, namely with the New Schools Curriculum Director (who is responsible for curriculum implementation in the new schools – before and during the first year of operation) and the Data Analysis Director. The Curriculum Director must envision each subject's progression through every grade, and the Head of School must implement this vision on the school level.

The Head of School guarantees the success of the BASIS curriculum by overseeing the academic results across the entire campus. The Head of School identifies best practices across all BASIS campuses and works with each teacher so that he is given proper feedback and support. As needs arise, the Head of School designates select teachers as experts in an area (such as classroom management) so that they have the opportunity to share their strengths with the rest of the staff. Although the need for many of these areas of expertise could change, all subjects have a Subject Advisor.

It is the Head of School's responsibility to identify select teachers as Subject Advisors and to approve of their responsibilities in relation to the curriculum development program. Each Subject Advisor is responsible for the syllabi audit for his specific subject at all grade levels. This initial draft for the syllabi audit is created by the classroom teacher. The classroom teacher plays the largest role in the syllabi audit process. When drafting their syllabus, BASIS teachers access past BASIS syllabi, collaborate with other BASIS teachers, and draw upon their extensive subject level knowledge. The Subject Advisors then examine the draft syllabi for content; if they detect a problem, they send the syllabus to the Curriculum Director. From there, the Subject Advisor, Curriculum Director, Head of School and classroom teacher work together to adjust the syllabus.

The Curriculum Director, Head of School, Subject Advisors, and BASIS teachers play vital roles in the BASIS syllabi audit. These staff members consider several internally and externally generated questions through the syllabi audit process. Syllabi are created so that the following questions must be answered affirmatively:

External–

1) Does the content cover the Common Core Standards? All of the Common Core Standards must be covered at or before grade level.

2) Has the course covered District testing requirements before those test dates? Teachers must account for the District tests and cover all necessary material.

3) Does the course cover material necessary for IGCSE or AP exams? Students are given the opportunity master material necessary to be successful on rigorous external exams. Vertical connections throughout the program are necessary to achieve this.

Internal–

1) Is the content sequenced logically? There must be a clear and logical progression from one content area to the next so that each class is focused and has a meaningful end goal.

2) Does the timeline correspond with students' subject knowledge? Keeping in mind that the ultimate goal is to help every student succeed, each syllabus must provide a manageable timeline for students according to their abilities.

3) Does the syllabus cover enough material? Due to the accelerated nature of the program, it is essential that each class cover enough material to prepare students for the next year.

4) Does the content fit logically in the BASIS curriculum sequence? All material should fit the class it's taught in. 6th English must connect with 5th grade Language Arts and 7th grade English. The sequences for all vertically connected classes must align.

5) Does the sequence of material align with the sequences in other classes? Certain math concepts must be taught before some science concepts can be taught. The sequences for all horizontally connected classes must align.

Standardized Tests

BASIS expects all students to take the standardized examinations mandated by the State/District in which they receive a charter. Since Departments of Education set the schedule for these exams, we include this information on the School Calendar. BASIS DC will administer the District of Columbia Comprehensive Assessment System (DC CAS) in the following subjects and grade levels:

	5th	6th	7th	8th	10th	HS
Reading	X	X	X	X	X	
Math	X	X	X	X	X	
Science	X			X		
Biology						X
Composition			X		X	

Teachers will be required to familiarize themselves with the state standards and test resources. BASIS will also require teachers to align their course syllabi to the standards prior to implementation so the students not only meet, but far exceed the standards.

The assessment results will be monitored closely by the Head of School. School Directors and teachers work proactively with students to make sure that they receive the support services necessary to be successful on these standardized assessments early in the school year. Often a new BASIS school will have students enter the program with a wide variety of academic levels and organizational skills. Since BASIS will collect several pieces of data on

these students during the registration process, the school will be able to modify the curriculum and create before or after school tutoring programs or refer students to PEAK programs to support the students who require additional instruction.

Beginning in its third year, BASIS DC will implement the University of Cambridge's IGCSE exams in lieu of end-of-year 8th grade Comprehensive Exams in certain subjects. BASIS teaches at the highest international levels; therefore, the IGCSE program will be adopted as a curricula modification for the 6th-8th grade program as soon as BASIS DC students are prepared. The school will mold the Middle School program in such a way that all BASIS students are ready to take IGCSE board exams in most core subjects by the end of their 8th grade year.

As part of the graduation requirements, BASIS DC will require all students take a minimum of eight College Board-sponsored AP courses and sit a minimum of six AP exams. Final grades on these AP exams factor into students' final course grades. Because BASIS requires students to take a certain number of AP exams in 9th, 10th and 11th grade, the school covers the cost of these exams for its graduates.

b. Gateway Measures

Beginning in sixth grade, students must not only pass the course with at least a 60% or grade equivalent, but also pass the comprehensive exam (i.e., finish-line exam) in order to be promoted to the next grade level. This will allow for the teacher in the subsequent course to know that students entering their class have mastered a set of standards necessary to advance their knowledge to the next level of sophistication. In the event a student does not meet the criteria for promotion to the next grade level, there are opportunities for middle school students to work during the summer to master the information required for grade advancement. BASIS believes that the middle school years are the time to teach students that mastery of material is important to their future academic success.

By the ninth grade, the criteria for promotion will change so that the students must earn specific course credits and fulfill a set of extensive requirements (e.g., earn a score of a 3 or higher on at least one AP exam) to graduate from BASIS DC. Students gain extensive training in the middle school program which ensures they are ready for the demands of a challenging high school program. In the case that a student fails to earn a course credit, the Upper School Director would work with the students to create an individual academic plan to help guide them to meet one of the levels of graduation. Because BASIS students often fulfill all the graduation requirements by 11th grade, a system of graduation levels has been created where students can earn academic recognition for AP Excellence, Honors and High Honors. These recognition programs give BASIS students an advantage when applying to the college program of their choice.

Middle School Grade Advancement Requirements

In order to advance to the next grade level at BASIS DC, students will be required to fulfill the following grade advancement conditions:

- Pass all comprehensive examinations
    - Receive a grade of 60 percent or higher in all core subjects: English, mathematics, history, physics, biology, chemistry, and foreign language.

- Pass all subjects:
    - Final grade of 60 percent or higher in all non-exempt subjects (including core subjects);
    - Final grade of Pass or Superior in all exempted subjects; and
    - If the Cumulative Course Grade is below 60%, the school reserves the right to ask the student to complete additional work before granting promotion to the next grade, irrespective of the student's results on comprehensive exams.

Upper School Grade Advancement Requirements

In order to advance to the next grade level, students will be required to fulfill all grade advancement conditions:

To advance from grade 8 to grade 9, students must:

1. Pass all comprehensive examinations. Student must earn a grade of D- or higher on comprehensive exams in all core subjects: English, math, history, biology, chemistry, physics, economics, and foreign language;

2. Earn a Cumulative Course Grade of D- or higher in all courses;
3. Earn a Final Course Grade of D- or higher (including courses with a comprehensive exam and elective courses);
4. Pass the Project course with a Pass or Superior grade.

To advance from grade 9, 10, or 11 to the next grade level, students must:

1. Receive full credit for all courses in which they were enrolled during the school year;
2. Earn a Cumulative Course Grade of D- or above for all classes;
3. Pass all Final Exams with a grade of D- or above, or score a 2 or above on all Alternative AP Exams;
4. Earn a Final Course Grade of D- or above for all classes;
5. Earn a Pass or Superior grade in the Project course;
6. Complete the required number of AP exams.

Students who fail any of the above conditions will not qualify for promotion status. To remedy a student's promotion status, students will have the option of completing summer projects, retaking the necessary exams, and fulfilling other requirements necessary to demonstrate mastery of the material.

Individual Academic Plan:

Students on an Individual Academic Plan:

- Are not guaranteed to graduate within four years since they may not have completed all of the prerequisites needed to take subsequent courses;
- Take a course load proposed by the College Counselor and approved by the School Director; and
- Are eligible only for regular Graduation (they cannot graduate early, with honors, or with high honors).

The School Director, based on the recommendation of the College Counselor, may modify elective requirements and/or the time line for fulfillment of core requirements. In all cases, however, the course requirement list must be, at minimum, in compliance with BASIS Early Graduation requirements. The BASIS graduation requirements are listed in Appendix K.

c. Leading Indicators:

BASIS has an administrative assistant who works closely with the Heads of School to monitor daily attendance. BASIS seeks to raise academic expectations and create a school environment and culture that pushes students to reach their highest academic potential. In the early years teachers and student support staff work with students to build a sense of personal responsibility for their education. As students progress through the grade levels, they become models for younger students and help create a culture of positive peer pressure which reinforces personal responsibility, good study habits, organization, work ethic, and an overall sense that learning is exciting, rewarding, and worthwhile. If this is done properly, students will attend school every day, and re-enroll each year, as they do not want to miss out on the educational experience.

While BASIS works to provide positive reinforcement to shape student behavior, in order to emphasize student responsibility for learning it may also impose consequences for students with excessive absences or tardiness. If a student accumulates excessive absences jeopardizing the student's academic success he/she must meet with the School Director who will determine corrective action. Tardiness causes a student to miss significant instructional time, and often causes a disruption to the learning environment; therefore, the School Director reserves the right to take discipline action against a student any time he/she is tardy. BASIS DC will focus on corrective action first, and impose consequences as a last resort for chronically tardy or absent students.

4. Support for Learning

a. Parent Involvement

Building Family-School Partnerships

Traditionally, public schools serve a small community of people who live in relatively close geographic proximity to one another. The natural support systems that develop in the neighborhoods of DC help support the students through their school years. Because students will come from all corners of the District to attend BASIS DC, they will not naturally have the neighborhood support they might come to expect of their local school. Therefore, the Parent Support

Organization will be essential in helping BASIS build that same sense of community within its walls. The BASIS DC Parent Support organization will help raise money for school activities and will be very involved in the social programs offered at BASIS, tailoring the programs to the needs and interests of the students and the community. In the past, existing BASIS Parent Organizations have secured guest speakers to speak with students about sexual education, internet bullying, and drug abuse prevention. They often organize school dances or other school-wide activities for students, parents, teachers, and staff. At the beginning of the school year, BASIS DC parents will be instrumental in organizing transportation, creating opportunities for new parents to meet each other, and building a sense of family and community. This level of involvement will build strong ties between BASIS families and the school, and will be the a critical part of the foundation for student success.

This close relationship will extend all the way to the governance of the school, as the Parent Support Organization will be closely connected to the BASIS DC Board of Trustees. Two parent representatives will sit on the BASIS DC Board of Trustees, and thus the parents will have a direct line to BASIS DC policies and procedures.

Parent Training
Prior to the child's enrollment, parents will participate in an average of two informational sessions. These sessions may educate parents on the specific expectations BASIS has for students and parents, or they may allow for a discussion with teachers in order to learn helpful strategies for transitioning into the BASIS program. Either way, the purpose will be to involve the parents in a meaningful partnership with BASIS DC and to train them on how to best support their child's education. After enrollment, Parent-Teacher Meetings and Open Houses will continue to develop the relationship between the parents/guardians and the school by allowing parents/guardians the opportunity to speak directly to the teachers about their children's progress.

Parental Involvement
After a child has enrolled in school, BASIS DC will be proactive about informing students and parents about school business. School calendars, Upcoming Event calendars, teacher biographies, and examples of student achievements will be posted on the school website, and will offer the parents a chance to know what is happening in the school community and encourage involvement. As described in *Section C.2.e. Use of Volunteers*, BASIS parents will be encouraged to be active in volunteer activities, ranging from arranging student public transportation groups to assisting with school lunches.

Parent Communication
Students will be required to keep an assignment notebook which will allow parents to check that homework assignments are completed daily, weekly, and monthly. Students will also receive formal Grade Reports at designated times throughout the year, offering parents a formal assessment of their children's progress. At the end of each grading period, parents will be invited to campus for awards ceremonies to celebrate student achievement. In between formal assessments, the Parent-Teacher Meetings and Open Houses will allow parents to communicate directly with the teachers, and Parent-Director meetings will allow the parents to speak directly to the administration. BASIS DC will be committed to communicating clearly and effectively with parents.

b. Community Participation:

Washington, DC has a wealth of academic resources, and cultural and intellectual assets that will provide hands on experience to complement BASIS curriculum. For example, the Museum of Natural History will provide a vivid backdrop to students studying World History I and II. Establishing partnerships with embassies will provide opportunities for guest lecturers who can bring the world to the students in the classroom. The proximity of government representatives and their staff members will be valuable to students studying American Government.

Community Relationships
Before even opening its doors, BASIS DC has cultivated strong community relationships led by the Committee to Bring BASIS to DC. This active and engaged group is comprised of parents, educators, business leaders, artists, and community activists. BASIS DC will establish strong relationships with parents/guardians of students, neighborhood groups and community organizations involved in the lives of students. For a more detailed explanation of BASIS DC's plans to build community relationships, please see *Section B.5.a Outreach to the Community*.

Community Partnerships
The PEAK Program (Partnership for Educational Assistance for Kids) will be the umbrella organization of outreach and academic support for students. Below are some of the organizations the Committee and BASIS have made outreach to and gained collaboration from:

Community Partner	Activity	How It Builds School Capacity
For the Love of Children (FLOC)	Neighborhood Tutoring Program	Lifts students to grade level.
Higher Achievement	After School and Summer academic program beginning in 5th grade	Cultivates academic skills, social skills and leadership development
Lifting Voices	Teach underserved young people thinking skills through writing	Provides emotional support to young people and teaches writing skills

c. School Organization and Culture:

The school year (180 days) is comprised of two or three terms, depending on the grade level:
Grade 5: Academic Term and Project Term (No Comprehensive Exams)
Grades 6 through 11: Academic Term, Review Term, and Project Term
Grade 12: Academic Term, Senior Project Term, and Senior Project Presentation

During the Academic Term, students will follow a regular academic schedule, divided into 5 grading periods in the Middle School and trimesters in the Upper School.

During the Review Term, students will review for AP exams, final exams, and comprehensive exams.

During the Senior Project Term, students graduating with High Honors will complete their Senior Project, which will include preparing a *Senior Project Presentation*. Students will choose a discipline in which they have completed a Capstone course, and they will design a research-based project as the culmination of their studies. Projects may include lab work or internships and must have an academic focus. The Senior Projects will occur during the third trimester and will afford the students an opportunity to guide their own examination of a subject of their choosing.

During the Project Term, students will work on interdisciplinary projects in multi-grade groups. The goal of the projects will be to challenge students to become cooperative learners and to function as a team. Grade 11 students will work with the teachers during Project Term as project assistants in order to foster in them a sense of leadership and responsibility.

d. Extracurricular Activities:

According to the School Reform Act, BASIS DC will not, "with respect to any student other than a nonresident student, charge tuition, impose fees, or otherwise require payment for participation in any program, educational offering, or activity that enrolls students in any grade from kindergarten through grade 12 or is funded in whole or in part through an annual local appropriation" (*School Reform Act* Section 38-1802.04.c.2). In the case of any "field trips or similar activities," BDC will strive to produce supplemental funding sources such as student fees, parent contributions, outside donations, and tax credits to support the program. This will ensure that BASIS DC's per pupil revenue goes directly into the classroom. This line item has been removed. *Please refer to Appendix F.1. Revised Budget*.

BASIS DC will make every attempt to offer clubs and extracurricular activities that align with the students' interests. Each existing BASIS campus offers a wide array of opportunities to explore interests in the Fine Arts, Sports, Academic Competitions, School Leadership and Community Service. Although these offerings often differ slightly from campus to campus due to varying student interests, BASIS DC will follow the existing model of providing students the chance to participate in extracurricular activities of their choosing.

The clubs and extracurricular activities offered at BASIS Tucson during the 2010-11 school year are provided below as for reference.

Band	National Junior Honor Society
Chess Club	Philosophy Club
Chinese Club	Piano
Comedy Club	POWER
Drama	Recycling/Environmental Services Community Services Club
Enviroclub	Robo-Rocketry
Filmmaking Club	Science Bowl
Flag Football	Spanish Club
French Club	Strings
Guitar	Tennis
Journalism	Theatre
Magazine of Literature and Arts	Volleyball
National Honor Society	Yearbook

e. Safety, Order, and Student Discipline

BASIS school's academic rigor and high expectations for student learning require an environment which is free from disruption and fosters mutual respect among students and staff members. To accomplish this, BASIS has developed clear rules concerning student behavior which will be enforced without discrimination on the basis of gender, religious belief, ethnic background, nationality, or disability. BASIS schools have developed a code of conduct based on five key principles of behavior:

1. Promote respect for fellow students and staff members: All students are expected to behave in a respectful manner toward themselves, other students, staff, and property. In particular, the school adheres to a **zero tolerance** policy toward any language or behavior that intimidates, belittles, or causes physical or emotional injury to others.

2. Promote respect for all individuals: BASIS strives to provide an environment where all students feel comfortable and thrive. For this reason, certain behaviors are strictly prohibited on school premises. These include, but are not limited to, the use of derogatory statements in reference to race, sexuality, ethnicity, culture, or religious background.

3. Promote individual responsibility and responsibility for community: BASIS holds each student individually responsible for his or her own language and actions.
4. Provide a safe environment for students: BASIS staff and students work together to ensure a safe environment for all community members and any potentially dangerous situation is immediately reported to school officials.

5. Provide a disruption-free educational environment. BASIS will provide students with the kind of distraction-free learning environment that is necessary to achieve academic excellence.

BASIS General Rules of appropriate behavior

- Compliance with all federal, state, and local laws;
- No possession of any kind of weapon or any item simulating a weapon;
- No possession, use, or attendance under the influence of tobacco products, drugs, unauthorized prescription medication, alcohol, or any other dangerous, illegal, or controlled substance;
- No physical aggression against or abuse of persons or property (including abuse of Communication Journal—e.g., no removing of entries or pages);
- No sexual advances, derogatory or suggestive comments about one's own or another individual's sexual orientation;
- No display of sexually suggestive objects or pictures;
- No public display of intimate affection (e.g., hugging, kissing, lap-sitting);
- No use of profanity or verbal abuse of any persons;
- No harassment or bullying;
- No gum chewing is permitted anywhere on school premises;
- No possession or unauthorized use of matches or lighters and explosive materials;
- Compliance with all written rules and procedures provided and/or posted throughout the school's premises including the emergency procedures;
- Compliance with verbal directions of staff members;

- Arrival at class or at any required school activity on time and appropriately equipped;
- Attendance at all scheduled classes and all required school activities;
- Reporting immediately to school personnel another school community member's actions and/or words believed to violate the school's disciplinary policy;
- Students are permitted to sell products on school grounds ONLY as a part of the school program.

Consequences of a Discipline Violation may include, but are not limited to, the following disciplinary actions:

Non-Suspension Disciplinary Actions

Classroom Discipline: Each teacher will have his or her own classroom discipline procedure, which is in accordance with BASIS school policies. These procedures will be clearly defined in course syllabi.

- **Restriction**: The student will be required to immediately (or in the time interval indicated by a staff member) report to the school office for disciplinary action. The School Director will then:
    - Inform the student of the school policies he/she violated;
    - Invite the student to explain his/her understanding of the event and instruct him/her on disciplinary due process;
    - Decide the remedy and/or the disciplinary consequences:
        - Warning –There is no requirement to inform the parent about this action.
        - Minor consequences – Including, but not limited to: Warning plus additional Exclusion for more than one school period; a request to perform additional academic or school service activities during Exclusion; one time Exclusion from an extracurricular activity; written notice sent home regarding the Discipline Violation.
        - Major consequences – Short Term Suspension (see below).
        - Severe consequences – Long Term Suspension or Expulsion (see below).

Suspension and Other Disciplinary Actions

Short-Term Suspension (1-9 school days): During Sort-Term Suspension, the student must remain away from classes and other school activities. In some extreme cases the School Director may decide the student will not be allowed to come to campus at all during his or her Short-Term Suspension. Suspended students must make up missed assignments to receive credit for them. Upon returning to school the student will be required to deliver all finished assignments he/she received during the suspension and coordinate any make-up tests or quizzes with the teacher of each subject.

When the School Director decides to impose Short-Term Suspension, a suspended student's parent/guardian will be informed of the suspension by telephone, in writing, or in person. The School Director may postpone the final decision regarding the length of suspension due to any pending incident investigation. A student suspended pending the result of a disciplinary investigation will be supported in his or her efforts to keep up with homework assignments and will be allowed credit for made-up work. If a student is subsequently found not guilty of a Discipline Violation, or the violation proves to be significantly less serious than suspected, he or she will be allowed the opportunity to make up and receive credit for missed assignments.

Once the incident investigation is completed, a conference between the School Director and the parent/guardian will be required before the student is allowed to return to class.

Long-Term Suspension (At least 10 school days): The student must remain away from school premises, classes, and all other school activities for a period of at least 10 school days. Long-Term Suspension does not excuse the student from academic work assigned during the term of suspension. To receive credit for assignments missed during a Long-Term Suspension, students suspended at least 10 school days will be required to complete missed assignments after returning to school. The student must follow the same procedure to secure make-up assignments as he or she would for a Short-Term Suspension. The student might be required to come to school after regular hours to sit exams and quizzes during his or her Long-Term Suspension.

Prior to any Long-Term Suspension, the student will be placed on Short-Term Suspension and the rules for Short-Term Suspension will be invoked. During this time the School Director will conduct an investigation of the incident. Once the incident investigation is completed, a conference between the School Director and the parent/guardian will be required before the student is allowed to return to school. The investigation of the incident may also result in the School Director's recommendation to expel the student.

Expulsion: BASIS will permanently withdraw the student's privilege of attending the school.

Any student Expulsion will be initiated at the recommendation of the School Director and will require the approval of an Ad Hoc Disciplinary Board, which will make the final decision. Until the Ad Hoc Disciplinary Board makes its final determination, the student and school will follow the procedures implemented for a Long-Term Suspension. The student's parent/guardian shall receive written notification of the recommendation for Expulsion and shall be invited to attend the Disciplinary Board meeting, at which the final determination will be made.

Contact of Local Law Enforcement Authorities: If any student is considered an immediate threat to him or herself or others, or engages in conduct required by the law to be reported to the Law Enforcement Authorities, the School Director will contact local law enforcement.

Possible Disciplinary Decisions

Disciplinary decisions in each individual case will be made at the discretion of the School Director. These disciplinary decisions will depend upon the nature and severity of the infraction and other pertinent circumstances. All disciplinary decisions will be made with the best interest of the BASIS DC community in mind.

f. Professional Development for Teachers, Admin, and Other Staff

BASIS DC will strive to create a culture of ongoing professional development in which the teachers are accountable for improvement. The BASIS Best Practices program will provide teachers with opportunities to observe their students when taught by other teachers and to learn classroom management and instructional strategies from their peer teachers. Teachers may be required to participate in any number of Best Practices, including the observation of a single group of students throughout the day, the observation of classes in one subject but at various grade levels, or the observation of classes at a different BASIS school. These requirements may differ based on the teacher's experience or past performance, but all BASIS teachers will be required to participate in the Best Practices program to some extent. Since all BASIS teachers are continuously observed during the school year by school managers or through the Best Practice program, teacher effectiveness is constantly being monitored. In addition to Best Practices, BASIS teachers also participate in AP training and summer training sessions (see *Section A.2.c. Methods of Instruction*), and other professional development opportunities.

g. Structure of the School Day and Year

School Calendar
Each year, BASIS schools propose a school calendar, comprised of 180 school days, which is distributed to parents and teachers for comment and review. Once the comments are taken into consideration, the proposed school calendar is presented to the Board of Directors/Trustees for approval. The 2010-11 school calendar for BASIS Scottsdale is presented below as an example.

Calendar - BASIS SCOTTSDALE 5-7th Grade 2010 / 2011

August-10

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						Σ
School Days					17	17

September-10

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						Σ
School Days					21	38

October-10

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						Σ
School Days					19	57

November-10

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						Σ
School Days					18	75

December-10

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						Σ
School Days					13	88

January-11

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
						Σ
School Days					20	108

February-11

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						Σ
School Days					19	127

March-11

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						Σ
School Days					18	145

April-11

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						Σ
School Days					20	165

May-11

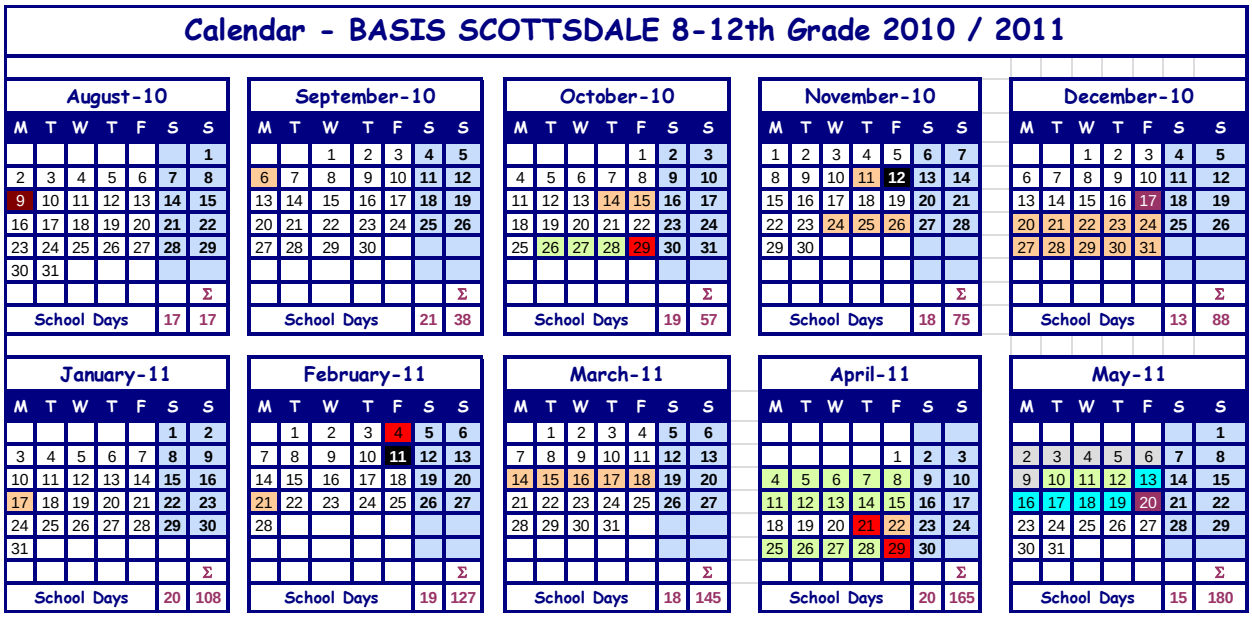
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						Σ
School Days					15	180

AUGUST	
Start of Fall Session- Early Release	August 9
Start of GP 1	August 9
SEPTEMBER	
Labor Day Holiday	September 6
End of GP 1	September 24
Start of GP 2	September 27
OCTOBER	
Grade Report 1 goes home	**October 1**
Fall Break	October 14-15
NOVEMBER	
Veteran's Day	November 11
End of GP 2	November 12
Start of GP 3	November 15
Grade Report 2 goes home	**November 19**
Thanksgiving Break	Nov 24 - 26

DECEMBER	
Winter Break - Early Release	Dec 17
Winter Break	Dec 20 - Dec 31
JANUARY	
Pre-comp Review	Jan 3 - 7
Pre-Comp Exams	Jan 10-11
Martin Luther King Day	Jan 17
End of GP 3	Jan 21
Start of GP 4	Jan 24
Grade Report 3 goes home	**Jan 28**
FEBRUARY	
President's Day	February 21

MARCH	
End of GP 4	March 4
Start of GP 5	March 7
Grade Report 4 goes home	**March 11**
1st Spring Break	March 14-18
APRIL	
A MS Testing	April 11-29
2nd Spring Break	April 22
6 and 7 grade End of GP 5 (Core courses ONLY)	April 29
MAY	
6 and 7 grade Comp Review	May 2 - 9
6 and 7 grade Comp Exams - Early Release	May 10 - 12
5 grade End of GP 5 and 5-7 grade non core courses	May 9
Project Sessions - Early Release	May 13-19
Last Day of School - Early Release	May 20

*** Date are subject to change**



August	
Start of Fall Session- Early Release	August 9
Start of Trimester 1	August 9
September	
Labor Day Holiday	September 6
October	
Fall Break	October 14-15
High School AIMS - retake (11th grade)	Oct 26-28
End of Trimester 1	October 29
November	
Start of Trimester 2	November 1
Veterans' Day	November 11
Trimester 1 Report goes home	**November 12**
Thanksgiving Break	November 24 - 26

December	
Winter Break - Early Release	December 17
Winter Break	December 20 - 31
January	
Martin Luther King Day	January 17
February	
End of Trimester 2	February 4
Start of Trimester 3	February 7
Trimester Report 2 goes home	**February 11**
President's Day	February 21
March	
Spring Break 1	March 14-18
HS A MS (10th, 11th)	March 1 -2

April	
Spring A MS/Stanford	April 4-29
End of Trimester 3 (9th-11th)	April 21
2nd Spring Break	April 22
AP Review	April 26-29
Final Exams (9th-11th)	April 26-29
End of Trimester 3 (8th)	April 29
May	
Comp Exams Review (8th)	May 2-9
AP Exams	May 2-13
Comp Exams (8th) - Early Release	May 10-12
Project Term - Early Release	May 13-19
Last Day of School - Early Release	May 20

***Dates are subject to change**

Middle School: School Year Organization

For students in grades 5 through 7, the school year includes the Academic Term, the Review Term, and the Project Term.

- During the **Academic Term**, students follow the regular school schedule. The Academic Term is divided into five grading periods for students in grades 5 through 7.
- A minimum of five school days before comprehensive exams, there is a **Review Term** for students in grades 6 and 7. Students in grade 5 are exempt from these exams, except for students in Algebra 1, and therefore do not participate in the Review Term.
- During the **Project Term**, students work on multidisciplinary projects in multi-grade groups. The goal of the projects is for students to learn to work cooperatively towards a goal.

Middle School: School Day Organization

The school day is divided into two parts: the Instructional Program and the Extracurricular Program.

Instructional Program

The Instructional Program has a total of 180 instructional days consisting of seven 50-minute class periods and a lunch break. Student support opportunities within the instructional program include:

Tutoring and Homework Assistance (THA)

The Tutoring and Homework Assistance Program (THA), which supports the Instructional Program, consists of Teacher-Student Hours and the Peer Tutoring Program.

Teacher-Student Hours

Teachers will hold 50 minutes of student "open door time" per week and in which they will be available to the students, regardless of whether or not students show up. This will provide BASIS DC students time for individual tutoring and an opportunity to work closely with their teachers in a more focused setting.

The Peer Tutoring Program

The Peer Tutoring Program will give students additional opportunities to review or catch up on school assignments. Students who excel in certain subjects will be selected as Peer Tutors and will be available before or after school to help struggling students.

Extracurricular Program

The Extracurricular Program will also support the Instructional Program. It will consist of the Early Bird and Late Bird Programs, which will take place before and after the Instructional Program, respectively.

Early Bird Program

The Early Bird Program will serve parents/guardians who need to drop off their students early. A staff member will supervise students in a designated area at the school. The supervisor of the Early Bird Program will monitor the safety and general well-being of students in the program; however, no organized instruction or recreation will be provided.

Late Bird Program

The Late Bird Program will serve parents/guardians who cannot pick up their students immediately after school. Participants will be supervised by a staff member in a designated area of the school.

BASIS DC Middle School students will also have the opportunity to participate in a wide range of voluntary extracurricular activities such as academic competitions, arts, or sports (see *Section A.4.d Extracurricular Activities*).

Middle School Daily Schedule

The BASIS DC School Day calendar will be determined based on feedback from prospective parents and students; however, an example of the Middle School daily schedule at an existing BASIS campus is presented below as an example.

	5th Grades	
1	7:40 AM	8:30 AM
2	8:35 AM	9:25 AM
3	9:30 AM	10:20 AM
Lunch	10:25 AM	10:55 AM
4	11:00 AM	11:50 AM
5	11:55 AM	12:45 PM
6	12:50 PM	1:40 PM
7	1:45 PM	2:35 PM
LB	2:40 PM	3:30 PM

	6th Grades	
EB	7:40 AM	8:30 AM
1	8:35 AM	9:25 AM
2	9:30 AM	10:20 AM
3	10:25 AM	11:15 AM
Lunch	11:20 AM	11:50 AM
4	11:55 AM	12:45 PM
5	12:50 PM	1:40 PM
6	1:45 PM	2:35 PM
7	2:40 PM	3:30 PM

	7th Grades	
EB	7:40 AM	8:30 AM
1	8:35 AM	9:25 AM
2	9:30 AM	10:20 AM
3	10:25 AM	11:15 AM
4	11:20 AM	12:10 PM
Lunch	12:15 PM	12:45 PM
5 (elec)	12:50 PM	2:00 PM
6	2:05 PM	2:55 PM
7	3:00 PM	3:50 PM

Upper School: School Year Organization
The school year is comprised of three terms:

Grades 8 through 11: Academic Term, Review Term, and Project Term
Grade 12: Academic Term, Senior Project Term, and Senior Project Presentation

<table>
<tr><th colspan="4">Upper School Year Organization</th></tr>
<tr><td colspan="2">8th grade – 11th Grade</td><td colspan="2">12th grade</td></tr>
<tr><td rowspan="3">Academic Term</td><td>1st Trimester</td><td rowspan="2">Academic Term</td><td>1st Trimester</td></tr>
<tr><td>2nd Trimester</td><td>2nd Trimester</td></tr>
<tr><td>3rd Trimester</td><td colspan="2">Senior Project Term</td></tr>
<tr><td colspan="2">Review Term</td><td colspan="2" rowspan="2">Senior Project Presentation</td></tr>
<tr><td colspan="2">Project Term</td></tr>
</table>

- During the **Academic Term**, students will follow a regular schedule, divided into trimesters.
- During the **Review Term**, students will review for AP exams, final exams, and comprehensive exams.
- During the **Senior Project Term,** students graduating with High Honors complete their Senior Project, which includes preparing a Senior Presentation. The Senior Projects occur during the third trimester and afford the students an opportunity to guide their own examination of subjects of their choosing.

Upper School: School Day Organization
The School Day is divided into two parts: the Instructional Program and the Extracurricular Program.

Instructional Program
The Instructional Program will consist of a morning elective period, six core courses periods, and an afternoon elective period. The Instructional Program will be supported by Teacher-Student Hours and the Peer Tutoring Program.

<table>
<tr><th>Extracurricular Program</th><th>Instructional Program</th><th>Extracurricular Program</th></tr>
<tr><td>Morning Elective Period</td><td rowspan="2">Core Periods and Lunch</td><td>Afternoon Elective Period</td></tr>
<tr><td>Academic Electives and General Electives</td><td>Academic Electives and General Electives</td></tr>
</table>

Teacher-Student Hours
Teachers will hold 50 minutes of student “open door time” per week and in which they will be available to the students, regardless of whether or not students show up. This will provide BASIS DC students time for individual tutoring and an opportunity to work closely with their teachers in a more focused setting.

The Peer Tutoring Program
The Peer Tutoring Program will give students additional opportunities to review or catch up on school assignments. Students who excel in certain subjects will be selected as Peer Tutors and will be available before or after school to help struggling students.

Extracurricular Program
BASIS DC Upper School students will have the opportunity to participate in a wide range of voluntary extracurricular activities such as academic competitions, arts, or sports (see *Section A.4.d Extracurricular Activities*). Extracurricular activities will be scheduled before and after the Instructional Program.

Upper School Daily Schedule
The BASIS DC School Day calendar will be determined based on feedback from prospective parents and students. An example of the Upper School daily schedule at an existing BASIS campus is presented below as an example.

0: Electives	7:40 AM	8:30 AM
1	8:35 AM	9:25 AM
2	9:30 AM	10:20 AM
3	10:25 AM	11:15 AM
4	11:20 AM	12:10 PM
Lunch M, W,F	12:15 PM	12:45 PM
Lunch Tu,Th		1:05 PM
5 M, W,F	12:50 PM	2:00 PM
5 Tu,Th	1:10 PM	
6	2:05 PM	2:55 PM
7:Electives	3:00 PM	3:50 PM

0: Electives	7:40 AM	8:30 AM
1	8:35 AM	9:25 AM
2	9:30 AM	10:20 AM
3	10:25 AM	11:15 AM
Lunch	11:20 AM	12:10 PM
4	12:15 PM	1:05 PM
5	1:10 PM	2:00 PM
6	2:05 PM	2:55 PM
7:Electives	3:00 PM	3:50 PM

0: Electives	7:40 AM	8:30 AM
1	8:35 AM	9:25 AM
2	9:30 AM	10:20 AM
3	10:25 AM	11:15 AM
4	11:20 AM	12:10 PM
5	12:15 PM	1:05 PM
Lunch	1:10 PM	2:00 PM
6	2:05 PM	2:55 PM
7:Electives	3:00 PM	3:50 PM

B. Business Plan
1. Planning and Establishment
a. Profile of Founding Group

Profile of the Founding Group

The driving force behind the creation of BASIS DC is the shared vision of the founding committee members. The Committee to Bring a BASIS to DC is a group of individuals who are committed to highly rigorous K-12 education and who have joined together to bring a nationally ranked, open enrollment school to Washington, DC.

As longtime advocates for improving education, the committee has the benefit of its members' expertise in middle school and high school instruction, curriculum development, comparative global education standards, standards development, assessment and data analysis, financial and business management, non-profit organizational management, marketing, college admissions procedures and standards, law, fundraising, community activism and support, and grassroots parental involvement.

The founding group represents a well-balanced team whose years of experience in various aspects of education and education reform has guided and will continue to guide the development of BASIS DC. By helping to adapt the BASIS educational standards, assessment mechanisms, and school policies to the unique environment of DC, and by providing input and assisting in the charter application review process, members of the founding committee have been and will continue to be instrumental in the planning process behind BASIS DC. Moreover, their significant insights will undoubtedly inform Best Practices at BASIS campuses throughout the country.

Mary Siddall – Chair

Mary Siddall is passionate both about the education of her children and greater educational opportunities for all children and has been involved in the national school reform debate for most of her adult life. She ran the No Excuses Campaign, a national marketing effort that showcased high-performing, high-poverty schools, and on the side wrote many fundraising proposals for various charter schools and school choice groups. She became active locally when her oldest child, who is now in sixth grade, went to Kindergarten. She lives in Ward 1 off 14th and U with her husband and three children (one in a traditional public school and two in charter schools). Mary is a board member of DC School Reform Now and the Fillmore Arts Center, an advisory board member and founder of America's Future Foundation, and a church school teacher at St. John's, Lafayette Square. She graduated with a B.A. in Humanities from

Washington College and did graduate work in philosophy at the Catholic University of America. Ms. Siddall is the mother of three school age children.

Robert A. Compton – Vice Chair

Bob Compton has had several careers over the past 30 years – IBM Systems Engineer, Professional Venture Capitalist, Angel Investor, President/COO of NYSE Company, Entrepreneur and Filmmaker. He brings to the committee expertise in business, financial management, international educational systems, and experience in non-profit governance.

As an entrepreneur, angel investor and professional venture capitalist, he has been active in over 30 businesses including software, telecommunication services, healthcare services and medical devices. As President/COO of Sofamor Danek, he led the largest spinal medical device company in the world. As a filmmaker, he created, produced and financed the groundbreaking documentary series "Two Million Minutes." Mr. Compton holds an Honorary Doctorate from the Rose-Hulman Institute of Technology. He has served on over a dozen non-profit organizations, including as a Trustee of the Kauffman Foundation, a $1.8 billion foundation dedicated to accelerating entrepreneurship. He received his Master's in Business Administration from Harvard University Graduate School of Business and his Bachelor of Arts from Principia College.

Bob Compton has a rather unique relationship to BASIS. He first became acquainted with BASIS schools in October of 2008 when he was invited to screen his first film "Two Million Minutes: A Global Examination" to audiences of BASIS Tucson and BASIS Scottsdale students, parents, and community members. The documentary contrasted students' hard charging attitudes toward high school in India and China against the blasé attitudes of students in the United States. The documentary makes the point that the difference in our educational systems portends poorly for continued economic prosperity in the U.S. After spending time sitting in on classes and visiting with students, parents, and teachers at BASIS, Bob , having observed schools around the world, believed he had found " one of the best school in the world" in a most unlikely place; Tucson Arizona. Compton followed up by sending a crew to Arizona and the result was a film about BASIS Schools entitled "Two Million Minutes: The 21st Century Solution" which hailed BASIS as a solution to the poor showing of American students compared to their international peers.

A. Graham Down

A. Graham Down brings to the committee expertise in high level curriculum content, assessment, teaching, administration of a non-profit organization, and fundraising. He became Executive Director of the Council for Basic Education (CBE) in 1974 and served as President from 1990 until his retirement in 1994, when he was named President Emeritus. Mr. Down was the Council's principal emissary to diverse audiences across the country and has appeared frequently on radio and television. He was responsible for the development of all CBE activities, for securing funds to underwrite them, and for overseeing the operations of the Council. Subsequent to his retirement from CBE, Mr. Down has been a consultant to a number of organizations, including the Phi Beta Kappa Society, the National Writing Project, the Council of Chief State School Officers, the National PAIDEIA Center, Project SEED, the Concord Review, the Environmental Literacy Council, and the National Science Teachers Association. For the past 10 years, he has served as Chairman of the Advisory Committee to the Davies-Jackson Scholarship program at St. John's College, Cambridge. He also serves at Editor-at-Large of Young Arts Magazine, a quarterly publication of the National Foundation for Advancement in the Arts.

In addition, after retiring from CBE, Mr. Down has served as a fund-raising consultant to a number of organizations, including the American Academy for Liberal Education, Music Educators National Conference, American Council on the Teaching Foreign Languages, and the International Baccalaureate, raising approximately half million dollars from various sources – individual, corporate, private, and governmental.

He has also acted as the Search Consultant to the Board of Directors of the National Foundation for Advancement in the Arts (NFAA) to find NFAA's new President, to find a new Executive Director for the Council for Educational Development and Research, and for the Appalachian Educational Laboratory.

Prior to coming to Washington, Mr. Down was a history instructor, Chairman of the Music Department, and master-in-charge of the Upper School at Lawrenceville School. He then became assistant, associate and acting director of the College Board's Advanced Placement Program. After a stint at Bradford College as assistant to the President, he returned to the College Board as assistant director of the program series for the New England regional office.

An accomplished musician, Mr. Down has directed choirs and played the organ at a number of churches, including 20 years as director of music at Western Presbyterian Church, Washington, DC. He is currently Master of Music at Epiphany Catholic Church in Washington. He serves on the Board of Directors of NFAA and the Academy of Learning Through the Arts.

A native of England, Mr. Down graduated from both Oxford and Cambridge Universities with degrees in history, education and music. He became an American citizen in 1964 and is a resident of Washington, DC.

Nick Fleege

Nick Fleege brings to the committee an expertise in instruction, knowledge of the BASIS model used in other BASIS campuses, experience in replicating the BASIS model, and has five years of classroom experience. Nick Fleege earned a Bachelor of Science in Mechanical Engineering from the University of Illinois. He taught in Southwest and Central Phoenix for three years as a member of Teach for America before becoming a part of the BASIS team in 2008. Upon joining the BASIS faculty, Mr. Fleege taught Physical Geography and Algebra at BASIS Scottsdale and Robotics and Algebra at BASIS Tucson's middle school. In April of 2010, Mr. Fleege became involved in all aspects of opening a new school and helped ensure BASIS Oro Valley would successfully open in August of 2010. In the wake of BASIS' success in Oro Valley, Mr. Fleege was named Director of New School Development. In this position, he is responsible for all activities related to opening new BASIS Schools. As a founding committee member, Mr. Fleege will also be able to learn about the special needs of DC students and parents from founding committee members who are DC residents which will provide valuable insight to the BASIS Educational Group staff when it comes to community outreach, training staff, and managing BASIS DC.

Instead of recruiting a committee member who is a commercial real estate broker, a contractor, or a lender, the founding committee has made the decision to form a facility and site selection subcommittee. The sub-committee has already begun preliminary conversations with a real estate specialist who is familiar with the DC community to assist in the site selection and facility tenant improvements for BASIS DC upon approval of the charter. The members of the sub-committee are: Mary Siddall, Robert Compton, David Hedgepeth and Nick Fleege.

David Hedgepeth

David Hedgepeth brings to the committee, in addition to a parent's perspective, legal expertise, practical political experience, and familiarity with the legal issues faced by teachers. A graduate of Colgate University and Catholic University of America, Columbus School of Law, he has worked as a Litigation Support Specialist managing paralegal, administrative, and technical teams on cases such as discrimination against African American and Latino farmers, and protecting third party payers such as CareFirst BlueCross BlueShield from unfair business practices by Pharmacy Benefit Managers. Additionally, during his time at CUA, Hedgepeth pursued his interest in education and labor law by serving as a law clerk for the American Federation of Teachers (AFT) and a student lawyer at CUA's Families and the Law Clinic. Mr. Hedgepeth is the father of two school age twin daughters and is a resident of Washington, DC.

Mali Parke

Mali Parke is a committed advocate, activist and speaker on issues including sustainability, nonviolence, wholesome nutrition, educating the whole child and respectful parenting/teaching/living. She brings to the committee her strong marketing, social media knowledge, social networking, community organizing, and fundraising skills as a consultant for local for-profit and non-profit organizations. She also brings her communication and relationship strengths as a Life and Professional Coach and presenter of workshops to parents and educators on 'educating the whole child'. Mali brings strong marketing and managing skills in outreach and promotional campaigns, strategic initiatives, new client acquisition and market research from her previous career as a Marketing and Campaign Manager at Ruesch International, an international payment solution provider with more than 30,000 customers and over $24 billion in annual sales. She also brings a diverse multi-cultural approach and strong analytical skills from her work at Advanse International, an international consulting firm, where she conducted market analysis and delivered feasibility reports for European companies seeking to expand into the US. Mali graduated with Honors from Sorbonne University, France, with a Master in International Economics and Management, and a Bachelor's Degree in English. She has been a resident of Dupont Circle, DC for over 12 years and has strong ties to the DC community from her native Washingtonian husband. She has two school-aged children, one in a DC Department of Parks & Rec co-operative play, and the other in the neighborhood DCPS elementary school. She is a committed parent to bring world-class and affordable education choices to all children in the city to allow them to be full 'citizens of the world' and empower their choices in their adult life.

Marc S. Tucker

Marc has been a leader of the standards-driven education reform movement for many years. Mr. Tucker created New Standards, a 23-state consortium designed to develop internationally benchmarked student performance standards and matching student examinations. He authored the 1986 Carnegie Report, "A Nation Prepared: Teachers for the 21st Century," which called for a restructuring of America's schools based on standards; created the National Board for Professional Teaching Standards; created the Commission on the Skills of the American Workforce and co-authored its report, "America's Choice: high skills or low wages!," which called for a new high school leaving a certificate based on standards; and, was instrumental in creating the National Skill Standards Board and served as the chairman of its committee on standards and assessment policy. With Ray Marshall, Mr. Tucker co-authored "Thinking for a Living: Education and the Wealth of Nations," selected by *BusinessWeek* as one of the ten best business books of 1992; with Judy Codding, co-authored "Standards for Our Schools: How to Set Them, Measure Them, and Reach Them," published in 1998; and co-edited "The Principal Challenge," 2002. Mr. Tucker created the National Institute of School Leadership, a state-of-the-art executive development program for school leaders. Mr. Tucker was the lead author of "Tough Choices or Tough Times," the report of the New Commission on the Skills of the American Workforce.

(1) brief résumés of the individuals, see Appendix G

(2) the names and addresses of entities submitting the Petition,

The Committee to bring a BASIS School to DC C/O

Mary Siddall

1314 Wallach Place, NW

Washington, DC 20009

(3) the names and most recent annual reports of the organizations or corporations of which the individuals are directors or officers.

See Appendix L for the complete list of organizations and corporations on which the members of the Founding Committee serve as Directors or Officers and the available annual reports for these organizations.

(4) names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role played and the resources contributed by each.

The Committee to Bring a BASIS School to DC is Partnering with BASIS School, Inc. because of their experience in opening and managing successful charter schools. The BASIS Communications Director and the Director of New School Development worked with the Committee to Bring BASIS DC to create this charter application. Looking forward, Nick Fleege, the Director of New School Development for BASIS, will continue to be a member of the founding board as BASIS DC further defines itself in the planning phase. Beginning in 2012, BASIS Educational Group will be responsible for hiring and training the BASIS DC Head of School, performing the accounting services for BASIS DC, and providing Human Resources services and support as a result of the anticipated service agreement.

b. Planning Process

The Planning Process

While current BASIS schools operate in Arizona and are well hidden from many education reform activists, the results, unique program, and focus on international standards have attracted the attention of many well-recognized experts such as Andreas Schleicher, Head of the Indicators and Analysis Division (Directorate for Education) at the Organization for Economic Co-operation and Development; Sir Michael Barber, head of McKinsey's Global Education Practice and Founder of the Education Delivery Institute in Washington, D.C.; Marc Tucker, president of the National Center on Education; Jay Matthews, education columnist for *The Washington Post* and creator of Newsweek's "Challenge Index;" political figures such as Rev. Al Sharpton and Former Speaker Newt Gingrich and among major media outlets such as the *Economist*, The *Wall Street Journal*, *CNN Tonight*, and *Meet the Press*. The common comment BASIS managers often heard when hosting these various education experts was: "We can use a school like this in our community." After researching BASIS schools, a group of highly motivated community members assembled to create the Committee to Bring BASIS to DC, giving this project the support it needed to start the planning process. Upon follow-up conversations with the Committee and upon visiting the District to meet with Committee members, successful charter leaders, and real estate specialists, the BASIS New Schools Development team decided to explore the possibility of transferring BASIS beyond the Arizona borders.

Bringing the well-established BASIS program model to DC poses a slightly different task for the Committee. Instead of designing the school's mission, philosophy, and program, the committee had to assess whether the BASIS program fit the needs and character of the DC community. After careful consideration, the Committee determined BASIS DC would benefit all potential students in DC, and would indeed be a great fit.

Choosing an Education Management Organization

In the planning process the committee looked for answers to following questions:

- Can BASIS demonstrate the ability to be a top ranking school model?
- Is the BASIS model transferable to the DC environment?
- Will BASIS bring any extra benefits to DC educational community?

Can BASIS demonstrate the ability to be a top ranking school model?

When answering this first question, the committee utilized five measurements to demonstrate BASIS position in the national rankings:

1. Successful Charter Schools
2. Success Measured
3. BASIS AP results vs. national results
4. US News
5. Newsweek

Successful Charter Schools

BASIS Tucson was selected as one of America's eight most noteworthy charter schools by the US Department of Education's Office of Innovation and Improvement in their first issue of "Successful Charter Schools" in June, 2004, only six years after its founding. Of the 8 charters in the report, then-Secretary of Education Paige said in the preface "these schools were chosen after an exhaustive national search, they were selected primarily because they have demonstrated success over time in boosting student achievement."

According to the study's authors,

> *The schools were selected first on the basis of student performance: They met 2003 Adequate Yearly Progress goals for their states and demonstrated three years of student achievement growth on standardized tests. They were also selected to represent a range of school types, serving differing student populations and various grade configurations. From over 250 schools nominated, many demonstrated that they were doing an excellent job of educating urban students who have been largely underserved in traditional public schools… Ultimately, eight schools were selected for site visits… As remarkably diverse as these schools are, they share certain fundamental qualities, core features that seem to be at the heart of the charter process.*

Success Measured

Perhaps the most "state of the art" evaluation of BASIS Tucson was done by the Arizona Charter School Association in connection with their 2008 publication "*Success Measured."* This publication reported on a study which compared the 'value added' for students attending a particular school to their demographically matched peers across the state. In this carefully controlled study on value added, BASIS Tucson came out as one of the three best charter schools in AZ. Success Measured used four filters to identify the best charter schools in Arizona. Two methods focused on student growth and two focused on systematic high achievement and sustainability. To make it through the four filters, schools had to meet all four of the following criteria:

- High student-level growth percentile ranks
- Higher than expected student-level growth, given student demographics
- High actual-minus-predicted scores
- Long-term evidence of school-level growth relative to the state mean.

According to the Report's authors, "Once we identified the three best schools, we checked two additional items to ensure accuracy. First, we confirmed that the schools tested virtually all of their students and did not exclude groups of students who were expected to receive lower scores. Then, the schools' financial records were reviewed to make sure that success was occurring in a fiscally sound environment. We also matched them to other schools with similar demographic characteristics to see the differences between the three top schools and those that had less successful track records."

BASIS AP results vs. national results

BASIS students outperform their peers nationally on AP exams. This is even more impressive considering all BASIS students take a minimum of 6 AP exams, while students in the majority of High Schools across the country must have teacher permission and approval to take these exams. Nationally, 58.2% of all tests taken scored a 3 or higher and were considered passing. Comparatively, BASIS Scottsdale 2011 graduates passed 77.2% of their exams and BASIS Tucson 2011 graduates passed 90.3% of their exams.

BASIS Class of 2011	BASIS Scottsdale	BASIS Tucson	BASIS combined
Graduates	20	23	43
Exams taken	193	207	400
# exams taken per grad	9.65	9.00	9.30
Exams passed	149	187	336 (84%)
# exams passed per grad	7.45	8.13	7.81

Source: http://www.apcentral/collegeboard.com

CIE Test Results

In 2010-2011 mature BASIS schools introduced the Cambridge IGCSEs as a new series of eighth grade exit examinations. These exams will be introduced to BASIS DC in the third year of operation. Like APs, the IGCSE exams are subject-specific and meant to test students' mastery of material. They are international exams, and thus will help BASIS DC compare their eighth grade students' achievement with the achievement of students around the world. Often, the tests are given to sixteen year old students finishing the equivalent of their tenth grade year; however, after examining the test materials, BASIS determined students are prepared to excel on these exams after eighth grade.

With that in mind, in the fall of 2010 BASIS asked ninth graders to take the IGCSE exams in math and English in order to determine how closely the BASIS program aligned with IGCSE standards without any modifications. The ninth graders had completed the entire BASIS 8th grade program but had not gotten too far into their 9th grade program by the time the tests were administered. Thus they were as close to 8th grade exit level as could be expected. This was a pilot program meant only to see how compatible the IGCSE was with the BASIS 8th grade curriculum and which aspects of the curriculum needed to be modified in order to best prepare the students for these prestigious exams. When reading these scores, it is important to remember that the students took these exams without any test-specific preparation at all. As an international exam, the IGCSE covers material that was not included in the BASIS program in previous years.

The results are more than favorable and suggest great things for this program at BASIS DC. The results also give BASIS DC tangible information about what IGCSE-specific material needs to be addressed in their syllabi and lesson plans in order to prepare students for the tests. Most often, as is the case for the English Baccalaureate, international schools require students to pass at least five IGCSE exams with a score of C or above in order to move on to higher level work[1]. These advanced classes are either International Baccalaureate or A-Level courses, which are the international equivalent of the AP courses BASIS DC will teach. Therefore, in these rigorous international institutions and education systems, a C grade is the threshold for moving on to the top classes in the curriculum.

RESULTS:

Subject	BASIS students earning a C or above (%)	Worldwide students earning a C or above (%)
English	75	69
Mathematics	57	58

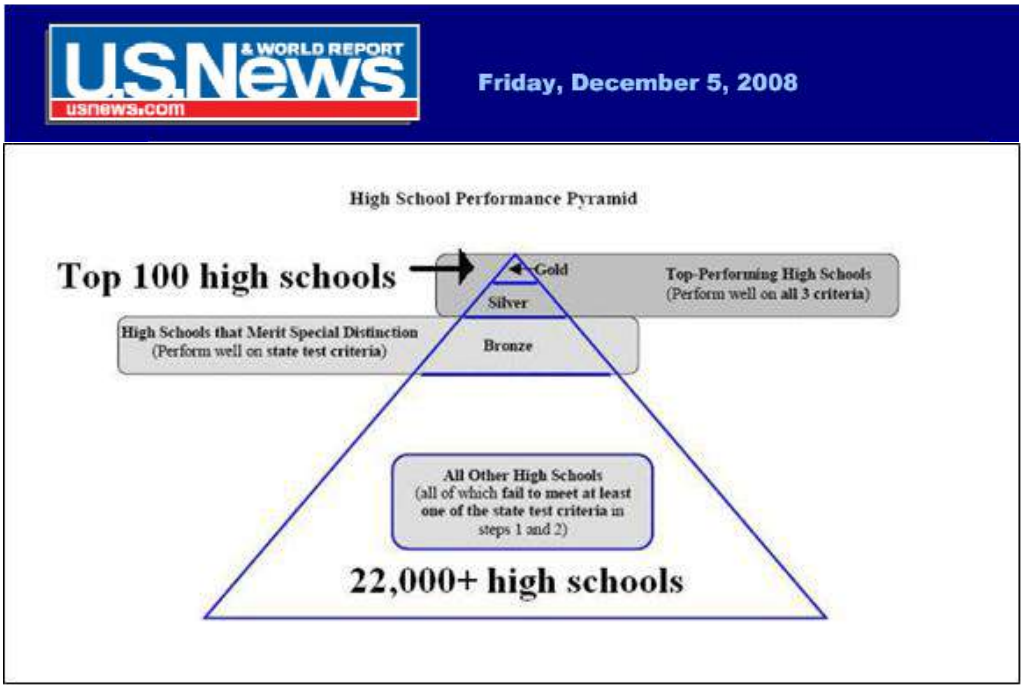
1. Source: http://www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075975/theenglishbaccalaureate

U.S. News & World Report

The determination for a school's *U.S. News and World Report* ranking is a three step process. The first step determines whether "each school's students were performing better than statistically expected for the average student in the state."[1] The second step determines whether "the school's least-advantaged students (African American, Hispanic, and low income) were performing better than average for similar students in the state."[2] The third and final step determines a school's "college-readiness performance," based on "the school's AP or IB participation rate (the number of 12th-grade students who took at least one AP or IB test before or during their senior year, divided by the number of 12th graders) and how well the students did on those tests."[3]

The picture below illustrates the ranking pyramid for all 22,000+ high schools eligible for inclusion in the *US News and World Report* ranking. The top 100 high schools, considered "Gold Medal Schools," were numerically ranked. With a consistent top 20 ranking, BASIS Tucson has demonstrated that, academically, it is among the top one half of one percent of public high schools in the United States (BASIS Scottsdale will be eligible for inclusion in the rankings in 2012).

[1] http://education.usnews.rankingsandreviews.com/education/high-schools/articles/2009/12/09/methodology-americas-best-high-schools
[2] http://education.usnews.rankingsandreviews.com/education/high-schools/articles/2009/12/09/methodology-americas-best-high-schools
[3] http://education.usnews.rankingsandreviews.com/education/high-schools/articles/2009/12/09/methodology-americas-best-high-schools



Source: http://education.usnews.rankingsandreviews.com/directories/high-schools/index_html/state_id+DC/page_number+1/page_size+10/sort+alpha/name+/award+1+2+3+4/school_name+/county+/detail+less

Only one DC school, Benjamin Banneker Academic High School, a magnet school with selective admissions, achieved a Silver Medal ranking. Moreover, only three DC schools, Hyde Leadership Public Charter School, Thurgood Marshall Academy Public Charter School, and Washington Math/Science/Technology Public Charter School, received a Bronze Medal ranking.

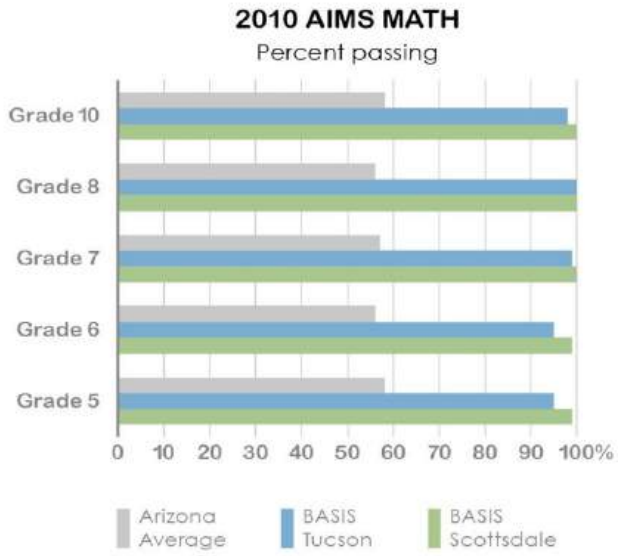
Newsweek

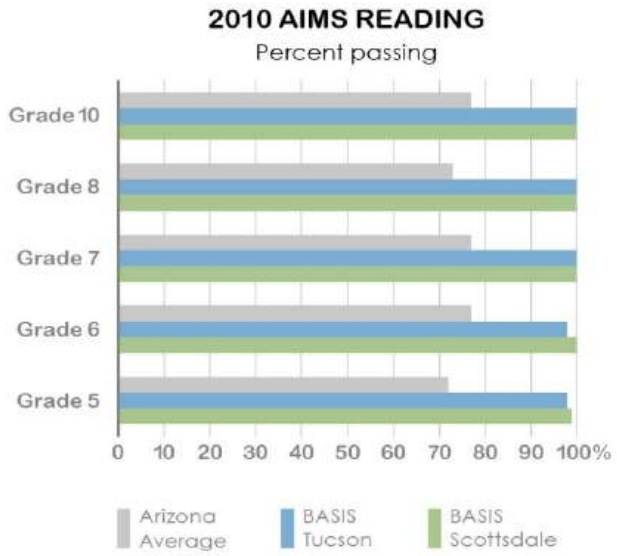
In addition to the *U.S. News & World Report* ranking, founding committee members also took into account *Newsweek's* ranking of DC schools. The methodology behind the *Newsweek* ranking is based on the "Challenge Index" which is a simple division of the number of AP, IB, or Cambridge tests taken by all students at the school divided by the number of graduating seniors. The only Washington, DC school on *Newsweek's* top 100 list in 2010 was Bell Multicultural, ranking 36th. The seven other DC High Schools ranked from 101st to 1724th on the *Newsweek* list. As additional quantitative evidence of the success of BASIS, the Equity and Excellence ratio (E&E - % of graduating seniors with at least one 3 on an AP exam) is 100% for BASIS Tucson, compared to 32% for the highest E&E ratio in the District.

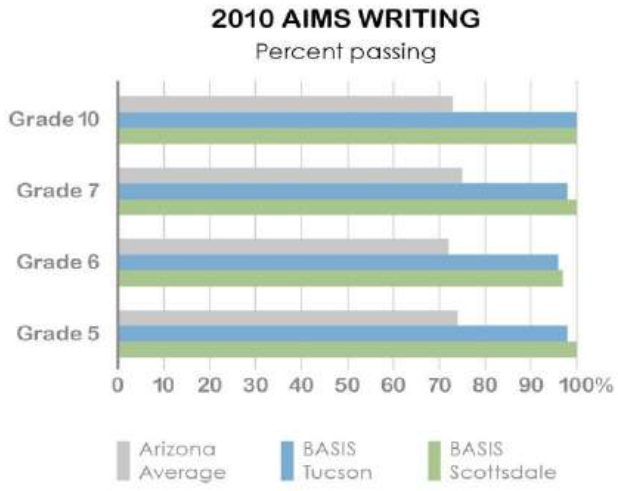
▲ RANK	SCHOOL	CITY	STATE	INDEX	SUBS. LUNCH	E&E
39	Bell Multicultural	Washington	DC	5.595	84	24.6
101	Woodrow Wilson	Washington	DC	4.011	39	32
112	School Without Walls	Washington	DC	3.793	22	30
231	Banneker **	Washington	DC	3.093	46	17
1306	Thurgood Marshall Academy	Washington	DC	1.358	72	5.1
1614	Cesar Chavez Charter-Capitol Hill	Washington	DC	1.095	66	4.8
1686	Duke Ellington School of the Arts	Washington	DC	1.038	38	19.6
1724	McKinley Tech	Washington	DC	1.011	45	3.6

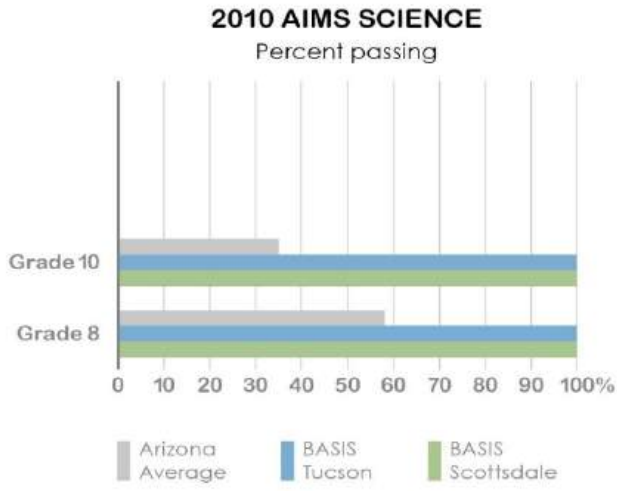
Source: http://www.newsweek.com/feature/ 2

With BASIS Tucson ranking in *Newsweek's* top ten list of America's Best High Schools for four years running and *U.S. News & World Report's* top 20 list for three years running, the school has a proven track record of success. By utilizing a similar educational approach tailored to the DC community, BASIS DC will not only help to improve the caliber of educational options available to DC students, but should also increase the rigor and levels of expectations at other DC area schools competing for student enrollment. In addition to national rankings, the BASIS Scottsdale and Tucson students also boasted scores on the state assessment system, the Arizona Instrument to Measure Standards (AIMS) exams, which were leaps and bounds ahead of their peers. 2010 AIMS scores for BASIS Scottsdale (green) and BASIS Tucson (blue) students are compared to the Arizona student average (grey) in the various grades and subjects tested in the table below.









Based on the collection of impressive rankings and results, the committee is confident that BASIS' accomplishments demonstrate sufficient proof to be considered a top ranking model.

Is the BASIS model transferable to the DC environment?

When answering this question, the committee first examined BASIS' general philosophy. The BASIS philosophy is three fold: set high standards for all students, give teachers as much autonomy as possible in designing their curriculum and syllabi, and hold teachers and students accountable for their results through regular assessments, especially through robust externally generated and internationally benchmarked Board Examinations. This is achieved by creating an internationally benchmarked open enrollment school that highlights hard work and individual responsibility as necessary inputs to creating an environment where high achievement is a function of high expectations. The Committee concluded that the BASIS mission to serve all students and BASIS' management and staff experience will complement the committee's proven record of accurately and acutely assessing the local environment.

Together, the Committee and BASIS will draw upon their considerable expertise and contacts with DC community organizations to assure the success of BASIS DC. BASIS developed its PEAK program to consist of two parts:

- Before enrollment program: This will be utilized to assist students to reach grade level before entering the school and properly caliber the course syllabi based on early assessment of incoming students; and
- After enrollment program: This will be used to diagnose and remedy individual deficiencies that would allow students who fall academically behind their peers to progress and fully benefit from the instructions.

See *Section A.1.a. Educational Needs for the Target Student Population* for a full description of how the PEAK program will address the needs of the DC Community.

The committee is well aware of educational challenges of DC community with its specific socio-economic and racial structure. The magnitude of DC's income diversity, which is documented to be one of the most important drivers of students' academic achievement, poses new challenges to the BASIS program. It is crucial that BASIS adjusts its current programs to be able to support not only the higher percentage of students requiring individually tailored academic and psychological services but also the inherent deeper disparity between students' academic and developmental levels within the same age cohort. It is an absolute imperative that BASIS DC serves all students it can attract to enroll, which is why the founding committee is reaching out to students and parents in all Wards, and assure their academic progress regardless of their initial academic level. In order to achieve this, BASIS will utilize partnerships with outstanding organizations with proven results to:

- Consult with when designing the modification to current BASIS programs;
- Provide specialized services to students;
- Partner with BASIS staff members during the initial year(s) to assure sufficient quality and quantity of services from the first day of BASIS DC; and
- Sufficiently train BASIS staff to provide high quality services and programs which will make BASIS the BASIS academic support program self-sustaining.

Will BASIS bring any extra benefits to DC educational community?

While BASIS is in the forefront of high quality educational institutions, there are other high quality institutions in DC. The uniqueness of BASIS is its focus on international benchmarking. Recent Program for International Student Assessment (PISA) tests given to 15-year-old students by the Organization for Economic Cooperation and Development once again demonstrated the deficiencies of the US education system. It is not only the gap between achievement levels of students in different income groups in the US that is threatening our economic prosperity, but also the widening achievement gap between the average and above average students in the US compared to their peers in the majority of the industrialized world.

"We have to see this as a wake-up call," Secretary of Education Arne Duncan said in an interview in December 2010 after the results were published. "I know skeptics will want to argue with the results, but we consider them to be accurate and reliable, and we have to see them as a challenge to get better," he added. "The United States came in 23rd or 24th in most subjects. We can quibble, or we can face the brutal truth that we're being out-educated."

In math, the Shanghai students performed in a class by themselves, outperforming second-place Singapore, which has been seen as an educational superstar in recent years. The average math scores of American students put them below 30 other countries.

BASIS takes the following challenge upon itself: to prepare American students at levels comparable to the highest scoring countries in the world. To do this, BASIS benchmarks against the rest of the world. First, BASIS subject-specific exit exams are internationally recognized. In upper grades BASIS has been using AP exams, which are recognized in over sixty counties, as final exams for over a dozen years. And beginning this year, the mature BASIS schools will introduce Cambridge IGCSE exams as course/subject exit exams in 8th grade. Finally BASIS requires six AP exams and encourages more: this is very much a variant of the pattern in high performing school systems around the world. The result is that 76% of BASIS Tucson and BASIS Scottsdale's combined 2011 graduating class have already met the admissions criteria for entry into Oxford, and 55% have already met the minimum criteria for preferential admission consideration at Cambridge University.

Once the charter for BASIS DC is approved, parents, teachers, and community members will play an increasing role in the implementation and design of the BASIS DC program. In order to ensure that the committee continues to have a finger on the pulse of DC parents, maximize awareness of the educational option BASIS offers, and make BASIS a

true “one city school” known and accessible students, parents, and community leaders in all Ward, we will engage grassroots parent committees to assist in the registration process and the Transition Program.

Prior to the school’s opening, BASIS DC will establish a Board (see *Section B.2.a. Board of Trustees*). The Board, which will have representation from parents and the local community, will begin holding open Board Meetings which all prospective parents and community members may attend. Anyone wishing to attend these meetings may observe the discussions surrounding the approval or disapproval of the school budgets and Parent-Student Handbooks summarizing the school policies. Attendees may comment on their observations and provide input on the Board’s actions during the “Call to Public” agenda item.

Parent members of the Board will initiate the founding of the BASIS Parent Support Organization, which is a parent volunteer organization. In all communities where BASIS has established a school, the support organizations are instrumental in establishing a school community and school culture. Parents arrange student transportation, plan non-academic events such as school dances, mixers, and teacher appreciation days, and raise contributions for classroom supplies and technology that the schools would not otherwise be able to afford out of their regular operating budgets.

BASIS teachers build the school organically by actively assessing the quality and improving upon the educational program. It is a non-separable part of their job description performed through syllabi and assessment design and audit and participating in staff meetings, new teacher hiring decisions, and annual summer training. Most of BASIS’ success is derived from crucial teacher participation; their constant feedback pushes the program to higher levels of success.

c. Corporate Structure and Nonprofit Status of the School

The BASIS DC Board of Trustees will incorporate as a 501(c) 3 organization upon receiving conditional approval from the DC PCSB. The organization will submit corporate filings with the District upon receiving approval and will submit simultaneous filings with the IRS (form 1023).

Proposed Articles of Incorporation and Bylaws are included in Appendices J3 and J4 of this application.

2. Governance and Management

It is clear that there needs to be a close relationship between BDC and BSI; after all, the objective of this charter application is to bring a BASIS School to DC. BSI’s history of overseeing high performing charter schools is an invaluable asset for BDC. After reviewing the DC charter law, it is our understanding that the described arrangement, naming BSI as the sole corporate member, is permissible. It is BDC’s expressed desire to utilize BSI’s experience in governance. In the updated proposal, BSI will name three potential candidates for each vacant Board position and BDC will choose among them.

BASIS School, Inc. is the proposed sole corporate member. It is an Arizona non-profit corporation with an independent Board of Directors (with 7 members) chaired by Dr. Craig Barrett. BSI is not affiliated with the management company BASIS Educational Group (BEG). BEG manages the charter schools operated by BASIS School, Inc. under contractual agreements that have all been scrutinized for reasonableness. The organizations do currently share one Board member in common, Dr. Michael Block, the original founder of BASIS Tucson. As a Board member of BSI, Dr. Block recuses himself on all matters related to the BEG service agreements and that will extend to matters involving BSI as a sole corporate member of BDC and BEG. BDC will have a separate contract with BASIS Educational Group to provide management services. As noted in the bylaws, BDC has the authority to terminate BEG’s contract after the first school year and annually thereafter.

a. Board of Trustees

The Board of Trustees for BASIS DC will be selected according to the parameters set in the School Reform Act. The Board of Trustees will focus its efforts on strong governance over site management. The Board represents a well-balanced team whose years of experience in various aspects of education and education reform has guided and will continue to guide the development of BASIS DC. By helping to adapt the BASIS educational standards, assessment mechanisms, and school policies to the unique environment of DC, and by providing input and assisting in the charter application review process, members have been and will continue to be instrumental in the planning process behind BASIS DC.

Per the BASIS DC bylaws, the Board of Trustees will be comprised of any of the members of the Founding Committee who wish to serve. The following members of the Founding Committee have agreed to continue on: Marc S. Tucker, A. Graham Down, Mali Parke, and David Hedgepeth. In order to avoid any potential conflict of interest, Nick Fleege will not accept a position on the Board of Trustees. In his place, BSI has appointed Clint Bolick as the member representative. In accordance with the provision that fills initial Board vacancies, BSI has appointed Craig Barrett as Chairman of the Board of Trustees. BSI has also appointed a position on the Board to Andrew Kelly. Please find CVs and Conflict of Interest forms for Mr. Bolick, Dr. Barrett and Mr. Kelly in Appendix G.1. *Additional Information for Board of Trustees*. At the first meeting, the Board will vote on specific roles for other Board members. The Board of Trustees will consist of these members until the school year begins, at which time two parents will be appointed to the Board by BASIS DC.

Governance and Oversight

The Committee to Bring BASIS to DC and its partnering organization, BASIS School, Inc., will establish a DC non-profit corporation (BASIS DC, Inc.: A Public Charter School) and will seek 501(c)3 status for that non-profit corporation upon receiving conditional approval from the DC PCSB. Specifically the Committee will submit corporate filings with the District upon receiving approval and will submit simultaneous filings with the IRS (form 1023) in order to obtain 501(c) 3 status.

BASIS DC Inc. will be a membership organization with a single member BASIS School, Inc. The specifics are described below in Section 3.1:

> Section 3.1. **Member.** The Corporation shall have one member (the "Member"). The Member shall be BASIS School, Inc., an Arizona nonprofit corporation. The Member shall have all the authority set forth in the Articles of Incorporation, these Bylaws, and District law. Membership in this Corporation may be assigned or transferred by BASIS School, Inc. to any person or entity with the approval of a majority of the Board of Trustees of the Corporation.

The proposed single member, BASIS School, Inc., is an Arizona non-profit corporation founded in 1998 to operate charter schools and engage in educational activities. BASIS School, Inc. is currently the charter holder for six Arizona Charter schools: BASIS Tucson, BASIS Scottsdale, BASIS Oro Valley, BASIS Chandler, BASIS Peoria, and BASIS Flagstaff. BASIS School, Inc. is not a charter (or educational) management organization. BASIS School, Inc.'s interest in helping establish BASIS DC is consistent with its mission of providing an internationally competitive level of college preparatory education to American students. BASIS School, Inc. is proposing to assist the Committee to Bring BASIS to DC (founding committee) with:

1) Establishing BASIS DC ;
2) Implementing an effective governance structure for BASIS DC ; and
3) Ongoing governance issues related to the quality of the education provided by BASIS DC.

Governance as noted above refers to the vision of BASIS DC and the translation of that vision into policy. BASIS School, Inc. is not proposing in any way to help with management or to make decisions to implement policy. BASIS School, Inc. is proposing the single member non-profit structure described above as a mechanism for assuring that BASIS DC will have effective corporate governance.

The Board of Trustees will enter into a five year service agreement with BASIS Educational Group which includes a termination clause after the completion of BASIS DC's first school year and at the completion of any subsequent school year. BASIS Educational Group is the management company used by BASIS School, Inc. to oversee their six BASIS schools in Arizona. Per this agreement, school management leaders, whose positions at BASIS DC are subject to the approval of the Board of Trustees, will be responsible for ensuring that the policies, goals, and the direction set by the Board of Trustees are executed during the day to day school operations.

Proposed Articles of Incorporation and Bylaws are included in *Appendix J.3 and J.4* of this application.

Selection Process and Terms of Office

The Committee to Bring BASIS to DC is proposing that its partner organization and single member, BASIS School, Inc., has a significant role in assuring that BASIS DC has competent corporate governance and experience. In particular the founding committee would like BASIS School, Inc. to provide BASIS DC with the benefit of its experience operating an internationally benchmarked college prep program. To assure that the concerns of the founding committee are reflected in the initial school policy formulated by the Board of Trustees, the initial Board will be

composed primarily of members of founding committee. See [Arwynn] for details of the Member's role in the appointment process.

Parent Trustees. As required by District law, two of the Trustees appointed to serve on the Board shall be parents of students attending BASIS DC . Parent Trustees will be appointed to the Board from a list of qualified individuals submitted by the Advisory Committee set up by the Board. For each Board opening designated for a Parent Trustee, the Advisory Committee will submit a list of three candidates for such Parent Trustee opening and the parent trustee must be selected from that list. The appointment of the required Parent Trustees shall occur upon the earliest practicable date after classes commence at BASIS DC. Until such time, interim Trustees will be appointed that are not parents of students attending BASIS DC and such Trustees will serve until the Parent Trustees are named to the Board.

Other Trustees. As indicated above the Board of Trustees will be composed primarily of founding committee members with due consideration of both the necessity for relevant skills and experience as well as the District-resident requirements of District law. While Trustees with specific skills is important, especially in the evaluation of the educational program, at least of equal if not greater importance is the capacity of Trustees to play a meaningful role in creating and executing organizational policy. Here the assistance provided by BASIS School, Inc. in selecting Trustees will be very helpful.

Term of Office. Trustees will hold office for three years. In the case of a Parent Trustee, he/she will hold office until the student qualifying such Parent Trustee is no longer a student at BASIS DC. Trustees may serve multiple consecutive terms without restriction as to the number of terms permitted

For a complete copy of the proposed Bylaws for BASIS DC, please refer to Appendix J.4.

Roles and Responsibilities of the Board of Trustees

The BASIS DC Board of Trustees will have three officer positions: Chair of the Board, Secretary of the Board, and Treasurer of the Board.

> The officers of the Board include a Chair of the Board, Secretary of the Board and Treasurer of the Board. The Chair of the Board shall be appointed by the Member in its discretion and the Secretary of the Board and Treasurer of the Board shall be elected by majority vote of the Board; provided, however, that, after the effective date of these Bylaws, Trustees nominated and elected for such offices shall have been Trustees for a minimum period of six months prior to holding such office. Although Trustees shall hold the office of Trustee for three-year terms, Trustees elected as officers of the Board shall serve as officers for a period of one year; provided, however, if so elected, any Trustee may serve as an officer of the Board for multiple terms without restriction as to the number of terms permitted.

The Board will have the role and responsibility to approve strategic direction; engage in oversight of the school's performance, financial management, and legal compliance; monitor effective school leadership; and engage in ongoing fundraising efforts and outreach efforts to ensure adequate resources.

In addition to the officer positions, we anticipate that the Board will establish committees to oversee the operations of BASIS Educational Group in the following areas:

> **Strategic Planning** -The Board is responsible for approving or denying the Strategic Plan presented by BASIS Educational Group and monitoring the implementation of the approved Strategic Plan, including enrollment targets, student performance targets, and any plans for growth within DC.
>
> **Performance Assessment** – The Board will be responsible for reviewing regularly the school's progress toward meeting student achievement goals and targeted benchmarks (see *Section D. Measure of Academic* Progress).
>
> **Financial Management –** The Financial Management Oversight Committee will be responsible for presenting the BASIS DC annual budget. The Committee will be further responsible for reviewing quarterly financial reports and for reviewing quarterly and annual audits. The Committee will be responsible for assessing the overall financial condition of BASIS DC and ensuring that the management company acts in accordance with its financial obligations within the management contract.

Fundraising and Outreach – The Development Committee will present an annual and long term fundraising and outreach program to the Board. The Committee will update the Board of Trustees quarterly on progress towards fundraising goals and outreach efforts to the philanthropic and business communities.

Compliance Review – The Compliance Committee will be responsible for ensuring BASIS DC fulfills its duties and roles in complying with the terms and provisions of the charter contract and all other federal and District laws applicable to charter schools. The Committee will also be responsible for oversight of the management company to ensure fulfillment of all duties and roles in managing, overseeing, and supervising all operations and activities of the charter schools. The Compliance Committee will produce quarterly updates and annual reports to the Board of Trustees.

Succession Plans for the Board

In order to ensure that the BASIS DC Board of Trustees will continue to be comprised of members who possess the necessary knowledge and skills to successfully and govern the operations of BASIS DC, the founding committee proposes a selection process which involves utilizing the member (BASIS School, Inc.) in a continuing role.

The member's 13 years of experience in successful governance of internationally benchmarked charter schools began with a three member board of founders in 1998 and has grown into a Board with a number of members who are nationally recognized education reform activists and is chaired by Dr. Craig Barrett, former CEO and Chairman of Intel Corp. BASIS School, Inc. provides a depth of experience in not only founding but successful long term governance of internationally benchmarked charter schools. It is this experience of BASIS School, Inc. that the Board of Trustees will benefit from to assure an orderly succession of Board members. Please see Appendix J.4 for a copy of the by-laws.

Parent and Student Input

As noted above, the Board of Trustees contains two parent members, who are appointed to represent the interest of parents and students. These Parent Trustees are nominated by the Board of Trustees Advisory Committee which itself includes several parent members. In addition, BASIS DC will adopt similar practices conducted throughout existing BASIS campuses that welcome and encourage year end parent feedback. Simultaneously, the school will conduct anonymous student survey to gain relevant student feedback on teaching effectiveness, school procedures, and extra-curricular activities. The results of both the parents and student surveys will be summarized and presented to the Board for their consideration. The Board will review these results at the next regularly scheduled meeting at which parents, students, and community members will be invited to attend and comment.

b. Rules and Policies

Policies and rules related to the governance of the school by the Board of Trustees have been set forth in the Bylaws, Conflict of Interest Policy, Board of Directors Job Description (*see B.2.a. Roles and Responsibilities of the Board of Trustees)*, and the anticipated Service Agreement between BASIS Educational Group and the BASIS DC Board of Trustees (see *Appendix J*).

Within the first six months upon forming a Board of Trustees, BASIS DC will create a Board Manual which will include rules and policies expressed in the organization's Bylaws as well as rules related to meeting procedures, legal issues, Strategic Planning and financial oversight, and human resources. Additionally, the Board will approve contents of a Parent-Student Handbook and other manuals which establish clear school and organizational policies.

For a Code of Ethics please refer to *Appendix J* and for a Conflict of Interest Statement please refer to *Appendix J*.

c. Administrative Structure

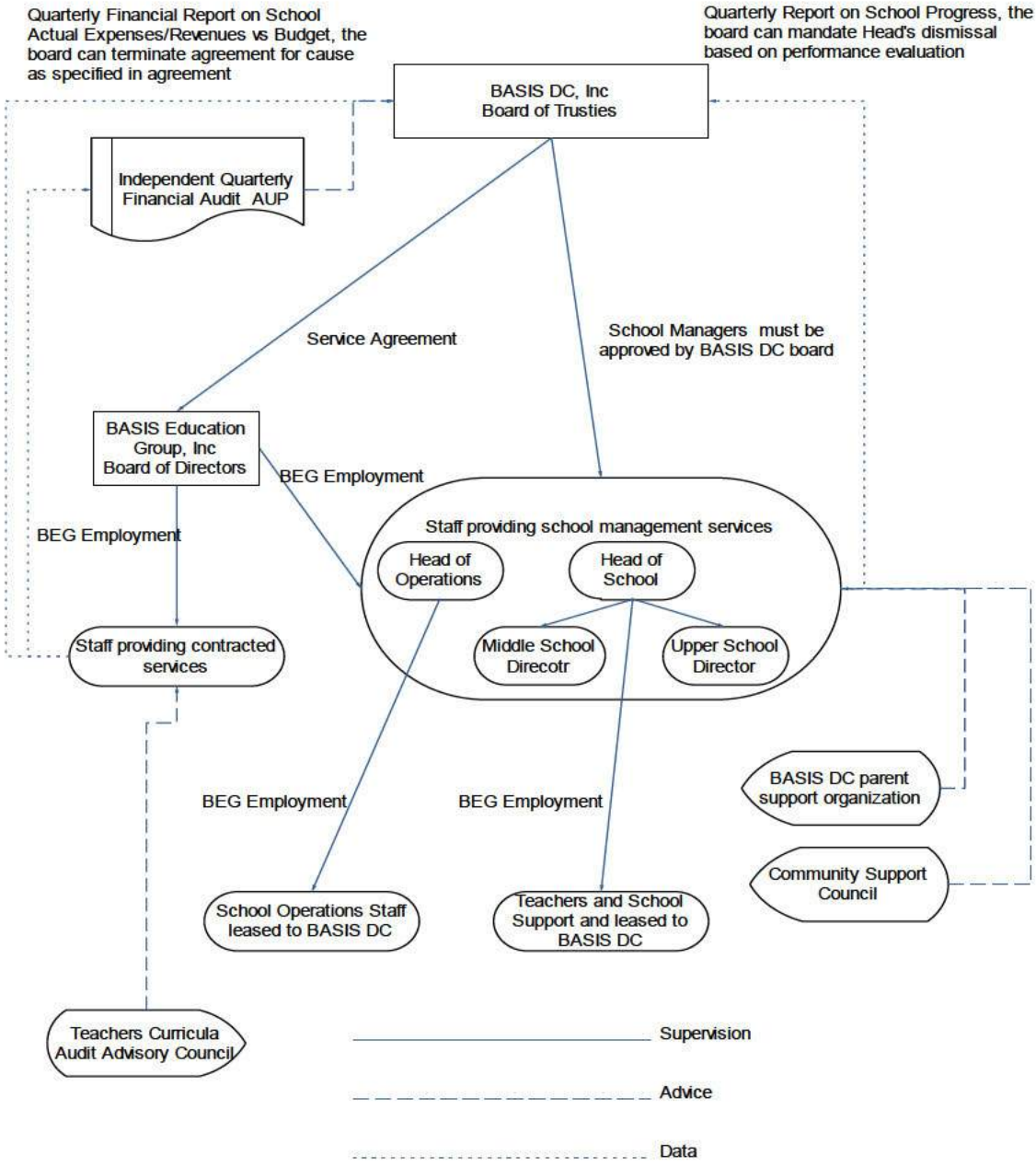
For a description of the performance-based accountability relationship between the Board and its management contractor, BEG, please see *Appendix J.2. Revised BDC Bylaws and Appendix J.4.Revised BDC- BEG Services Agreement.* Redlined copies of the documents can be found in *Appendix J.1. Redlined BDC Bylaws* and *Appendix J.3 Redlined BDC-BEG Services Agreement.*

The BASIS DC Board will contract with BASIS Educational Group to provide all financial and operational management, including site management, for BASIS DC. The management of BASIS Educational Group will report directly to the Board of Directors of BASIS DC which will delegate day-to-day operations of BASIS DC to BASIS Educational Group management. Again, the Board of Trustees will enter into a five year service agreement with BASIS Educational

Group which includes a termination clause after the completion of BASIS DC's first school year and at the completion of any subsequent school year.

All meetings of the BASIS DC Board of Trustees will be subject to open meeting laws. Dates and times of School Board meetings will be announced on the BASIS DC website.

A proposed Organizational Structure chart for BASIS DC is presented below.



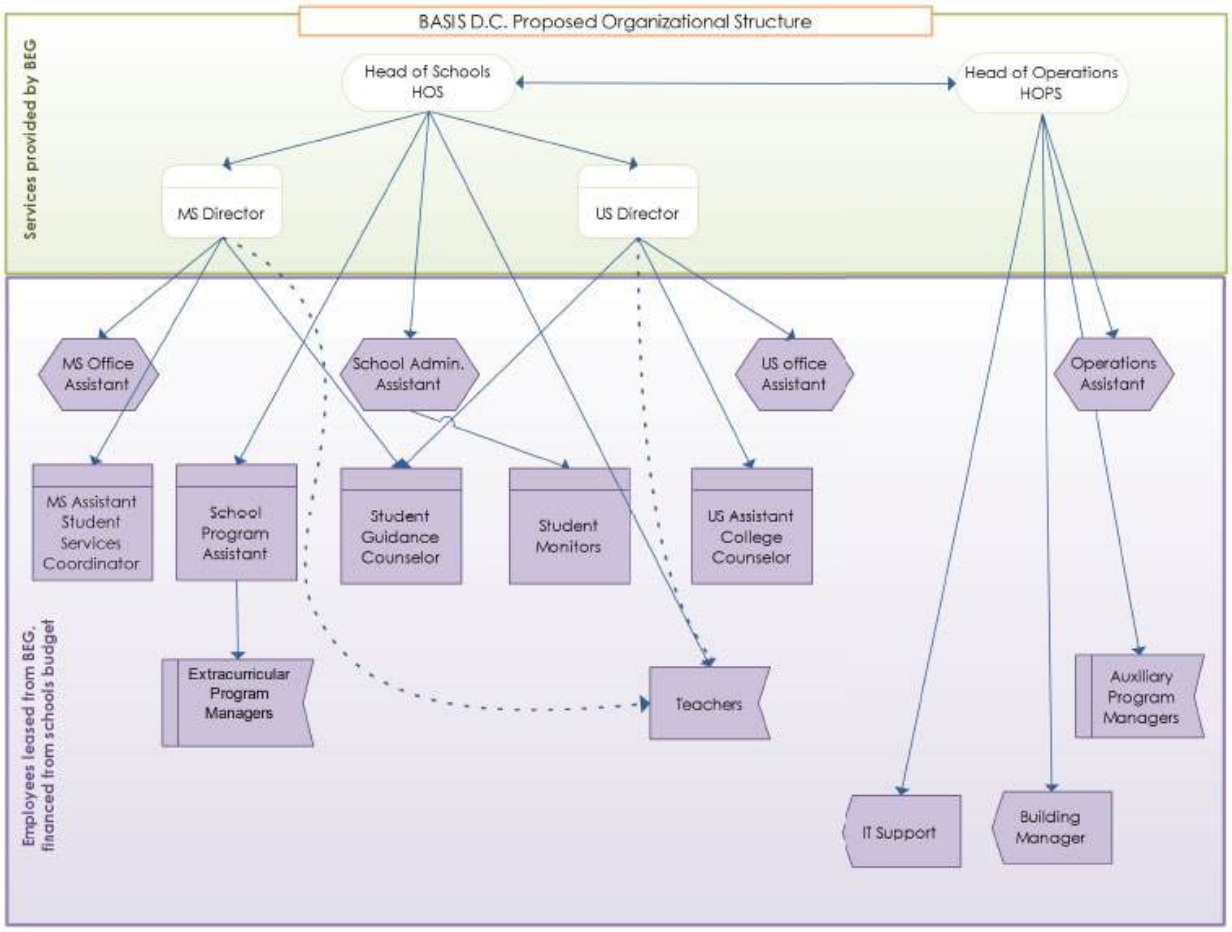
BASIS Educational Group is responsible for reporting, accounting, communications, curriculum development, managing academic services, operations, IT, fundraising, and new school development for BASIS Schools. The specific details of these categories are included in the following section.

School Managers

Each BASIS school is managed by a Head of School, who works with the Middle and Upper School Directors and a Head of Operations at each location.

Once BDC is granted a charter, and BASIS Educational Group (BEG) is under contract, BEG will name Mary Siddall as the Head of School. Ms. Siddall is currently Chair of the Committee to Bring BASIS to DC, and her resume is attached to this document. It has been the experience of BASIS Schools that this is the only key staff position that must be hired eight months or more in advance. BASIS DC will follow the model used by BASIS Schools in its other startups: The Head of School will be hired well in advance, followed by Head of Operations (business manager) and School Director (academic manager). The Curriculum Director as described in the application is unchanged, as BEG has a centralized Curriculum Office. Per this agreement, BEG is also responsible for staffing the Business Officer Position. Greenberg Traurig will represent BDC as legal counsel.

From our understanding of the District's charter legislation, only the job descriptions of each position are required to secure a charter. Please see *Section 2.a. Key Leadership Roles* for a description of the above mentioned positions.



Head of School

The Heads of School are responsible for overseeing the day-to-day operations and overall education process in the Middle and Upper Schools. The Head of School directly supervises all BASIS teachers and his/her Administrative and Program Assistants. BASIS teachers contact the Head of School to discuss any issues directly related to personnel, including, but not limited to, contractual obligations, the school mission and overall curricular objectives, evaluation procedures, and professional conflicts. Duties include, but are not limited to:

- Setting the School Calendar, including vacation dates and standardized testing dates;

- Reporting student demographic information, attendance reports, grade reports, and other student data required under State/District law;
- Planning and executing a one week BASIS training camp for returning employees;
- Monitoring and managing the quality of education in the classroom throughout the school year;
- Overseeing the coordination of standardized exams as required by the state;
- Overseeing the coordination of pre comprehensive and comprehensive exams;
- Overseeing the coordination and execution of parent and student surveys;
- Overseeing the coordination and execution of the BASIS teacher to teacher peer review process;
- Recruiting and hiring teachers and office staff as needed;
- Communicating with parents regarding school calendar and events, student issues, and other concerns that arise;
- Managing employee issues as they arise; and
- Ensuring the schools are in compliance with all state and federal regulations and requirements.

Middle and Upper School Directors

The Middle and Upper School Directors are responsible for educational services delivered to students. The Middle and Upper School Directors at each school site also oversee the office staff and Student Service Providers (e.g., Student Support Specialist, Student Counselor, College Counselor) and are responsible for student services, directing and overseeing the Student Support Programs, meeting with students and teachers regarding classroom discipline issues, and addressing student achievement issues.

A BASIS teacher's instructional process and communication with students and parents is monitored and supported, depending on which grade levels he or she teaches, by the Middle and/or Upper School Director. BASIS teachers contact the Middle and Upper School Directors to discuss any issues related to the delivery and support of educational services, including, but not limited to, parent-teacher communication, classroom scheduling, classroom supplies, and pedagogical strategies.

Head of Operations

The Head of Operations is responsible for the financial operations of the school, maintenance and development of the school premises, IT services delivery, IT equipment operation, and operations of auxiliary programs (e.g., Late Bird, summer school programs).

The Head of Operations monitors expenses, revenues, liabilities, and receivables that are predetermined by the size of the school (number of students, teachers, and number of courses taught), size and quality of the physical plant, and the school environment. The total amounts (expense maxima and revenues minima) are set in the budget. It is the Head of Operations' responsibility to detect and report any unbudgeted expenses or any danger of overreaching the expense maxima (e.g. utilities expenses), mistakes in liabilities and receivables managements, or information about any underachievement in revenue collection due to overly optimistic budgeting, management mistakes, or unexpected circumstances and alert the BASIS Educational Group Director for Operations about this problem. The BASIS Educational Group Director for Operations and Head of Operations together with the Head of School analyze the problem and recommend a solution.

It is the responsibility of the Head of Operations to maintain all the assets and equipment that are located on the school's premises. The Head of Operations prepares all contracts related to maintenance providers. The Head of Operations is responsible for monitoring the quality and quantity of delivered services and recommends all regular invoices for payment when those are accurate.

The **Head of Operations Assistant** provides support services to the Head of Operations.

Middle School and Upper School Office Assistants

- Answer phones and clearly explain all aspects of the BASIS program, philosophy, curriculum, and support services to interested individuals;
- Facilitate school-level programs such as homework buddy;
- Communicate with parents and students about upcoming school events; and
- Offer support services to Middle and Upper School Directors as needed.

School Administrative Assistant

- Registers and withdraws students;
- Requests records and transcripts for new students transferring from other schools;

- Verifies residency;
- Maintains databases of grades and attendance records for all students;
- Provides transcripts of grades to colleges and technical schools upon request; and
- Generates report cards and verifies credits earned to fulfill graduation requirements.

Middle School Assistant Director/Student Services Coordinator

- Provides administrative support to the Middle School Director as needed;
- Monitors individual student progress;
- Monitors individual student discipline issues; and
- Manages the Student Support program which provides support to struggling students or students who may benefit from early intervention techniques.

Student Counselor

- Provides support to students who are experiencing difficult social situations, stresses, or are in need of social guidance and support
- Organizes cooperation and coordination with community partners (PEAK) program.

School Program Assistant

- Oversees and manages the administration of all standardized tests;
- Oversees standards alignment at the school level; and
- Performs grade analysis for all students.

Student Monitors

- Oversee nonacademic activities such as lunch; and
- Oversee parking lot and traffic flow during arrival and dismissal.

Upper School Assistant Director/College Counselor

- Provides administrative support to the Upper School Director as needed;
- Monitors individual student progress;
- Monitors individual student discipline issues;
- Coordinates school visits from college admissions counselors;
- Educates all BASIS students about their options in higher education;
- Learns about each individual student and his or her particular interests and needs;
- Guides students toward the post-secondary option that is the best fit for that student;
- Fosters a college counseling program that is all-inclusive, regardless of a student's academic record or year in school;
- Monitors, mentors, and encourages students in the completion of college applications; and
- Collects information regarding college admissions and reports data to the Data Director.

Extra-Curricular Programs Manager

- Coordinates all extracurricular activities and field trips through the school.

Auxiliary Programs Manager

- Monitors before- and after-school programs (Early Bird and Late Bird).

Building Manager

- Manages building maintenance.

IT Support

- Manages IT support at the school level; and
- Ensures all teachers and staff are supported in their IT needs.

BASIS Teachers

Delivering a curriculum that is taught at the highest international standards requires that the teachers are experts in their subject area and have significant autonomy in designing their curriculum and delivering the information. With that in mind, the responsibilities of BASIS teachers are explained below.

Teachers participate in BASIS curriculum development– they create syllabi for each subject and grade taught, and Pre-comprehensive and Comprehensive exams for core 6th – 8th grade subjects taught. Curriculum components

developed by teachers are approved through the BASIS curricula audit process. During the audit process, teachers cooperate directly with the BASIS Educational Group Curriculum Director, and follow his/her instructions, deadlines, and recommendations. The Head of School supervises the teachers' cooperation with Curriculum Director. Because the responsibility of creating a course syllabus lies with the BASIS teacher, and because the recommendations of BASIS teachers can often be diverse, BASIS has created a mechanism for auditing course syllabi which allows BASIS teachers a large degree of autonomy in establishing the curriculum but assures compliance with state standards and with the BASIS AP centered curriculum.

Teachers' responsibilities related to the Syllabus Audit include: drafting a syllabus for each subject and grade they are teaching, submitting the syllabi to their partner teachers (the teachers teaching the same grade and subject in the partner school) and to their school Subject Advisor, incorporating the recommendations of the Curriculum Director, and submitting the final version of the audited syllabus to the Curriculum Director. Teachers are required to follow their syllabus, teach topics listed for the grading period/trimester, create grading and other classroom policies, and use textbooks and other educational material specified in the syllabus. It is the responsibility of the teacher to constantly work on improving his/her instruction content, methodology, and efficiency in achieving his/her educational goals. Teachers are also required to submit a bi-directional mapping of their syllabus in terms of State/District standards and determine in which year the standards were met if they were covered in an earlier grade level than required by the State/District.

Teachers are required to hold a minimum of 60 minutes of student "open door time" per week. The Teacher-Student hours must be scheduled at a time when at least 75% of the students in that course do not have other courses. If a student has a class during teacher-student hours, the teacher must schedule individual meetings with him or her if requested. Teachers are required to be available one hour per week (at the same time and day each week) for conferences with parents. It is the duty of the teacher to provide accurate information about the student's academic progress, behavior in class, overall goals of the class and/or a detailed explanation of a particular strategy in teaching topics listed in the syllabi.

Teachers are required to attend all scheduled staff meetings, participate in the BASIS Best Practices program, and actively seek opportunities to observe their students when taught by other teachers and observe their peer teachers to learn from them.

d. School Management Contracts

Under the anticipated Service Agreement between BASIS Educational Group and the BASIS DC Board of Trustees, BASIS Educational Group will, subject to the Board's direction, oversight, and policies, provide all financial and operational management, including site management, for BASIS DC. The proposed structure and staff positions are illustrated in the chart below, "BEG Services Structure," and the Service Agreement is included in *Appendix J*.



BEG Services

Curriculum

- Designing and publishing policies and procedures related to Board–approved middle school grade promotion and upper school graduation requirements;
- Designing and administering the internal syllabi audit system (the audit system includes curriculum alignment with State/District standards), managing the system and supervising the process of AP course audits;
- Designing the student and school progress assessment systems;
- Managing the system and training the teachers and administrators to use the system; and
- Supervising the administration of required State/District assessments.

Development

- Identifying relevant grant opportunities;
- Writing and administering of all grants;
- Managing fundraising for the Master Teacher Programs;
- Managing fundraising for special projects and needs; and
- Contracting with outside fundraisers and/or providing fundraising staff at each school as required.

New School Development

- Negotiating capital equipment purchases and leases for new sites;
- Maintaining the New School's corporate files and providing support for Board meetings;
- Preparing District required annual reports for the New School;
- Providing school calendars that meets District requirements;
- Providing time schedules for BASIS DC;
- Coordinating and supervising building and asset maintenance and repair;
- Planning staffing levels at each New School;
- Supervising operations related to: enrollment, waiting-list management and withdrawals, Attendance, and Student Records;
- Creating manuals and timelines for policies and procedures and staff training related to: enrollment - registration, waiting-list management and withdrawals, Attendance, and Student Records;
- Conducting market analysis (gauge demand for the New School's services);
- Preparing periodic student interest reports for the Board.

Human Resources

- Managing all payroll services;

- Managing benefits, including short and long term disability, health care, retirement, and supplemental insurance coverage; and
- Managing insurance coverage.

Government Issues
- Ensuring compliance with all federal and State/District requirements;
- Managing communication and data transfers between BASIS and the entities governing the BASIS charter schools; and
- Ensuring timely completion of all grant reports, cash management reports, student data transfers, etc.

IT
- Designing overall technology and IT system and strategy;
- Assuring alignment of technology purchases with technology strategy;
- Providing staff training on the technology and IT systems;
- Designing overall data collection system; selecting and/or creating database systems;
- Assuring compatibility and security of systems;
- Managing IT staff at all school sites; and
- Conducting research on future growth of technology and IT services and equipment and implementing changes and improvements.

Operations
- Preparing proposed, adopted, and adjusted versions of school budgets;
- Preparing AFRs for all charter schools managed by BASIS Educational Group;
- Submitting budgets and AFRs to State/District agencies as required by applicable law;
- Coordinating, preparing, and providing audit data for annual audits;
- Recording the schools' accounting data;
- Preparing quarterly financial reports for the Board;
- Preparing the tax returns;
- Managing accounts payable and accounts receivable;
- Maintaining all vendor files;
- Assuring compliance with GAAP accounting standards; and
- Assuring compliance with Bondholder reporting requirements.

Communications
- Developing a Public Relations strategy;
- Preparing and Distributing Press Releases;
- Conducting regular outreach efforts; and
- Engaging firms for PR services as required.

Data
- Contracting with database-system providers;
- Updating and solving database problems;
- Conducting data-entry training for site staff;
- Supervising data entry;
- Supervising data uploads;
- Reconciling Student Accountability System and database; and
- Supervising Student Accountability System legal compliance.

Management Services

Site Management. Subject to BASIS Educational Group's right to restructure its management and staff, in its sole and absolute discretion, during the 2010-20II fiscal year the typical site management at a mature school will be comprised of: (i) a Head of School; (ii) ·an Upper School Director for each upper school; (iii) a Middle School Director for each middle school and a Head of Operations. Specific roles and responsibilities of the Site Managers are included in the previous section. In summary, BEG will provide:

1. Overall Management of the New School's academic program by the Head of School;
2. Overall Management of the Upper School by the Upper School Director;

3. Overall Management of the Middle School by the Middle School Director; and
4. Overall Management of the New School's physical plant and day-to-day operations by the Head of Operations.

Management will provide services in the following areas:
Teachers:

1. Conducting teacher recruiting;
2. Conducting in-house, teacher-training programs in subject content, classroom management, assessment design, developmental psychology and federal and State compliance, including special-education compliance;
3. Arranging training by outside experts and coordinating off-site individual teacher training and professional development activities; and
4. Planning instructional staffing levels.

Students:

1. Creating policies and procedures and supervising operations related to:
2. Identifying and providing Student Support Services (i.e., students that demonstrate atypical le81uing behavior: a faster or slower pace of learning than the average student);
3. Identifying and providing educational services to students with special needs, in compliance with federal and District laws and regulations, including District required reporting;
4. Finding, contracting and supervising licensed SPED staff at all school sites; and
5. Supervising data collection and providing relevant data for District monitoring and SPED audits.

Under the proposed Service Agreement, BASIS DC shall evaluate the performance of BASIS Educational Group each year to provide BASIS Educational Group with an understanding of the Board's view of its performance under the Agreement. An informal pre-evaluation shall occur in June of each fiscal year followed by a formal written evaluation within 45 days after BASIS DC Board of Trustees files its annual audit with the District of Columbia.
Under the anticipated Service Agreement beginning in July of 2011, BASIS Educational Group will provide BASIS DC with all services identified as New School Services in the Service Contract on a cost reimbursement basis. Once BASIS DC begins receiving public student funding, the proposed service fee will be 20 percent of total revenues for a period of 2 years. This fee, as noted in the service agreement, is subject is a reasonableness study conducted by an external expert. This expert will report to the Board of Trustees prior to July 1, 2012. As noted in the service agreement, the salaries and benefits of the Head of School, Head of Operations, and School Director(s) for BASIS DC are included in the service fee.
Detailed information regarding the roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure are included in the Anticipated Service Agreement in *Appendix J*.

ii. a draft of the proposed management contract;
The management contract for BASIS DC will comparable to the existing Service Agreement between BASIS DC Board of Trustees and BASIS Educational Group. Please see the anticipated Service Agreement in *Appendix J*.

iii. the management firm's most recent corporate annual report and audited financial statements;
BASIS Educational Group's first audited financial statements will be available and provided to the District of Columbia Public Charter School Board within 60 days. BASIS Educational Group began 18 months ago did not have audited financial statement in 2009. The 2010 unaudited financial statements of BASIS Educational Group and the audited financial statements of BASIS School, Inc. are included in *Appendix J.*

iv. the management firm's most recent credit rating;
BASIS Educational Group's most recent credit report can be found in *Appendix J.*

v. the management firm's total number of canceled contracts;
BASIS Educational Group has zero (0) canceled contracts.

vi. a description of the management firm's roles and responsibilities for the financial management of the proposed charter school, including descriptions of the accounting software to be used, the procedures for financial reporting to the Board of Trustees and the District of Columbia Public Charter School Board, and the internal controls that will be in place for the proposed charter school;

BASIS Educational Group employs accountants, operations staff, onsite operations staff, and HR staff to direct and oversee the financial management of the schools. The employees in charge of the financial management of the schools will use QuickBooks accounting software.
Responsibilities of the BASIS Educational Group financial management employees include:

1. Preparing proposed, adopted, and adjusted versions of school budgets;
2. Submitting budgets and financial reports as required by applicable law;
3. Coordinating, preparing, and providing audit data for annual audits;
4. Recording all accounting data;
5. Preparing quarterly financial reports for the Board;
6. Preparing the tax returns;
7. Managing accounts payable and accounts receivable;
8. Maintaining all vendor files;
9. Assuring compliance with GAAP accounting standards;
10. Working with Heads of Operations to monitor school level budgeted expenses (see *Section B.2.a. Administrative Structure*); and
11. Assuring compliance with potential Bondholder reporting requirements.

BASIS Educational Group financial management employees will submit quarterly and annual financial reports to the BASIS DC Board of Trustees. The internal financial controls of BASIS DC will be modeled after the systems used by BASIS School, Inc. In BASIS School, Inc.'s 13 years of operation, auditors have never noted an instance of insufficient internal financial controls. BASIS Educational Group will undergo both quarterly agreed upon procedures and annual audits to ensure continued compliance with the Service Agreement, Board adopted policies, and district and federal law and to provide a mechanism by which the BASIS DC Board of Trustees can gauge the performance of BASIS Educational Group.

vii. names, addresses, and telephone numbers of other schools managed by the school management firm, as well as descriptive information (i.e., grades served, number of students, years of operation, etc.) and publicly available student performance data;

BASIS Oro Valley

Year Established:	2010
Enrollment:	546
Grades Served:	5 – 10 (adding one grade per year until 5 – 12)
Address:	BASIS Oro Valley 11155 N. Oracle Road Oro Valley, AZ 85737
Phone:	520.308.5220
Info Email:	info@basisorovalley.org

BASIS Oro Valley opened in the 2010-11 school year. The first school evaluations are not yet available.

BASIS Scottsdale

Year Established:	2003
Enrollment:	648
Grades Served:	5 - 12
Address:	BASIS Scottsdale 11440 N. 136th Street Scottsdale, AZ 85258
Phone:	480.451.7500
Info Email:	info@basisscottsdale.org
AZ Learns Achievement Profile:*	Excelling
Z Scores*	1 year Z Score – 5.18 3 year Z Score – 4.52
Annual Measurable Objectives*	Met AMO in all grade levels and subjects

Adequate Yearly Progress*	Met AYP

BASIS Tucson

Year Established:	1998
Enrollment:	662
Grades Served:	5 - 12
Address 1:	BASIS Tucson Middle School 3825 N. 2nd Street Tucson, AZ 85716
Phone 1:	520.326.6367
Address 2:	BASIS Tucson Upper School 3434 E. Broadway Boulevard Tucson, AZ 85716
Phone 2:	520.326-3444
Info Email:	info@basistucson.org
AZ Learns Achievement Profile:*	Excelling
Z Scores*	1 year Z Score – 3.48 3 year Z Score – 3.08
Annual Measurable Objectives*	Met AMO in all grade levels and subjects
Adequate Yearly Progress*	Met AYP

*Please see *Appendix K* for more details on Student Achievement methodology, definitions, and results.

viii. a five-year projection of the management firm's plans for opening schools;

Replication Goals for BASIS Educational Group		
Year	**# of new schools**	**Total # of schools**
2011-12	3	6
2012-13	2 to 4	9
2013-14	2 to 4	12
2014-15	2 to 4	15
2015-16	2 to 4	18

ix. a summary of the management firm's history, including a description of how it implements its program, past results of its school management efforts, the company philosophy, and background on corporate leaders; and x. evidence of the founders' due diligence (e.g., reference checks with contracted schools and/or authorizers/sponsors, verification of student performance data).

BASIS Educational Group currently manages three 5-12 charter schools in Arizona, BASIS Tucson (1998), BASIS Scottsdale (2003) and BASIS Oro Valley (2010) and will be opening and managing three additional Arizona charter schools in 2011, BASIS Chandler, BASIS Flagstaff, and BASIS Peoria. The schools are operated by BASIS School, Inc., the charter holder for the BASIS campuses located in Arizona. The principals of BASIS Educational Group, Michael K. Block, Ph.D. and Olga V. Block, were the founders of BASIS Tucson and BASIS Scottsdale, and managed the operations of the various campuses for BASIS School, Inc. prior to forming BASIS Educational Group, which holds contracts with BASIS School, Inc. to provide management services for the Arizona-based campuses. Refer to *Appendix K* for five and ten year charter reviews of the schools managed by BASIS Educational Group.

BASIS's nationally recognized student achievement results support the findings of the charter reviews. Combined, Michael and Olga Block possess over 25 years of experience managing charter schools, having transforming their

vision from a fragile start up charter with 56 students in leased facilities at Temple Emanuel in Tucson, AZ in 1998 to a nationally recognized charter group. The BASIS philosophy is simple: set high standards for all students, give teachers as much autonomy as possible in designing their curriculum and syllabi, and hold teachers and students accountable for their results through regular assessments, especially through robust externally generated and internationally benchmarked Board Examinations. This is achieved by creating an internationally benchmarked open enrollment school that highlights hard work and individual responsibility as necessary inputs to creating an environment where high achievement is a function of high expectations.

Founded in 1998, BASIS Tucson is BASIS's flagship campus. Its rigorous curriculum, benchmarked at international standards, combined with knowledgeable and effective teachers and managers has resulted in academic achievement results which lead to the school's #1 ranking in *Newsweek's* list of America's Best High Schools just ten years after the school's founding. The school has ranked in the *Newsweek's* top ten each year since 2006. This was preceded by BASIS Tucson being selected as one of America's eight most noteworthy charter schools by the US Department of Education's Office of Innovation and Improvement in their first issue of "Successful Charter Schools" in June, 2004. BASIS Tucson was also highlighted in the Arizona Charter School Association's "Success Measured" study which measured value added, and has been ranked in the top 20 in *US News & World Report's* Best High Schools list since its inception, ranking #9 in 2010.

The success of the BASIS Tucson school led to its replication through the opening of BASIS Scottsdale Middle School in 2003 and Upper School in 2007. In 2009, BASIS Scottsdale was named the "Top Arizona School for Overall Academic Performance" by *BusinessWeek*. In 2010, BASIS Scottsdale was the only school in Arizona to achieve a 100% pass rate on the reading, writing, math, and science portions of the 10th grade AIMS. This success led to the opening of BASIS Oro Valley in August 2010, with a first day enrollment of 559 students, and has helped pave the way for the three new campuses in August 2011. Charters for the new schools have been approved, Heads of School for each campus have been hired and are undergoing training, and construction of the new facilities is on schedule. With Open Registration still a few weeks away, BASIS has already collected 675 Interest Forms for BASIS Flagstaff, 720 Interest Forms for BASIS Peoria, and 825 Interest Forms for BASIS Chandler, demonstrating a demand for the BASIS academic program from parents and students across the state.

The BASIS schools located in Arizona have been successful in achieving superior levels of academic achievement and have gained national recognition and attention for their results despite operating within an educational community that is not well known for high standards, high levels of educational attainment, or a commitment to funding K-12 education at levels comparable to the US per-pupil average. The schools have demonstrated success in communities with very different income levels such as Tucson and Scottsdale with median household incomes of $36,752 and $68,671 respectively (based on 2007 US census data), and parents and students have demonstrated a high level of demand for the BASIS education in every community where BASIS has established a presence. Moreover, the Committee to Bring a BASIS School to the DC intends to work with BASIS School, Inc. in securing community organizations within the district which have special knowledge of the needs and situations specific to Washington DC students and are willing to lend support in the form of partnerships, training, and professional development to ensure the success of BASIS DC.

The schools managed by BASIS Educational Group have demonstrated both fiscal and regulatory responsibility. During the institution's 13 years of operation, BASIS has never had a material finding in an annual audit. Moreover, BASIS Educational Group has demonstrated an ability to successfully manage start-up operations for multiple charter schools.

3. Finance

a. Anticipated Sources of Funds

Until BASIS DC is incorporated and granted 501(c)3 status (estimated July 2011), BASIS School, Inc. will support the efforts of the Committee to Bring BASIS to DC. After July 2011, BASIS School, Inc. has committed to loaning an amount not to exceed $75,000 in order to bridge the gap until public student funding becomes available for BASIS DC. Applying for available grant funding will be one of the primary focuses of The Founding Committee/BASIS DC.

In order to develop and support the PEAK Program, BASIS DC will rely on grant funds from public and private entities. 100% of these grant funds will be directed toward the Intensive Student Support Program. This program will be a focal point of BASIS DC; however, neither the grant income nor the expenses from these grants are listed in the budget because the magnitude of the program cannot be predicted until the student registration process begins.

BASIS DC will also pursue grant funds in order to supplement and improve upon the fixtures, furniture, and equipment in the building. Technology and additional extra-curricular activities are two of the focal points for grant applications. These items enhance learning and the overall educational experience, but can more easily be eliminated if the grant funds are not approved. BASIS School, Inc. has a successful track record of securing Title 5B Charter Schools Program funds to assist charter schools in getting established in both their planning and implementation phase, and they have volunteered their services to help write that grant. This grant will be applied promptly upon approval of this charter application.

BASIS DC's five year projections are based on the 2011 per pupil funding formula for DC charter schools. Since BASIS plans to draw students in a one-city approach, District averages were used to anticipate the number of students who will require ELL and Special Education services. According to the National Center for Education Statistics, 15.5% of DC students qualify for Special Education Services, 8.5% are classified as ELL, and 67.1% of students qualify for free and reduced lunch. BASIS School, Inc. opened BASIS Oro Valley with a first day enrollment of 559 students in August of 2010 and will open three more schools in August of 2011. Based on the preliminary interest shown from the DC community, the initial projected enrollment of 400 students is believed to be a reasonable estimate.

BASIS DC's partnership with BASIS School, Inc. will allow BASIS DC to draw from the planning and budgeting experience of BASIS School Inc. when planning for contingencies. Budget projections will constantly be updated with the most recent and concrete information on income and expenditures. If the funds are not available by the date promised, BASIS School, Inc. will limited resources in order to bridge the gap created by the delay in funding being distributed. If the allocated funds are less than what was projected, then the budget will need to be reworked to reflect this new information. If this is known earlier in the year, cuts can be made across several categories to minimize the impact in any one area. If the decrease in funding is not known until the end of the year and is significant enough that it cannot be covered by the resources of BASIS School, Inc. combined with our contingency fund, then more drastic measures options would have to be considered, such as the following:

- Depleting summer textbook budget line item;
- Reducing the number of non-instructional staff members;
- Maximizing the specific groups within each grade level to potentially limit the number of teaching staff members; or
- Increasing the number of hours that teachers must teach each week.

Most of our large capital improvements will be handled in the building purchase and subsequent remodel. The City of Florence IDA has been the lender on the last 4 bond arrangements in which BASIS School, Inc. has participated, and the IDA has given verbal consent that they are eager to continue in this partnership. Grants will be written in the hopes of further developing technology (e.g., computers, smart boards, document cameras). The five year budget shows an increase in expenditures as teachers and many other expenses are a function of student enrollment. Revenue stems from the per-pupil funding calculated from the estimated enrollment table and the per pupil facilities allowance. Federal funding sources such as Title I funding, Title V.b. charter start-up funding, and supplements from the Federal lunch program are not included in the budget but will be pursued. These funds, along with other potential start up grants, would give BASIS the ability to increase expenditures on teacher and manager training and professional development before the start of the 2012 school year.

The budget assumes a constant per pupil allotment, but also includes a constant average teacher salary of $60,000. Should the per pupil allotment increase in subsequent years, teacher salaries will likely increase as well.

b. Planned Fundraising Efforts

In order to attract and retain a top quality faculty, BASIS School, Inc. has launched a Master Teacher Campaign at its existing campuses and BASIS DC would mimic a Master Teacher Campaign in DC in its first year of operation. With private contributions predominately from philanthropists, community members, local businesses and foundations, and, to a limited extend, BASIS parents, BASIS rewards teachers for the learning gains made by their students through merit-based salary supplements and bonuses. The goal is to provide BASIS DC's top quality teachers with sufficient compensation to assure they will not have to leave teaching or BASIS to obtain adequate salaries and financial progress over their professional careers. BASIS DC also wishes to recruit the "best and brightest." Offering respectable salaries for high performing teachers has helps attract the attention of talented new teachers. BASIS

students have achieved remarkable results due in large part to the knowledge, creativity, dedication, and efforts of the BASIS faculty.

c. Financial Management and Accounting

BASIS DC's student projections are based on student enrollment equal to roughly two-thirds capacity during the initial year of operation. The budget will be constantly updated and adjusted as necessary as expected revenues and expenditures become realized revenues and expenditures.

BASIS Educational Group handles all of the school's accounting per the anticipated service agreement. BASIS Educational Group shall maintain separate accounts for each client and shall only charge BASIS DC for expenses incurred by or on behalf of BASIS DC. Per the agreement, BASIS DC shall engage an independent certified public accountant to conduct a quarterly agreed-upon procedure ("AUP") to review and test cash disbursements for costs and expenses in order to determine whether such disbursements are properly supported, accurately recorded, and processed in accordance with in the Capital's internal control policies and procedures. The AUP shall include a provision to allow BASIS Educational Group fifteen days from a notice of deficiency in which to respond to and/or cure any such deficiency identified by the independent certified public accountant during the AUP process; provided, however, for any deficiency remaining after such a time period BASIS Educational Group shall reimburse, within 15 days' notice of the determination of a remaining deficiency, any disbursement which the independent certified public accountant determines was not accurately recorded and processed in accordance with BASIS DC's internal control policies and procedures.

BASIS Educational Group will track and label all revenue and expense entries for BASIS DC. BASIS DC will be audited annually and BASIS Educational Group will report to the BASIS DC Board of Trustees after each audit. Financial records will be kept in accordance with generally accepted accounting principles as defined by the American Institute of Certified Public Accountants.

See *Section B.2.c.Administrative* Structure for more detailed information about school accounting procedures.

d. Civil Liability and Insurance

BASIS School, Inc. currently has Civil Liability and Insurance produced by CBIZ Insurance Services, Inc. and insured by Philadelphia Indemnity Company and Hartford Insurance Company. As the policy cover page shows, the coverage greatly exceeds the minimum requirements in all areas.

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A		GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PROJECT LOC	PHPK538128	3/1/2010	3/1/2011	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A		AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS X SCHEDULED AUTOS X HIRED AUTOS NON-OWNED AUTOS	PHPK538128	3/1/2010	3/1/2011	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
		GARAGE LIABILITY ANY AUTO				AUTO ONLY - EA ACCIDENT OTHER THAN AUTO ONLY: EA ACC AGG	$ $ $
A		EXCESS/UMBRELLA LIABILITY OCCUR CLAIMS MADE DEDUCTIBLE X RETENTION $ 10,000	PHUB300448	3/1/2010	3/1/2011	EACH OCCURRENCE AGGREGATE	$ 9,000,000 $ 9,000,000 $ $ $
B		WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below	59WELU1096	3/1/2010	3/1/2011	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 500,000 $ 500,000 $ 500,000
		OTHER					
A		Package	PHPK538128	3/1/2010	3/1/2011	Employee Benefits Liab	1,000,000
A		Professional Liability	PHPK538128	3/1/2010	3/1/2011	Educators Legal Liability	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

Charter School

CERTIFICATE HOLDER	CANCELLATION
******** Evidence of Insurance********** -	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE [redacted]

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e. Provision for Audit

As stated in the anticipated service agreement, "BASIS DC shall be responsible for the cost of the annual audit required by the Charter Contract and applicable law. BASIS Educational Group shall cooperate in the preparation of the annual audit and any other accounting reviews, which are undertaken by independent auditors approved or selected by the BASIS DC Board of Trustees. BASIS Educational Group shall make all of BASIS DC's financial and other records related BASIS DC available to the auditor as required by applicable law. BEG shall produce such records at the office located at BASIS DC."

4. Facilities

a. Identification of a Site

It is the overarching goal of BASIS DC to locate an appropriate site for BASIS DC from the outset. While Incubator Spaces are common practice for charter schools in the District, the uncertainty of location and lack of complete control over renovating the building are two of the key reasons that this solution is less than ideal. The bondholders for

BASIS School, Inc.'s most recent new school construction projects have indicated that they would be willing to finance facilities for BASIS DC.

Our Timeline

The BASIS DC Board of Trustees' Facilities and Site Selection Committee will be evaluating property options in February, March, and early April. BASIS plans to place a property in Escrow in May so it can close on the property by mid-July. Conversations with Evergreen and Jones Lang LaSalle have confirmed that this will give ample time to address any zoning, building permit, and the actual building improvement issues that may arise. As a contingency plan, BASIS DC would begin looking for a temporary space as soon as it becomes apparent that the plan of purchasing a building will not work for 2012. BASIS DC's space requirements would remain roughly the same, but this would open up numerous additional properties because the purchase requirements would be refined. BASIS DC's current approach requires a minimum of a thirty year lease or the outright purchase of a property. If necessary, BASIS DC could move into a temporary space with a lease as short as one year. There have been a number of charter schools in the District that have been able to begin this process in March or April and open the following fall. BASIS DC will begin to pursue this option if they are unable to place a property in escrow during the summer of 2011.

Evergreen Development Company has worked with BASIS School, Inc. on its previous four new school projects and already has established contacts in Washington D.C. Specifically, the Senior Vice President and the Managing Director at Jones Lang LaSalle have already met with representatives of BASIS and are ready to move forward on a number of properties once notification has been given that BASIS' application has been approved or conditionally approved. In order to more readily make our campus accessible to all students in DC, BASIS DC will be searching for a central location with convenient access to metro and bus lines.

Evergreen Development Company

Founded in 1974 by Bruce Pomeroy and Andrew Skipper, the company has earned a reputation as an industry leader by delivering high-quality real estate developments and services reliably, intelligently and cost-effectively. Evergreen's core business developments includes charter school and pre-school expansions. During the past 35-plus years, Evergreen has developed more than 400 projects in Arizona, California, Washington, Oregon, Nevada, Colorado and Florida – and is working on new developments in Illinois and Virginia (Washington Metro area). Evergreen is the largest developer in the United States for Walgreens.

Laura Ortiz, Principal

Laura has more than 15 years of experience in real estate development, including developing power centers, mixed-use centers, neighborhood shopping centers, single tenant projects and national tenant roll-outs. She currently oversees the Project Management division at Evergreen and her responsibilities include establishing and implementing systems and procedures for the development of Evergreen's projects and for supervising a team of Project Managers. Laura holds a Bachelor's Degree in Finance & Economics from the University of Arizona. Laura has completed development work on over 100 projects and is responsible for overseeing the development aspects of the BASIS School expansion, including the Washington D.C. campus.

Jones Lang LaSalle

Kurt Haglund and Creighton Armstrong with Jones Land LaSalle have been engaged to identify and secure for BASIS Schools the property required for its Washington D.C. campus.

Kurt Haglund, Managing Director

Prior to joining Jones Lang LaSalle, Kurt founded a business and real estate strategy company, and was a partner in a large architecture firm, RTKL Associates. He has worked with a wide range of clients, including corporate clients (Discovery Communications, Media General, SAIC, British Telecomm, Six Flags, Great Wolf Resorts, The Coca Cola Companies, Legg Mason, The American Red Cross, Arbitron), education clients (George Washington University, Catholic University, Lorraine County Community College, Bowie State, Frederick Community College, Mercatus) and public sector clients (Health and Human Services, National Aeronautics and Space Administration, Department of Homeland Security, Immigration and Customs Enforcement (DHS), U.S. Army, U.S. Army Reserves, Federal Bureau of Investigation, U.S. Department of Agriculture). Kurt received his M.B.A. from Harvard Business School, his Masters

in Architecture from the University of Pennsylvania, and two undergraduate degrees from Iowa State University. He is a registered architect, has real estate licenses in Maryland, Virginia and Washington, DC.

Creighton Armstrong, Senior Vice President
Creighton specializes in structuring and negotiating complex lease, purchase and financing transactions. He has worked with a variety of clients throughout his career, and most recently Airlines Reporting Corporation, American Systems, Bryan Cave LLP, Beveridge & Diamond, P.C., Kaplan Higher Education, Information Technology Industry Council, Marriott International, City of Richmond and Viacom. Creighton has been involved in transactions valued in excess of $500 million and most recently earned the Company's, Top Gun Award, which is places Creighton in the top 5% of the company.

b. Site Renovation

While BASIS DC has not yet selected a specific site, the guidelines for site selection will ensure that the building is suitable for education. Besides establishing 30,000 as the minimum number of square feet, BASIS DC will also be considering the layout of the building as it pertains to the functionality of a school. Free standing structures are ideal as they give the most flexibility in designing the campus. BASIS School, Inc. currently has two campuses in Arizona (Scottsdale and Tucson) that were renovations so it has that experience to draw upon when selecting and planning new campuses. Evergreen Development Company will work with BASIS DC to research, interview, and select an architect and a general contractor.

c. Financing Plans for Facilities

Similarly to the other BASIS Schools, BASIS DC will be financed by a loan agreement with the City of Florence IDA. From their preliminary research, they believe it is likely they can secure a property and renovate it at or below $450 per square foot. This translates to an approximate price at or below $13.5 million for a 30,000 square foot building. BASIS DC has conservatively budgeted for 21 million dollars, which will be enough to purchase the building, perform the necessary repairs and tenant improvements, and pay for all of the fees and closing costs associated with the transaction.

While the exact terms of this agreement won't be finalized until a specific site and dollar amount is known, each of BASIS School, Inc.'s past four agreements have included a period of capitalized interest. They anticipate that this period will last until December of 2012, which is especially helpful in getting a new campus off of the ground. Additionally, payments have been "interest only" for the next 18-24 months. This allows the debt service responsibilities of the school increase over the first few years of operation in order to account for the growth of the school over that same time period.

d. Building Maintenance

As BASIS DC takes possession of the new building and moves forward with tenant improvements, the building and its changes will have to be inspected and approved by the Department of Consumer and Regulatory Affairs. Per the anticipated service agreement between the BASIS DC Board of Trustees and BASIS Educational Group, BASIS Educational Group will have a Head of Operations on site who is contractually responsible for maintaining the building and ensuring that applicable codes and standards are met. This Head of Operations is also responsible for overseeing the custodial services that will be contracted to clear the facility daily. The Facility Oversight Committee and the New School Development Director will be responsible for monitoring the Head of Operations.

5. Recruiting and Marketing

a. Outreach to the Community

The community outreach plan for BASIS DC is already underway. On Monday, January 24, 2011, the Committee to Bring BASIS to DC organized a lunch for neighborhood activists, political leaders (including interim At-Large Council Member Sekou Biddle), and parents who have started charter schools in the District to inform them about BASIS, seek their support, and build social networks. On Wednesday, February 26th, the Committee launched a viral social media campaign called *Bring BASIS to DC* on Facebook and Change.org. This campaign was publicized widely on neighborhood listservs across the city, and the Committee engaged neighborhood and political activists to promote it

heavily on their own lists. Marshall Brown, a political strategist in Wards 7 & 8 and the father of DC Council Chairman Kwame Brown, and Lee Granados, who organized the 17th Street Festival and is the PTA President of Ross Elementary school in Ward 2, are two of the many key community members the campaign reached.

The Committee to Bring BASIS to DC has strong social networks and reaches deeply into all eight wards of the city. We are devoted to Mayor Gray's vision for one city and we believe that all children, regardless of race or economic background, deserve a chance to attend an academically excellent school. Thus, we will continue our best efforts to reach out to the entire city. We will update Washingtonians who signed our petition at Change.org and who follow us on Facebook about our progress, and we will continue to meet informally with neighborhood associations, local ANCs, and traditional public and charter school parent-teacher associations to keep them informed about our campaign to Bring BASIS to DC.

Meetings with Community Activists, Neighborhood Associations, and ANCs

In the next two weeks, the Committee to Bring BASIS to DC will continue to recruit at least one BASIS ambassador for each of the eight Wards who will spread the word about BASIS DC among their communities. A typical Ambassador will be a neighborhood activist and leader in the community, someone who already has the monthly ANC, neighborhood association, and neighborhood school PTA meetings on their calendar. Martin Moulton, Lee Granados, and Marshall Brown are examples of the key community figures we will target. All three are already on board with the campaign.

Outreach to Students and Parents

Bring BASIS to DC Committee members Mali Parke and Mary Siddall are veteran Open House organizers. Washington is a small town, and both Parke and Siddall are already in regular contact with many charter and traditional public elementary school leaders across the city. Working with the BASIS Ambassadors, Margie Yeager, on the Chancellor's team, and Arianna Quiñones-Miranda from FOCUS, Mali and Mary will make sure the committee reaches every traditional public and charter school in the District with presentations at PTA meetings, principals' coffees, Open Houses and other events.

Interest List:

As we build on our existing viral social media campaign on Change.org and Facebook, we will eventually direct our growing parent list to a new BASIS DC website and official Facebook page, where we will gather an "Interest List" through an online form which prospective BASIS DC parents and students can fill out. Those who sign up for the Interest List will automatically receive announcements and updates about BASIS DC, as well as details about Information Nights, application procedures and deadlines, and the lottery. The Interest List not only allows BASIS DC to gauge the level of interest among parents and students, thereby making it possible to attain data on the number of prospective students, it also ensures that parents and students who want to stay informed about BASIS DC receive a constant stream of communication from the school.

Information Sessions:

In May, BASIS DC will introduce formal Information Sessions at schools, churches, non-profits, living rooms, coffee shops, supermarkets and any other place a parent or community member wants to host one. The Committee to Bring BASIS to DC and the BASIS Ambassadors will travel all over the city for these events so that we may meet the parents and community members in their own neighborhoods.

All of our Information Sessions will be open to the public with the aim to inform all parents and students about the BASIS educational philosophy, hiring philosophy, organizational structure, curriculum, assessment structure, student support services, partnering organizations, college counseling services, and extracurricular activities. These elements have combined at the existing BASIS Schools to produce incredible academic achievement among BASIS students and a 100% college acceptance rate among BASIS graduates, which is information the DC community should know. Although we believe personal relationships and word-of-mouth are the best way to generate turnout at our Information Sessions, we will also publicize widely on neighborhood listservs, on the new BASIS DC website and Interest List, and in local newspapers such as *The Informer*, *The Intowner*, the *Current* newspapers, and *The City Paper*.

A Resource to the Community

Raising the Bar for DC Education

BASIS DC promises to benefit the DC community in a number of ways, none more important, however, than by raising the bar for education across the District. BASIS believes in academic excellence through a rigorous curriculum taught

by expert teachers. Therefore, teacher training is essential to the operation of BASIS DC. Not only will BASIS DC be a place where excellent teachers go to get better, it will also be a place where other education leaders can look for inspiration and guidance. The school will act as magnet, attracting community members who strive to improve classroom methods and school operations. Yet the impact and influence of BASIS DC will not stop at the District lines. In time, BASIS DC will act as a benchmark for schools across the nation and eventually the world. The school will raise education standards for all children, teach the children well, and exceed international standards. This is just the kind of international educational leader the DC community needs.

Student Arts Performances: BASIS DC will be centrally located, so BASIS students who engage in extracurricular activities and elective courses such as orchestra, band, choir, and art, will have a ready-made audience for their performances. The BASIS community, including students, parents, teachers, staff, board members, and community members, will be invited to attend various events throughout the school year. Often, these events will be open to the public, giving the District community at large a glimpse of what is possible when we believe in our students' abilities and give them opportunities to excel in both academics and the arts.

Student Academic Presentations: When the BASIS academic program is fully implemented, 12th grade students will have the opportunity to engage in a trimester-long Senior Project (see *Section A.4.g Structure of the School Day and Year*), culminating in a Senior Project Presentation to the entire BASIS DC community. The Senior Project presentations are an essential component of the BASIS academic program, and they allow students to showcase the results of months of academic inquiry. They are also an important component of building community understanding and awareness of the BASIS DC academic program and the accomplishments of its students, which propel the school's outreach efforts.

BASIS DC Senior Projects will allow the students an opportunity to practically apply the knowledge they have gained in the classroom to real-world organizations. Through internships, lab work, and other community-based partnerships, the students will get hands-on experience in the working world. DC offers a number of intriguing potential Senior Project partnerships like internships on the Hill or with public policy organizations, or work with organizations like NASA and the Smithsonian. Any of these esteemed groups, when partnered with BASIS DC's unique vision for Senior Projects, will introduce students to enlightening experiences they would, in all likelihood, never enjoy otherwise.

Community Education Events: Both BASIS and the founding committee members take our commitment to community very seriously. After the school is launched, BASIS DC intends to hold annual community events which will serve several purposes:

1. To increase community understanding of education reform debates, initiatives, research, and recommendations;
2. To increase community awareness of the BASIS DC academic program and the achievements of its students and teachers;
3. To provide a venue for students, parents, teachers, staff, board members, and community members to interact and build a sense of community; and
4. To raise additional resources for merit-based teacher salaries through ticket sales proceeds.

Community Space: BASIS DC will make the school campus available for community organizations to hold meetings or gatherings.

b. Recruitment of Students

Recruitment Efforts

The founding committee, with significant assistance from the grassroots parent committee in each Ward, will play an instrumental role in reaching out to the community and making potential parents and students aware of the BASIS DC philosophy, academic program, curriculum, graduation requirements, and school culture. Founding committee members, grassroots parent committees, and BASIS staff will all participate in Information Sessions to be held in all eight Wards to help inform parents and students and spread the word about BASIS DC. In addition to word of mouth advertising, BASIS will also advertise in newspapers (The Current Newspapers, Capitol Hill, Dupont Circle, Foggy Bottom, Georgetown, Chevy Chase and Upper Northwest), on radio and television, on listservs, and in fliers to be posted throughout neighborhoods across the district.

We will ensure students and parents in all eight Wards are aware of the BASIS program and the interest list by handing out flyers door-to-door in all eight Wards, by setting up information booths at farmers market and supermarkets, and by partnering with local community organizations such as the Boys and Girls Club and the YMCA. As we suggested before, we will continue to build on our existing social media and networking campaign. Our 'Bring BASIS to DC' Facebook page and signature-holding petition on Change.org continue to build momentum. In just 4 days since their launch, we have already gained over 100 signatures toward our 500 signature goal. We also plan to engage individuals at local education forums, events, and conventions, by hosting booths and disseminating information about the BASIS program. Furthermore, flyers will be hung in homeless shelters, soup kitchens, medical centers, laundry mats, coffee shops and local businesses explaining the BASIS educational philosophy and curriculum and listing open registration dates, deadlines, and procedures, in the hopes of reaching as many DC residents as possible.

Registration packets will be available both online and in print as soon as the registration period begins. Printed packets will be available at designated locations (e.g., libraries, youth clubs, Parent and Family Resource Centers, etc.) during the duration of the open enrollment period. Completed registration packets will be accepted in various locations across the District leading up to the open registration deadline; therefore, all DC residents will have a designated registration drop spot in relative proximity to them. Many of the registration materials will be available online for those who wish to choose that option.

In addition to social networking, BDC has committed to a wide range of advertising strategies as described in *Section 5.b. – Recruitment of Students.* These strategies include, but are not limited to, organizing grassroots parent committees, handing out fliers in all eight wards, setting up information booths at various and strategic times and locations across the District, and partnering with a wide variety of community organizations.
As further clarification, the proposed two week registration window does not correlate to a two week advertising window. Nevertheless, BDC is committed to extending the registration window to the entire month of January. The extensive advertising campaign using the above mentioned methods will occur during the two months prior to the registration period.

Recruiting Homeless and At-Risk Students
During the open registration period, BASIS DC representatives will perform a number of outreach activities, including visits to daycare and educational centers servicing homeless and at-risks families (e.g., Martha's Table), to talk to parents and students about the BASIS philosophy and curriculum and to assist them in completing the registration packet if they are interested.

Registration and Enrollment Policies
All packets received before the deadline will be entered in the lottery (after the initial year of operation, students with registration preferences will be registered before the lottery). If a student's registration packet is selected in the lottery, he or she will be automatically registered. Once the student is registered, his or her parent/guardian must respond to future Registration Updates and Confirmations by designated deadlines in order to keep the student actively enrolled. The student will be placed under "Non Active Forfeit" if responses are not received by deadline dates. If the student's registration packet is not selected in the lottery, he or she will be automatically placed on the Waiting List and his or her parent/guardian is required to confirm interest to stay on the Waiting List. Registration packets received after the open registration deadline are placed on the Waiting List and assigned a position based on the date the application was received.

If, upon the open registration deadline, the school receives fewer registration packets than there are spaces available, all students who turned in completed registration packets by the deadline will be registered and Extended Registration will begin. Once the available spaces are filled, the Waiting List will open and student will be assigned positions on the list based on the date their registration packets were received.
Whenever a registration spot opens due to a Registration Withdrawal or a student forfeit (missed confirmation deadline), the student who is first on the Waiting List will receive a Registration Confirmation Form and the parents/guardians are required to submit the form by the deadline. If the parents/guardians decline the registration or miss the confirmation deadline, the vacant registration spot will go to the next student on the Waiting List. If multiple students hold the same position on the Waiting List, a lottery will be performed to determine which student will receive the open position.

An Explanation of Policies Regarding Enrollment Preferences

BASIS DC will be an open enrollment public charter school which does not charge tuition and does not administer entrance examinations. Policies regarding enrollment preferences for students returning to BASIS who attended the school during the previous school year and siblings of BASIS students follow:

Enrollment preference will be given to students who meet the following criteria in the order listed:

1. to students reenrolling in BASIS who attended during the previous school year;
2. to students who are siblings of BASIS students.

No preference will be granted to students who do not meet the above criteria.

Ensuring Adequate Enrollment

BASIS DC will provide DC students with an educational option beyond what traditional public schools can offer. As an open enrollment public charter school which teaches to the highest international standards, BASIS is able to offer all students the opportunity to receive education on par with the best private schools in the country and the best schools in the world without charging tuition. The demand for the DC Opportunity Scholarship Program demonstrated the desire among Washington DC parents to provide their children with opportunities beyond what traditional public schools offer. Prior to its rejection for reauthorization, the DC Opportunity Scholarship Program provided financial aid to enable low-income residents to attend the private school of their choice. According to a May 2010 article in School Reform News, “The program is popular with DC residents and attracts more applicants than the available seats. About 9,000 families have applied for the program’s scholarships."

We believe our aggressive recruitment strategy, which will utilize the expertise and skills of BASIS employees, founding committee members, and grassroots efforts, and the proven record of exemplary student achievement at the existing BASIS schools, will ensure an adequate enrollment of students.

Under-Enrollment Contingency Plan

In the case of significant under enrollment, we would explore reducing the number of sections in the grade levels experiencing significant under-enrollment, reducing faculty and staff levels, or making certain positions part-time rather than full-time, and leasing out portions of the school facilities.

c. Future Expansion and Improvements:

BASIS DC Enrollment Projections															
	Year 1			Year 2			Year 3			Year 4			Year 5		
	SPED	ELL	Total	SPED	ELL	Total	SPED	ELL	Total	SPED	ELL	Total	SPED	ELL	Total
5th	22	12	*145*	22	12	*145*	22	12	*145*	22	12	*145*	18	10	*116*
6th	17	10	*112*	21	12	*138*	21	12	*138*	21	12	*138*	21	12	*138*
7th	13	7	*81*	16	9	*101*	19	11	*124*	19	11	*124*	19	11	*124*
8th	7	4	*42*	11	6	*69*	12	6	*76*	15	8	*99*	15	8	*99*
9th	3	2	*20*	3	2	*21*	6	3	*38*	7	4	*46*	10	5	*64*
10th	0	0	0	2	1	12	2	1	15	5	3	30	6	3	39
11th	0	0	0	0	0	0	1	1	9	2	1	14	4	2	29
12th	0	0	0	0	0	0	0	0	0	1	1	8	2	1	14
MS	52	29	338	60	33	384	63	35	407	63	35	407	59	32	378
US	10	5	62	16	9	102	21	12	138	31	17	197	38	21	245
Total	62	34	**400**	**75**	**41**	**486**	**84**	**46**	**545**	**94**	**51**	**604**	**97**	**53**	**623**

BASIS DC’s targets reflect an increasing enrollment at BASIS DC following the initial year of operation. Because this increase in enrollment is anticipated, BASIS DC intends to acquire facilities which will be able to accommodate the long-term enrollment targets of the school. BASIS DC anticipates the need to recruit

and train additional faculty and staff after the initial year in operation. BASIS DC will recruit teachers from across the country and around the world using all methods available, including search engines, headhunting agencies used by elite private schools, and advertisements placed throughout the community. The success of the existing BASIS schools, coupled with the comprehensive recruitment strategies used, has led to a consistently large number of applications for open positions. It stands to reason these same criteria will lead to an equally large number of applications when BASIS DC opens.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

BASIS DC anticipates open registration will begin late in the winter of 2012. This will ensure ample time to administer diagnostic exams, assess their results, and make determinations as to the curriculum modifications that will be necessary in the initial year of operation of the school. BASIS DC also anticipates the open registration window will last approximately four weeks. This will ensure adequate time for BASIS employees to visit homeless shelters and other community centers to offer their assistance to students who are interested in enrolling at BASIS DC.
Upon the approval of the charter application, and the establishment of the BASIS DC Board of Trustees, BASIS DC will propose a registration calendar for the review and approval of the Board. This will ensure that individuals with intimate knowledge of the needs and desires of Washington DC parents and students will have an opportunity to review the proposed calendar before it becomes final.

b. Enrollment, Withdrawal, Suspension, and Expulsion of Students

Enrollment and Withdrawal Policies

BASIS DC will be an open enrollment, tuition-free school that does not administer entrance examinations. Enrollment will be granted to any student who submits a registration packet on or before the open registration deadline, as long as space remains available.
The BASIS DC Registration packet will require parents to submit a Verification of Residency which meets the District of Columbia Public Schools' Residency Verification Guidelines. The following tables outline the documents that will be accepted as a verification of residency in Washington DC.

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 1)

***One of the following items* will suffice to establish District of Columbia residency:**	
Item Accepted for Verification of DC Residency	**Item Must Show:**
1. A **pay stub**	a. Issue date within the past 45 days; b. Name of person enrolling the student; c. Current DC home address; and d. Withholding of DC taxes for the current tax year.
2. Proof of **financial assistance from the DC Government**, in the form of either a: a. Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter; b. Medicaid approval letter or recertification letter; c. Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or d. Proof of receipt of financial assistance from another DC Government program.	a. Issue date within the past 12 months; b. Name of person enrolling the student; and c. Current DC home address.
3. **Supplemental Security Income annual benefits notification**	a. Issue date within the past 12 months; b. Name of person enrolling the student; and c. Current DC home address.
4. A **tax information authorization waiver form** certified by the DC Office of Tax and Revenue	a. Name of person enrolling the student; b. Evidence of payment of DC taxes for the previous tax year; and c. Current DC home address.
5. **Verification Letter** *and* **Military Housing Orders;** or **DEERS Statement***	Name of student.
6. Proof that a child is a **ward of the District of Columbia,** in the form of a **Court Order**	Name of student.
7. An **embassy letter**	a. Issue date after May 1 of the current year; b. Name of person enrolling the student; c. Official seal; and d. Statement indicating that the person enrolling the student and the student currently live on embassy property in DC, with the DC address.

Source: http://dc.gov/DCPS/Files/downloads/Learn-About-Schools/Enrollment/DCPS-Enrollment-Forms-Residency-Verification-Guidelines-3-2010.pdf

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 2)

***In the absence of items listed on the other side of the page, two (2) of the items listed below* will suffice as proof of residency in the District of Columbia. The address and name on each submitted item must be the same.**	
Item Accepted for Verification of DC Residency:	**Item Must Show:**
1. Unexpired **DC motor vehicle registration**	a. Name of person enrolling the student; and b. Current DC home address.
2. Unexpired **lease or rental agreement**	a. Name of the person enrolling the student; b. Current DC home address; and c. Receipt of a payment or canceled check indicating payment of rent within the past two (2) months.
3. Unexpired **DC motor vehicle operator's permit** or other official non-drover identification	a. Name of person enrolling the student; and b. Current DC home address.
4. **One utility bill** (only gas, electric and water bills are acceptable)	a. Name of person enrolling the student; b. Current DC home address; and c. A separate receipt of payment or canceled checks indicating payment for the utility bill within the past two (2) months.

Source: http://dc.gov/DCPS/Files/downloads/Learn-About-Schools/Enrollment/DCPS-Enrollment-Forms-Residency-Verification-Guidelines-3-2010.pdf

If more registration packets are received than there are spaces available, the school will perform a lottery to determine which students will be granted enrollment. The students who are not selected in the lottery will be placed on a Wait List. Positions on the Wait List will also be determined through a lottery.
If the number of registration packets submitted does not exceed the number of spaces available, Extended Registration will begin and students will be accepted as long as there is space available in their specific grade level. Once all available spaces are filled, BASIS DC will open the Wait List and positions on the Wait List will be determined based on their registration packet submission date.
Whenever a student withdraws from BASIS DC, the student who holds the top position on the Wait List for that grade level will be notified and, once the student's parent/guardian submits the Confirmation Form, the student will be enrolled and begin classes.

Withdrawal Policies
Students may contact the BASIS DC office to withdraw at any time. BASIS DC will attempt to arrange a meeting with the student and family to ensure that the family is making an informed decision. Data collected from these meetings will be used to improve the BASIS program and to ensure BASIS DC more closely meets the needs of the community.

Disciplinary Policies and Procedures
BASIS DC will call on years of BASIS schools' experience with student discipline in order to create a safe and orderly school in which students can work. BASIS believes that all students have the right to study in a secure environment, free from distractions and out of harm's way. The discipline policies and procedures for BASIS DC have been drawn up and will be carried out with that strong belief in mind. For a more complete explanation of specific disciplinary policies and procedures, please see *Section A.4.e Safety, Order, and Student Discipline*.
Procedures for handling Discipline Violations specific to students with disabilities will be clearly outlined in the school's Special Education Policies and Procedures Manual. Parents/Guardians of students with disabilities may request a copy upon the opening of school. A disabled student is one who has been classified as disabled pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and/or the Americans with Disabilities Act.

Student Disciplinary Records
The School Director will make reasonable efforts to thoroughly investigate, accurately document, and fairly adjudicate student misconduct. Disciplinary records related to the current school year will be maintained by the School Director in the student's discipline file. The student's disciplinary file, adjusted to comply with Family Educational Rights and Privacy Act (FERPA), will be made available for inspection by parents/guardians upon request. In compliance with FERPA, all documents with information about any other students involved in the disciplinary event will be removed from the file prior to such inspection. The student's disciplinary file, including disciplinary information related to the current school year, will be available for inspection only if the request is made before the end of the school year during which the discipline violation occurred.
When responding to requests for student disciplinary records and information from law enforcement agencies or court officials, the school will follow procedures mandated by the Family Educational Rights and Privacy Act (FERPA).

Standard Due Process
A parent/guardian may request, in writing, either of the following: that a School Director reviews any decision made by any staff member; that the Head of School reviews any decision made by a School Director. Decisions made by the Head of School are considered final. The parent/guardian will receive a written response to his/her request within 20 school days.
If the parent/guardian believes that the school violated any Charter School Regulations, state or federal laws, or any other relevant regulation, he/she should bring it to the school's attention and may directly contact the District of Columbia Public Charter School Board.

Tuition reimbursement for nonresident students.

We anticipate BASIS DC will only accept students who are residents of Washington DC and are able to verify their residency.

2. Human Resource Information

a. Key Leadership Roles

Key leadership roles will not permanently be filled until the charter application in approved. Specific names and qualifications of those providing interim leadership are included below.

Chief administration officer

In the proposed service agreement, BASIS Educational Group will provide a full time chief administration officer as the Head of School for BASIS DC. This person will be hired by January 2012 in order to have ample time to pursue professional development opportunities, work with the Board of Trustees to develop policies and procedures for the new campus, and to manage the registration process.

Curriculum leader

In the proposed service agreement, BASIS Educational Group will provide curriculum support, including topic lists for the teachers at BASIS DC. Sheri Pierce, the Curriculum Director for BASIS Educational Group, has eleven years of education experience. She began her teaching career at Teach for America as a high school Chemistry and Biology teacher at Benito Juarez High School in the Chicago Public School District. She came to BASIS Scottsdale in 2003 as a science teacher, became Middle School Director in 2006, and served as Head of School in 2008 before becoming the full time Curriculum Director in 2009. She oversees the curriculum at all seven BASIS campuses to ensure that the internationally benchmarked curriculum is being taught effectively while all state standards are being met.

Additionally, Ms. Pierce will be instrumental in creating the transition program that will be specially designed and modified to meet the needs of DC students. Her breadth of experience as a classroom teacher, school administrator, and Curriculum Director will be an asset to BASIS DC. This experience will ensure that teachers at BASIS DC will have the necessary tools to diagnose the current performance level of incoming students. The data will then be used in conjunction with the rigorous BASIS curriculum to individualize the transition program in order to bring the students' current level of performance up to the internationally benchmarked standards set by BASIS.

Business officer

In the proposed service agreement, BASIS Educational Group will provide a full time Head of Operations to oversee the business and operations aspects of BASIS DC. In the interim, Nancy Tabar, the Operations Director for BASIS School, Inc., will serve at the Head of Operations. She is currently responsible for managing all of the Operations personnel at each BASIS campus, will oversee the BASIS DC Head of Operations when that person is hired, and has significant experience working in Operations and with BASIS. Mrs. Tabar began working with BASIS Scottsdale in 2006 at the school administrative level, became the Head of Operations for BASIS Scottsdale in 2009, and was promoted to Operations Director in 2010.

Legal counsel

The Washington office of Greenberg Traurig will be legal counsel. BASIS Educational Group uses Greenberg Traurig in Phoenix for Bond Counsel and specifically works with Brigette Finley Green, Esq. as its attorney, whose resume can be found in *Appendix J.*

b. Qualifications of School Staff

In accordance with District Law, all of our teachers will meet or exceed the highly qualified standards set by NCLB. All administrative staff members must have a minimum of a Bachelor's Degree; teachers must hold at least a Bachelor's Degree and will be highly qualified in their specific area of instruction. For detailed information regarding the specific requirements for staff positions please see *Section B.2.c. Administrative Structure*. All school staff will be evaluated against these necessary qualifications and duties and required to possess any credentials or certifications required under federal or District law. As previously stated, BASIS teachers, who will be instrumental in curriculum development

and educational delivery, will need to possess a minimum of a bachelor's degree and demonstrate expertise in their subject field.

c. Staffing Plan

Below is a chart outlining the anticipated composition of BASIS DC staff during its initial year. The chart lists each grade level, the number of sections of students expected per grade level (extracted from our enrollment projections and estimating an average of 23 students per class), and the number of hours each subject area is taught for each grade. Then, using an average of 25 teaching hours per teacher, the number of teachers necessary for each grade level subject was calculated by multiplying the number of hours the subject is taught by the number of grade level sections, and dividing by 25. This projects 25.2 teachers for the entire campus, which was adjusted to 27 teachers, because many teachers are relatively limited in the subject area(s) in which they are highly qualified to teach. This same reasoning results in a projected teacher count of 33, 37, 41, and 42 respectively for years two through five of operation. This ensures that our teachers are experts in their field, which is the key component to delivering the academically excellent education that is the trademark of BASIS Schools.

Throughout the academic year, BASIS DC faculty and staff will engage in weekly meetings and workshops. In the course of these meetings, BASIS DC faculty and staff will engage in ongoing collaborative efforts to ensure BASIS DC students are prepared for the next stage of their academic career and are prepared to compete against their international peers in highly performing educational systems. Faculty and staff will present, evaluate, and analyze student achievement data related to the school's mission as it becomes available. This ongoing process of reflection, evaluation, and collaboration will help ensure all BASIS DC faculty are intimately aware of the school's mission and goals, are knowledgeable and up to date on student achievement data, and constantly reflect on and reevaluate students' academic progress relative to the school's mission accomplishment plan.

		English		Math		Science		Soc. Science		Foreign Lang.		Humanities		Elective		Total	
Grade	**# groups**	**hrs**	**Teachers**	**Hrs**	**teachers**	**hrs**	**teachers**	**hrs**	**teachers**	**hrs**	**teachers**	**hrs**	**teachers**	**hrs**	**teachers**	**hrs**	**teachers**
5th	6	5	1.2	5	1.2	10	2.4	3	0.72	2	0.48	5	1.2	5	1.2	35	8.4
6th	5	5	1	5	1	9	1.8	5	1	3	0.6	5	1	3	0.6	35	7
7th	4	6	0.96	5	0.8	9	1.44	5	0.8	5	0.8			5	0.8	35	5.6
8th	2	5	0.4	5	0.4	9	0.72	8	0.64	3	0.24			5	0.4	35	2.8
9th	1	10	0.4	5	0.2	5	0.2	5	0.2	5	0.2			5	0.2	35	1.4
Total	**18**		**3.96**		**3.6**		**6.56**		**3.36**		**2.32**		**2.2**		**3.2**		**25.2**

d. Employment Policies

Per the anticipated service agreement, BASIS Educational Group will provide a draft of an Employee Handbook to Educational Excellence in the Capital. Our Board of Trustees will edit and ultimately approve this handbook and it will accompany all employee contracts. This handbook will precisely outline all roles, responsibilities, and expectations of each staff member. The draft of these roles is included in *Section C.2.b.Qualifications of School Staff.*

BASIS Educational Group does not have a starting base salary or a set pay increases for teachers or administrators based on experience. Instead, salaries are negotiated on a case by case basis and teachers are given bonuses based on their performances on agreed upon tasks, student test scores, and other measures of academic progress. Teachers will be offered one-year contracts, which will allow the school the option of replacing ineffective teachers. A condition of hiring will include a clean background check, verification of permission to work with children in the District, and all necessary documentation.

BASIS Educational Group is an equal opportunity employer and does not discriminate on the basis of age, race, creed, national origin, sex, disability, or marital status. BASIS Educational Group complies with all relevant laws and regulations and will be a drug free workplace.

In accordance with the proposed budget, the average BASIS DC teacher salary is projected to be $60,000 plus benefits. Besides being quantitatively competitive with other schools in the District, BASIS also provides teachers with the unique opportunity of teaching higher level subjects. This is very attractive to the highly educated teachers that are necessary to successfully deliver BASIS DC's advanced curriculum.

Per the anticipated service agreement, all employees will be employed by BASIS Educational Group and leased back to BASIS DC. In this arrangement, BASIS Education Group will provide vision, dental, health, short- and long-term disability, supplemental life insurance, a flexible spending account, and a self-directed retirement plan.

e. Use of Volunteers

Volunteers are a key resource in assisting the school and ensuring that the needs of the community are being met. The Parent Volunteer group will asked to be active in arranging car pools, organizing groups of students to take public transportation together, assisting with the lunch program, volunteering at special school events, and chaperoning field trips and all non-academic events such as school dances, mixers, and teacher appreciation days. They will also be active in raising contributions for classroom supplies and technology that the school would not otherwise be able to afford out of their regular operating budgets. BASIS DC parents will be instrumental in establishing a school community and school culture. Please see *Section A.4.a Parent Involvement* for more information.

3. Arrangements for Meeting District and Federal Requirements

a. Healthy Schools Act of 2010

BASIS DC and BASIS Educational Group will adhere to all applicable health and safety laws and regulations, pursuant to §38-1802.02 (11) and §38-1802.04 of the DC School Reform Act and will comply with all required health and safety inspections by government officials. BASIS Educational Group will provide CPR and First Aid training to all full time faculty and staff and will require all students to submit immunization records with their registration documents in order to be considered for enrollment. These records will be forwarded to the Department of Health to ensure that all student immunization records are compliant with current applicable laws.

b. Safety

BASIS DC and BASIS Educational Group will comply with all requirements of the Americans with Disabilities Act and all requirements of the DC Fire Code, sec. 5-501 et seq. The school will undergo an inspection by a DC Fire Marshall before opening for classes.

c. Transportation See SRA §38-1802.08.

BASIS DC and BASIS Educational Group will comply with §38-1802.08 of the DC School Reform Act with respect to student transportation. The school and parent boosters committee will ensure parents and students are aware of their eligibility for reduced rates on the Metrorail and MetroBus and will assist families in securing a reduced fare. Further, the school will contract with a specialist who can arrange transportation for students with disabilities.

d. Enrollment Data See SRA §38-1802.04(c)(12).

BASIS DC and BASIS Educational Group will comply with all requirements of 38-1802.04(c)(12) of the DC School Reform Act with respect to student enrollment data. BASIS Educational Group staff will maintain accurate enrollment and attendance records for all students and will verify residency for all students who undergo the registration process and submit registration packets.

e. Maintenance and Dissemination of Student Records:

BASIS DC anticipates using PowerSchool as its main student information system (SIS). PowerSchool provides the necessary interface to communicate and synchronize data held in the PCSB Online Attendance Maintenance System (OLAMS). PowerSchool is used in schools across the district and is able to provide the data necessary for SPED, ELL, FARM, and other similar programs. Features include:

1. PowerTeacher
2. ReportWorks
3. Student Record and Transcript Exchange
4. Assesment Analysis and Response to Intervention
5. PowerScheduler
6. PushButton State Reporting

PowerTeacher provides BASIS DC teachers a mechanism to update student grades with few data entry lags. ReportWorks can be utilized for both internal and external analysis purposes. Internally, ReportWorks provides a mechanism to create custom reports to identify students who may need extra help to achieve their academic goals. Externally, ReportWorks provides a user-friendly interface to create reports through data-mining queries for BASIS DC websites and publications. It is also used to provide necessary information on an ad hoc basis to the Charter Board and the OSSE.

Student Record and Transcript Exchange is utilized to exchange accurate student grade information with other institutions. Assesment Analysis and Response to Intervention provide a means by which the BASIS DC staff can segregate data based on categories such as gender, ethnicity, special education and other custom metrics set by the district. Teachers are provided access to the assessment analyses for planning purposes. The data is used in conjunction with the audit process and the board exam system to give the teachers data and results that reflect not only whether they are teaching what they are supposed to teach, but also that they are getting the results they need for each student to be successful. The PowerScheduler utility is used at the beginning of the school year to schedule teachers, students and classes. And finally, the PushButton State Reporting field is used to comply with all federal and district requirements.

During the implementation phase of the SIS, the BASIS Management Information Systems Director and IT Director ensures that the necessary technological infrastructure is present at the BASIS DC school site. The Management Information Systems Director also ensures that the BASIS DC staff is properly trained to utilize all the important facets of the SIS system.

All data collection will be used for the internal purposes explained at length throughout this application as well as to record and disseminate student information as required by the DC School Reform Act, Parts B and D, and other applicable Laws, including DC Code § 31-401 *et seq.* (Compulsory School Attendance); DC Code § 31-501 *et seq.*

(Immunization of School Students); DC Code § 31-601 *et seq.* (Tuition of Nonresidents); DC Code § 29-501 *et seq.* (Nonprofit Corporations).

f. Compulsory Attendance Laws

BASIS DC and BASIS Educational Group will keep accurate daily attendance records using the Genesis software and make every reasonable effort to ensure students and parents are in compliance with DC Compulsory Attendance Act (DC Code 31-401).

g. Subchapter B of IDEA and Section 504 of the Rehabilitation Act of 1973

BASIS DC and BASIS Educational Group will comply with all federal regulations concerning special education [Subchapter B of the Individuals with Disabilities Act (20 U.S.C. 1411 et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)]. Special education services will be provided either by qualified BASIS Educational Group staff or qualified professionals with whom the school contracts. The individuals in charge of special education delivery will be familiar with the requirements of the federal law pertaining to students with special needs.

h. Title I of the Improving America's Schools Act

If BASIS DC qualifies for Title 1 funding, BASIS DC and BASIS Educational Group will ensure compliance with all No Child Left Behind regulations regarding teacher qualifications, adequate yearly progress, and parent notification.

i. Civil Rights Statutes and Regulations of the Federal Government and DC

BASIS DC and BASIS Educational Group will comply with all federal and district statutes regarding civil rights [§ 38-1802.02(11); 38-1802.04(c)(5) of the DC School Reform Act] to ensure students, employees, and volunteers will not be discriminated against.

j. Other:

BASIS DC and BASIS Educational Group will comply with all applicable laws.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

	2011			**2012**	
	started	**Apr - Aug**	**Sept - Dec**	**Jan - Mar**	**Apr - July**
PRE-APPROVAL AND POST-APPLICATION TASKS					
ACCOUNTABILITY					
Create a comprehensive Mission Accomplishment Plan	✓	✓			
Develop 1 and 5-year academic and non-academic goals and outcomes	✓				
Determine data collection needs and reporting requirements	✓	✓	✓	✓	
ADMISSIONS					
Establish actual student application period	✓	✓			

Establish an impartial lottery procedure for selecting students if applications exceed available seats	✓				
Develop/Implement confidentiality policy for student records	✓	✓	✓	✓	✓
Develop student/parent handbook	✓	✓	✓		
COMMUNICATION, MARKETING, & RECRUITMENT					
Develop marketing strategy	✓	✓			
Online viral marketing campaign	✓	✓	✓	✓	✓
Hold meetings with key community, private sector, religious and political leaders	✓	✓	✓	✓	✓
Develop fact sheets on school design and curriculum	✓	✓	✓		
Overhaul BASIS website	✓		✓	✓	
Begin development of brochures and other promotional materials	✓	✓	✓		
FACILITIES					
Create five year budget with estimated debt service	✓				
Determine targeted location	✓				
Identify building needs	✓	✓			
Connect with local real estate experts and enlist their help with facilities	✓	✓			
Scout potential properties	✓	✓			
Identify and address all applicable zoning requirements/restrictions	✓	✓	✓	✓	✓
GOVERNANCE (FOUNDING)					
Draft propose bylaws	✓				
Draft propose bylaws	✓				
Draft of Code of Ethics	✓				
Draft Conflict of Interest Policy	✓				
Due Diligence of Management Company	✓				
PERSONNEL					
Estimate staffing needs, including all student support services	✓	✓	✓	✓	✓
TECHNOLOGY					
Communicate with IT specialist throughout the facilities search	✓	✓	✓		
POST APPROVAL ACTIVITIES					
ACCOUNTABILITY					

Research, refine, and establish annual and 5-year academic and non-academic goals and targets			✓	✓	✓
Select/Review/Create student, staff and school assessment instruments for academic and non-academic goals	✓	✓	✓	✓	✓
Draft student and parent feedback surveys				✓	✓
Purchase software to manage student information				✓	
Finalize student record policies and procedures			✓	✓	✓
Establish discipline policy		✓	✓	✓	
ADMISSIONS					
Continue marketing campaign		✓	✓	✓	✓
Secure location for parent to register students				✓	✓
Accept student registration packets			✓	✓	✓
Enter application information into student information system			✓	✓	✓
Establish and adhere to an application deadline			✓	✓	✓
Conduct lottery and establish waiting lists (if applicable)				✓	
Notify parents of admission or waiting list status				✓	
Being pre-enrollment PEAK				✓	
Move applicants off waiting list into accepted status and continue registration until school is fully enrolled				✓	✓
Request records from previous schools					✓
Hold information nights/open houses/orientation sessions		✓	✓	✓	✓
Finalize and Distribute student/parent handbook					✓
Establish attendance and all office procedures					✓
BOARD OF DIRECTORS ORGANIZATION AND PROCEDURES					
Establish Board of Trustees		✓			
Schedule first Board meeting		✓			
Conduct selection of remaining members (if applicable)		✓			

Develop all policies and procedures necessary to oversee the operations of BASIS DC		✓	✓	✓	✓
COMMUNICATIONS, MARKETING, AND STUDENT RECRUITING					
Issue press release announcing planned school and opening date		✓			
Recruit and announce hiring of Head of School		✓			
Hire School Director				✓	
Recruit and hire teachers and student support staff members					✓
Run ads, distribute literature, and promote school online and throughout the District		✓	✓	✓	✓
DEVELOPMENT					
Identify and apply for private, corporate, foundation and government grants and support	✓	✓	✓	✓	✓
Refine fundraising strategy and plan		✓	✓	✓	
Continue to research and apply for private and public funds		✓	✓	✓	✓
EDUCATIONAL PROGRAM DEVELOPMENT					
Continue to develop and refine educational program to assure it is aligned with educational goals and accountability		✓	✓	✓	✓
Continue to develop extra- curricular activities				✓	✓
Continue to develop PEAK program				✓	✓
Support Administrator and Teacher professional development				✓	✓
Technology					
Develop technology plan			✓	✓	✓
Prepare data management system to collect and report crucial information, with support of Technology Consultant, vendors, etc.				✓	✓
FACILITIES					
Complete all building inspections					✓
(c) Select contractor(s) and finalize construction documents/architectural plans		✓	✓	✓	

Obtain building occupancy permits					✓
Complete Furniture, Fixtures, Equipment construction addendum		✓			
Submit Letter of Intent		✓			
Create contingency plans if unable to secure a building			✓		
Obtain Certificate of Occupancy					✓
Acquire furniture and materials					✓
Establish all utilities					✓
Ensure all ordering and installation of Technology					✓
Ensure ordering and installation of all Furniture, Fixtures, and Equipment.				✓	✓
Conduct Ribbon Cutting					✓
Secure space for staff during pre-opening activities				✓	✓
FINANCIAL MANAGEMENT					
Recruit and hire Director of Operations					✓
Develop 1 and 5-year operating and capital budget for Board approval				✓	
Develop financial management systems and policies; review internal controls		✓	✓	✓	
Determine insurance needs and obtain policies (including construction insurance)		✓		✓	✓
Develop and implement an internal accounting, expenditures v. budget monitoring and financial reporting system		✓	✓		
Select independent auditor				✓	
FOOD SERVICE					
Ensure facility meets any food service requirements		✓			
Select a food services vendor				✓	✓
GOVERNANCE (SCHOOL BASED)					
Establish Board; develop Board meeting schedule	✓	✓	✓		
Define and establish Advisory Board		✓	✓	✓	✓
Adopt Bylaws and amend as appropriate		✓			

Establish and activate board Committees		✓	✓	✓	✓
HEALTH AND SAFETY					
Get student medical & health records from previous schools and follow up as necessary				✓	✓
Establish policy for addressing noncompliance regarding medical and health information as required			✓	✓	✓
Provide all staff with first aid training and ensure school has adequate first aid supplies inventory					✓
Establish evacuation routes and procedures and schedule fire drills				✓	✓
Create risk management plan for emergencies/disasters				✓	✓
LEGAL AND ORGANIZATIONAL					
Receive approval of charter application		✓			
Negotiate and sign contract with chartering authority		✓			
PARENT INVOLVEMENT					
Ensure ongoing and meaningful involvement of parents in school governance, committees, classrooms, fundraising and other areas			✓	✓	✓
Establish and carry out process for choosing parent Trustees	✓	✓			
Establish Parents' Association and recruit parents		✓	✓	✓	✓
PERSONNEL					
Develop job description and timeline for hiring staff			✓	✓	✓
Advertise for staff openings, conduct interviews and hire staff; have employment contracts signed and on file			✓	✓	✓
Develop summer teaching program				✓	✓
Conduct search for teachers and staff and interview candidates				✓	✓
Conduct background checks as required, pre-employment				✓	✓
Create personnel files				✓	✓

Assign classrooms; distribute curricular materials, supplies					✓
Distribute employee handbooks					✓
Distribute class lists; begin offering an internationally benchmarked education					✓
PROCUREMENT					
Order and manage delivery of textbooks and instructional materials					✓
Manage delivery of desks, furniture, and classroom equipment					✓
Manage delivery of office equipment and supplies					✓
Order and manage delivery of computers and other technology					✓
Order & manage all remaining equipment and supplies					✓
SPECIAL EDUCATION					
Obtain cumulative files (including existing IEPs) & suspension reports for all students from previous schools					✓
Identify students with IEPs					✓
Create special education recordkeeping process, ensuring confidential records are kept in locked cabinet		✓	✓	✓	
Hire full-time staff, contract out with outside provider(s) for appropriate special education service delivery			✓	✓	✓
Establish pre-referral and referral process for students with potential special needs or who would benefit from the PEAK program		✓	✓	✓	

b. Maintenance and Reporting of Academic and Non-Academic Performance Data

BASIS Educational Group will use a computerized student information system for the maintenance of OLAMS; see *Section C.3.e. Maintenance and Dissemination of Student Records* for more information.

c. Major Contracts Planned

BASIS anticipates entering into contracts in excess of $25,000 for the following goods/services:

- Land Purchase
- Construction/Tenant Improvement Contract
- Management Services
- Food Service
- Transportation

- Insurance

Of these, only the anticipated service agreement to provide management services with BASIS Educational Group is known. Before entering into any contract equal to or exceeding $25,000, the school will abide by all rules and regulations established by the DC Public Charter School Board.

d. Orientation of Parents, Teachers and Other Community Members

In order to ensure effective participation in the school by students, teachers, parents, and the DC community, BASIS DC will implement a carefully planned orientation process, including the following elements:

Parent and Family Orientation
When opening a new school, especially a school whose mission is to provide all students an academically excellent education, it is essential that parents become full partners in the educational process. In order to ensure a complete partnership with parents, BASIS DC intends to educate them on the mission and goals of the school, as well as the educational philosophy and administrative policies that will form the backbone of BASIS DC. Opportunities for parent orientation include BASIS DC information sessions for parents, workshops on how to properly support student learning, and introductory meetings with teachers and administrators. Please see *Section A.4.a Parent Involvement* for more specific information about parent and family orientation efforts.

Teacher and Staff Orientation
In order to be successful, a school must hire and train great teachers. BASIS DC understands that its educational philosophy and school mission are only as good as the teachers who implement those standards in the classroom every day. To that end, BASIS DC is committed to providing a strong teacher training and orientation program, led by veteran successful BASIS teachers, as well as a systematic and structured professional development program. Opportunities for teacher and staff orientation will include a mandatory summer teacher training session, a BASIS Best Practices program in which teachers observe peers in the classroom, and weekly staff meetings and workshops. For more information on BASIS DC's plan for teacher and staff orientation, please see *Sections A.2.c Methods of Instruction* and *A.4.f Professional Development for Teachers, Administrators, and Other School Staff*.
Student Orientation
BASIS DC will ensure new students are able to smoothly transition to the school from their neighborhood public schools (or other such schools). Students often have a natural support system in their respective neighborhoods which helps form the basis of a school community. BASIS DC will actively cultivate a similar sense of school community through a close relationship with parents and other community leaders and through a thorough orientation program for its students. The orientation program includes a series of New Student Orientation Nights when prospective BASIS students visit the school, meet the teachers, sit in on BASIS classes, and listen to administrators discuss the schools philosophy, policies, and procedures, and the BASIS Organizational Skills for Success (BOSS) program, which helps students learn essential organization and study skills. The students will also be ensured a fair chance at success through BASIS DC comprehensive diagnostic and placement testing, designed to ensure all students end up in the appropriate classes and thus enjoy the best chance for success. For a more complete explanation of the student orientation process, please see *Section A.1.a Educational Needs of the Target Student Population*.

Community Orientation
As a new school in the DC community, BASIS DC will implement an exhaustive plan to inform the community of its educational philosophies and goals. At the same time, the school will actively foster meaningful relationships with community leaders and leading organizations in order to spread the word about BASIS DC across all eight Wards, ensuring all citizens of DC have access to excellent education. For a thorough explanation of specific community orientation and outreach efforts, please see *Sections A.4.b Community Participation, B.5.a Outreach to the Community*, and *B.5.b Recruitment of Students*.

e. Services Sought from the District of Columbia Public Schools

BASIS DC does not anticipate seeking any services from DCPS.

D. Public Charter School Mission Accomplishment Plan Overview

Goals	Assessment Measures
Upper School – college readiness	College Acceptance rate
Upper School – internationally competitive	AP exam scores
Middle School – prepared for Upper School	(Pre)Comprehensive Exams
Middle School – internationally competitive	IGSCE

1. Goals Against Which the School's Success Will be Judged

The BASIS DC mission will be to provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students of the District of Columbia. With this mission in mind, BASIS DC has established unique goals and objectives for their middle and high school students by which to measure the school's success in achieving its mission of preparing students for the demands of college level work.

Student goals: Upper School

1) Students will be prepared to enter college without need of remediation. Most students will enter in advanced standing and all will be prepared to take intermediate college course work; and
2) Students will be prepared to compete against their international peers in highly performing education systems.

Student goals: Middle School

1) Students will be prepared for successful completion of the demanding BASIS Upper School program.
2) Students will be prepared to compete against their international peers in highly performing education systems by demonstrating subject matter competence at international levels.

These mission specific goals are the impetus behind the assessment framework that will be put in place at BASIS DC. These goals will guide teachers, administrators, education support staff, the BASIS Curriculum Director, the BASIS Data Director, the principals of BASIS Educational Group, the BASIS DC Board of Trustees, and the DC PCSB in evaluating the success of the BASIS academic program and the success of the BASIS DC faculty and staff in ensuring the school is attaining its mission.

Throughout the academic year, BASIS DC faculty and staff will engage in weekly meetings and workshops to ensure the mission is being accomplished. These meetings may take the form of joint meetings of both Middle and Upper Schools, separate meetings for each school, meetings organized based on grade level, or meetings organized by departments (based on subjects) or by other specific groups (e.g., capstone teachers, senior research project advisors, elective subject teachers). In the course of these meetings, BASIS DC faculty and staff will engage in ongoing collaborative efforts to ensure BASIS DC students are prepared for the next stage of their academic career, be that high school or college, and that they are prepared to compete against their international peers in highly performing educational systems. Faculty and staff will present, evaluate, and analyze student achievement data related to the school's mission as it becomes available. They will also discuss ways to improve teaching techniques and classroom management skills, and they will reflect on the achievement of individual students and offer ideas for furthering their academic progress. Through sharing experiences, both successful and unsuccessful, BASIS DC faculty and staff will ensure they are all adequately preparing students for DC CAS, Comprehensive, IGCSE and AP Exams. This ongoing process of reflection, evaluation, and collaboration will help ensure all BASIS DC faculty are intimately aware of the school's mission and goals, are knowledgeable and up to date on student achievement data, and constantly reflect on and reevaluate students' academic progress in terms of the school's mission accomplishment plan.

2. Assessment Measures

Student goals: Upper School: Students will be prepared to enter college without need of remediation and will be well prepared for the successful completion of college level work.

Assessment Measure: College Acceptance Rate
Collecting and analyzing data on college acceptance among BASIS DC graduates will provide one measure of the school's success in achieving the goal of preparing students to enter college without need of remediation and preparing them well for the successful completion of college level work. The BASIS Data Director will collect and analyze the following data pertaining to college acceptance among BASIS DC graduates.

1. The percent of BASIS DC graduates who are accepted to a 2 or 4 year college or university;
2. The percent of BASIS DC graduates within each subgroup who are accepted to a 2 or 4 year college or university:
    a. Female, Male, White, Hispanic, Asian / Pacific Islander, African American, Native American, and Homeless;
3. The percent of BASIS DC graduates who are accepted to a 4 year college or university:
4. The percent of BASIS DC graduates within each subgroup who are accepted to a 4 year college or university:
    a. Female, Male, White, Hispanic, Asian / Pacific Islander, African American, Native American, and Homeless.

Detailed data pertaining to college acceptance rates will be presented to BASIS DC staff, the BASIS DC Board of Trustees, the employees of BASIS Educational Group, and the DC PCSB. College acceptance rates for BASIS DC students will be available to the public through the school's website and school and publications such as brochures and annual reports.

Assessment Measure: The DC Comprehensive Assessment System (DC CAS)
BASIS DC will administer the District of Columbia Comprehensive Assessment System (DC CAS) in the following high school subjects and grade levels:

	10th	HS
Reading	**X**	
Math	**X**	
Science		
Biology		**X**
Composition	**X**	

Disaggregated results from the DC CAS for the following student subgroups: Female, Male, White, Hispanic, Asian / Pacific Islander, African American, Native American, and Homeless, will be presented to the BASIS DC Board of Trustees for review as they become available (at the next quarterly meeting of the Board of Trustees following the release of the data). DC CAS results for BASIS DC students will be available to the public through the school's website and school publications such as brochures and annual reports.

Student goals: Upper School: Students will be prepared to compete against their international peers in highly performing education systems.

Assessment Measure: Advanced Placement Exams
In addition to aligning well with the expectations of colleges and college professors, AP courses and exams are also well-aligned with international standards. At Oxford and Cambridge Universities, entrance requirements are stated both in terms of A-levels as well as AP Exams. The College Board Advanced Placement International Diploma Brochure outlines the following demonstrations of world-wide recognition for the AP program:
Worldwide Recognition of the AP Program

- Universities in more than 60 countries outside the United States recognize the AP Program in the admissions process;
- All universities in Canada offer credit for AP courses and examinations;
- Every university in Germany and Austria recognizes the AP Program;
- AP has been mapped against the British A-Level Exams, providing universities a familiar benchmark to evaluate AP Grade Reports;
- AP Program recognition has spread throughout Latin America. Prominent universities in Bolivia, Chile, Colombia, Guatemala, Mexico and Uruguay have recently developed strong AP policies;
- The Dominican Republic's National Council on Higher Education has a system wide policy for the acceptance of the AP Program; and

- Several universities in China and Taiwan encourage AP Grade Report submissions. Initiatives are under way in other Asian countries, including India, Japan and South Korea. [4]

Because AP courses and exams are well aligned both with international standards, BASIS DC's success in accomplishing the goal to prepare students to compete against their international peers in highly performing education systems will be measured using AP Exams. BASIS DC's success in
Requirement for BASIS DC students (upon full implementation of BASIS Program):

1. Complete at least 8 AP courses and 6 AP exams
2. Take at least 1 AP exam in each core subject (English, Math, Social Science, Science)
3. Receive a score of 3 or higher on at least one AP exam

School-wide AP results data will be available to the public through the school's website and school publications such as brochures and annual reports. School-wide AP results data could be presented either as average scores for every subject tested or as a percent of students scoring 3 or higher for every subject tested.

Student goals: Middle School: Students will be prepared for successful completion of the demanding BASIS Upper School program.

Assessment Measures: Pre-Comprehensive and Comprehensive Exams
BASIS DC's goal is to offer students opportunities throughout their high school careers that will facilitate their enrollment in and success at the college or university of their choice. The BASIS academic program is especially demanding in the high school grades and a student's success depends largely on his or her performance, and the knowledge gained, in the middle school grades.
The curriculum for grades 5 through 8 is consistent with the highest international academic standards and is specially designed to help students develop academic and organizational skills, as well as a deep knowledge base, which will prepare them for the demanding BASIS upper school curriculum. In a very real sense the BASIS middle school curriculum is the key factor behind the success of the BASIS high school program. By introducing high-level academic skills and content standards in lower grade levels, BASIS DC will ensure students are exposed to these concepts early and often and have mastered the material by the time they enroll in honors and AP level courses in high school.
Pre-Comprehensive and Comprehensive exams provide an assessment tool which ensures students have mastered the necessary material before being promoted to the next grade level. In order to earn promotion to the next grade, students in grades 6 and 7 must pass a Comprehensive Examination in each of the core subjects: English, mathematics, history, chemistry, physics, biology and foreign language. The intent of these examinations is to ensure each student achieves and maintains mastery of the curriculum content in the core subjects taught at BASIS.
Students who fail any comprehensive exam will be offered the opportunity to retake the failed exam on a specified date over the summer. Students who retake and pass all failed comprehensive examinations will be promoted to the next grade level, provided they have completed all other conditions for promotion.
Comprehensive Examinations will be given at the conclusion of the Review Term. Students prepare for these examinations by taking Pre-Comprehensive Exams in the middle of the school year and by completing review units incorporated into each subject. The purpose of the Pre-Comprehensive Exam, given in January, is to provide students with the experience of taking a cumulative examination. It will also provide teachers with invaluable information about each student's progress. Results of Pre-Comprehensive Exams will also give students and their parents/guardians as different means of assessing academic standing.
Comprehensive exams for 6th and 7th grade students will be developed by course teachers and approved through the BASIS curricula audit process. In order to provide some external benchmarking measures, BASIS has developed policies and procedures to include Common Questions and AP Preparatory Questions on Comprehensive Exams at all BASIS locations.

1. Common Questions: Teachers of 6th and 7th grade core subjects write their own Comprehensive exam for their course with the proviso that the exams are audited by the Curriculum Director to ensure compliance to State/District requirements and consistency with the BASIS curriculum and educational philosophy. The BASIS Curriculum Director selects various questions from each teacher's exams and includes these questions on the final exam for all students in the same grade level who are taking the same subject at any BASIS school. The inclusion of common questions allows BASIS teachers a large degree of autonomy in designing

[4] http://www.collegeboard.com/prod_downloads/student/testing/ap/APID_brochure.pdf

their curriculum and course syllabi while still providing an external benchmark on teaching and learning. It also helps BASIS Data Director, Curricula Director, and Administrators made determinations about best practices used by teachers whose students had the most success on the Common Questions.

The BASIS Data Director will collect and analyze the following data pertaining to Comprehensive Exam Common Questions:

a. The percent of correct answers for each question;
b. The average percent of questions answered correctly by BASIS DC students;
c. The percent of questions answered correctly by each BASIS DC student; and
d. The average percent of questions answered correctly by BASIS DC students in each subgroup:
    i. Female, Male, White, Hispanic, Asian / Pacific Islander, African American, Native American, and Homeless.

Detailed data pertaining to Common exam questions will be presented to BASIS DC staff, the BASIS DC Board of Trustees, the employees of BASIS Educational Group.

1. AP Prep Questions: The BASIS Curriculum Director will select 15 questions from AP exams given in the relevant subject in previous years. Course teachers will not be made aware of content of the questions prior to the distribution of the exams. This will allow school administrators to accurately determine the level of student preparation.

The selected AP preparatory questions will be inserted into the students' comprehensive exams. While students' scores on these AP preparatory questions will not be factored into comprehensive exam grade, they will provide a measure for the BASIS Data Director, Administrators, and Teachers to help them determine

1. whether students are receiving suitable preparation for AP exams and
2. best practices used by teachers whose students had the most success on the AP preparatory questions.
    a. The BASIS Data Director will collect and analyze the following data pertaining to Comprehensive Exam AP Prep Questions:
    b. The percent of correct answers for each question;
    c. The average percent of questions answered correctly by BASIS DC students;
    d. The percent of questions answered correctly by each BASIS DC student; and
    e. The average percent of questions answered correctly by BASIS DC students in each subgroup:
        i. Female, Male, White, Hispanic, Asian / Pacific Islander, African American, Native American, and Homeless.

Detailed data pertaining to Comprehensive Exam AP Prep Questions will be presented to BASIS DC staff, the BASIS DC Board of Trustees, the employees of BASIS Educational Group.

Assessment Measure: The DC Comprehensive Assessment System (DC CAS)
BASIS DC will administer the District of Columbia Comprehensive Assessment System (DC CAS) in the following middle school subjects and grade levels:

	5th	6th	7th	8th
Reading	X	X	X	X
Math	X	X	X	X
Science	X			X
Biology				
Composition			X	

Disaggregated results from the DC CAS for the following student subgroups: Female, Male, White, Hispanic, Asian / Pacific Islander, African American, Native American, and Homeless, will be presented to the BASIS DC Board of Trustees for review as they become available (at the next quarterly meeting of the Board of Trustees following the release of the data). School wide DC CAS results will be available to the public through the school's website and school publications such as brochures and annual report.

Student goals: Middle School: Students will be prepared to compete against their international peers in highly performing education systems.

Assessment Measure: Cambridge International General Certificate of Secondary Education (IGCSE)
The Cambridge International General Certificate of Secondary Education (IGCSE) is a lower secondary school subject-specific exam program used in the UK and throughout the world. It is designed to be taken by students aged 14-16, with their precise age and grade depending on the school system or school in which the students are enrolled. In the UK, the IGCSE provides preparation for the Cambridge Advanced stage including Cambridge A/AS Levels and Cambridge Pre-U.
BASIS DC will adopt the IGCSE program as a high stakes exit exam for 8th grade students (who are generally 14 years of age) when the first cohort of 5th grade students reaches the 8th grade (2014-15 school year). The BASIS DC Middle School program will be designed in such a way that all BASIS students will be ready to take IGCSE board exams in most core subjects by the end of their 8th grade year. In a few cases, such as with foreign language courses, the exams will be deferred to the following year to ensure students are prepared to meet the international benchmark. The IGCSE exams enable BASIS to benchmark its curriculum to the highest international standards and determine how BASIS students compare to their international peers. Equally important, the IGCSE exams provide an opportunity for schools to evaluate student learning while still allowing for teacher autonomy in curricula design.
BASIS Tucson and BASIS Scottsdale implemented the IGCSE Exams as an optional pilot program in the fall of 2010. BASIS ninth grade students had the opportunity to take exams in math, English, chemistry, and history. Beginning in the spring of 2011, BASIS will implement the Cambridge IGCSEs as a part of the core curriculum for all eighth grade students. Students will take exams in math, English, chemistry, economics, and history.
Once specific goals against which student success can be measured are developed by BASIS DC and adopted by the BASIS DC Board of Trustees, detailed data pertaining to Cambridge IGCSE exam results will be presented to BASIS DC staff, the BASIS DC Board of Trustees, the employees of BASIS Educational Group. School level information on Cambridge IGCSE exam results for BASIS DC students will be available to the public through the school's website and school publications such as brochures, annual reports, etc.

3. Performance Indicators

Student goals: Upper School: Students will be prepared to enter college without need of remediation and well prepared for successful completion of college level work.

Assessment Mechanism: College Acceptance
BASIS DC's goal is to ensure that 100 percent of its graduates are accepted to a 4 year college or university. The implementation of a top rate college counseling program is vital to achieving that goal.

The BASIS DC Upper School will employ a full-time College Counselor who will also act as the Assistant Upper School Director. The BASIS DC College Counselor will communicate regularly with the BASIS Data Director and the BASIS Communications Director and will keep them apprised of the various college acceptances among BASIS DC students. Information about college acceptance will be published on the BASIS DC website and input into the student information database. Each year, the Data Director will collect and analyze college acceptance data to ensure every student has gained admission to at least one four year college or university. Success in achieving this goal will be measured by BASIS DC's ability to achieve a 100% college acceptance rate among BASIS DC graduates.

Assessment Mechanism: The DC Comprehensive Assessment System (DC CAS)
BASIS DC will administer the District of Columbia Comprehensive Assessment System (DC CAS) in the following high school subjects and grade levels:

	10th	HS
Reading	X	
Math	X	
Science		
Biology		X
Composition	X	

BASIS DC's success in achieving the goal of preparing students to enter college without the need of remediation and preparing them for the successful completion of college level work will be measured according to the school's ability to achieve an average pass rate of at least 65%, 75%, and 85% on the DC CAS respectively in the first three years of operation.

Student goals: Upper School: Students will be prepared to compete against their international peers in highly performing education systems.

Assessment Mechanism: Advanced Placement Exams
School wide goals:

1. AP exam pass rate in the core courses at or above 50%, 55%, 60%, and 70% respectively during the first four years of operation;
2. AP exam pass rate in the elective courses at or above 50%, 55%, 60%, and 70% respectively during the first four years of operation; and
3. AP exam pass rate above the national average in a majority of AP subject exams administered by the third year in operation.

   Detailed data pertaining to AP course and exam participation and AP exam results will be presented to BASIS DC staff, the BASIS DC Board of Trustees, the employees of BASIS Educational Group.

Student goals: Middle School: Students will be prepared for successful completion of the demanding BASIS Upper School program.

Assessment Mechanism: Pre-Comprehensive and Comprehensive Exams
BASIS DC's success in accomplishing the school's mission will be measured, in part, on BASIS DC 6th and 7th grade students' ability to answer an average of 60 percent of the Common Questions correctly on their comprehensive exams and on their ability to answer an average of 30 percent of AP Prep Questions correctly in the 6th grade and answer an average of 40 percent of AP Prep Questions correctly in the 7th grade. Each year, BASIS teachers will be required to grade pre-comprehensive and comprehensive exams for each student and send data on Common Questions and AP Questions to the BASIS Curriculum Director and the BASIS Data Director. The BASIS Data Director will input students' results on the Common Questions into the student information database and will perform an analysis to determine:
The BASIS Data Director will collect and analyze comprehensive exam data to determine whether BASIS DC students were able to answer an average of 60 percent of Common Questions correctly, answer an average of 30 percent of AP Prep Questions correctly in the 6th grade and answer an average of 40 percent of AP Prep Questions correctly in the 7th grade.

Assessment Mechanism: The DC Comprehensive Assessment System (DC CAS)
BASIS DC's success in achieving the goal that students will be prepared for the successful completion of the demanding Upper School program will be demonstrated by the school's ability to achieve an average pass rate of at least 65%, 75%, and 85% on the DC CAS respectively in the first three years of operation.

Student goals: Middle School: Students will be prepared to compete against their international peers in highly performing education systems.

Assessment Mechanism: International General Certificate of Secondary Education (IGCSE) from University of Cambridge
Because the program is still in the development stage at the existing BASIS campuses, and because BASIS students will take the Cambridge IGCSEs one to two years ahead of their international peers, determinations regarding performance goals and the measurement of student progress have not yet been made. Upon receiving baseline scores from students at BASIS Tucson and BASIS Scottsdale this school year, teachers and administrators will review student results, determine if curriculum revisions are necessary in ensuring students are prepared for success on the Cambridge IGCSE exams, and set specific goals against which student success can be measured. The determination of performance goals at the BASIS Tucson and Scottsdale campuses will provide BASIS DC with information regarding how success in accomplishing the school's mission will be measured through students' results on the Cambridge IGCSE exams.

4. Collecting, Storing, and Reporting Performance and Progress Data

The school will place a high priority on the reliability, validity, and fidelity of data. Data will be collected by individuals who have been adequately trained in the appropriate protocols for administering the instrument. Beginning in the 2011-12 school year, BASIS Educational Group plans to add a Data Department to its central offices. The Data Director will be in charge of contracting with database-system providers, updating and solving database problems, conducting data-entry training for site staff, supervising data entry, supervising data uploads, reconciling Student Information System and database, and supervising Student Information System legal compliance. The Data Director will work with the Communications Director to ensure DC CAS, IGCSE, AP and College Acceptance data is made available to the public through the school's website.

	Comprehensive Exams	DC CAS	IGCSE	College Acceptance	AP
Test Dates	May	Late April	May and June	Throughout Year	May
Results	May	July	August	May	July
Reporting to Parents	May/June (sent to parents in progress reports)	July (via school website)	August (via school website)	May (via school website)	July (via school website and student progress reports)

The Data Director will work with the Government Issues Director to disseminate student information as required by the DC School Reform Act, Parts B and D, and other applicable Laws, including DC Code § 31-401 *et seq.* (Compulsory School Attendance); DC Code § 31-501 *et seq.* (Immunization of School Students); DC Code § 31-601 *et seq.* (Tuition of Nonresidents); DC Code § 29-501 *et seq.* (Nonprofit Corporations). Results of school-wide, mission-specific measures will be reported to all relevant stakeholders in a timely, easily-understood manner.

Data Storage

BASIS DC will use a computerized student information system to maintain OLAMS as outlined in *Section C.3.e. Maintenance and Dissemination of Student Records.*

5. Timeline for implementation

	Comprehensive Exams	DC CAS	IGCSE	College Acceptance	AP
Full Implementation Date	May, 2013	Late April, 2013	May and June, 2016	May, 2016	May, 2013

BASIS DC will begin administering Comprehensive, DC CAS, and AP exams in its initial year of operation, 2012-13. The remaining assessment measures, College Acceptance rates and IGCSE exams, will not be fully implemented until 2016 when BASIS DC graduates its first group of students and when the initial 5th grade cohort reaches 8th grade. The establishment of specific performance targets for the IGCSE exams will take place in 2016. BASIS implemented the IGCSE assessment program at its Scottsdale and Tucson campuses this year and will develop performance targets for students at those campuses based on initial year results. In 2016 BASIS Educational Group will work with the BASIS DC Board of Trustees to establish specific performance targets for BASIS DC students.

BASIS will work to ensure that teachers and instructional staff have a thorough understanding of the mission specific assessment system so they can make instructional and program decisions that are aligned with the mission and mission accomplishment plan. The overall framework for assessment will be a major topic in summer training and professional development early in the first year of the school's operation. BASIS will also identify the specific staff members who will be responsible for administering, analyzing, and reporting data, and ensure that they have the appropriate training and preparation.

E. Certifications

Assurances Form

(This form must be submitted with the application.)

s the authorized representative of the applicant, I certify that the proposed public charter school:

. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*

. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*

. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*

. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*

. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*

. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*

. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*

. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.

0. Will provide training to relevant school personnel and Board of Directors members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.

1. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.

2. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.

3. Will submit an annual audit of financial statements according to Government Auditing Standards by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

Signa [redacted]	Title Chair
The committee to Bring a BASIS School to DC	1/30/11
Applicant Organization	Date Submitted

Declaration of Intent to Apply Form

The undersigned individual/organization is considering the possibility of submitting an application to establish a public charter school in Washington, D.C. We wish to participate in all forums and receive all information provided to potential applicants by the District of Columbia Public Charter School Board.

Entity Interested in Applying The committe to bring a BASIS school to DC

Address [redacted]

Name of Contact Person [redacted]

[redacted]

Email Address [redacted]

Name of Proposed School BASIS DC

Target Population to be Served Students in grades 5-12 (upon full implementation) who are representative of the DC student community.

You are invited to provide a one-paragraph description of the public charter school you are interested in establishing.

Please complete and mail this form to the following address:

District of Columbia Public Charter School Board
3333 14th Street, N.W.
Suite 210
Washington, D.C. 20010

The form may also be emailed to: dcpublic@dcpubliccharter.com

Filing this Notice of Intent is entirely voluntary and does not obligate a potential applicant in any way.

Exhibit B – Random Selection Process

Exhibit C – Expulsion/Suspension Policies

Exhibit D – Initial Budget

Exhibit E – Key Personnel

Exhibit F – Articles of Incorporation

ARTICLES OF INCORPORATION

OF

BDC, A PUBLIC CHARTER SCHOOL, INC.

A Domestic Nonprofit Corporation

PREAMBLE

We, the undersigned natural persons of the age of 18 years or more, acting as incorporators of a corporation under the Nonprofit Corporation Act (D.C. Code, Title 29, Chapter 3, as amended) adopt the following Articles of Incorporation:

ARTICLE I – NAME

The name of the nonprofit corporation is BDC, a Public Charter School, Inc. (the "Corporation").

ARTICLE II – CORPORATE EXISTENCE

The Corporation shall exist in perpetuity.

ARTICLE III – PURPOSE

General Purpose. This Corporation is formed to conduct any and all lawful business for which nonprofit corporations may be incorporated under the laws of the District of Columbia (the "District"), as such laws may be amended from time to time.

Specific Purpose. The specific purpose for which the Corporation is formed is to establish, develop, market and operate one or more public charter schools pursuant to Section 38-1800.01, *et seq.* of the District of Columbia Official Code, or the corresponding provisions of any future District law, and all acts incidental thereto.

Tax Exempt Status. The Corporation is organized for charitable, educational and scientific purposes as defined in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including distributions to organizations that qualify as exempt under Section 501(c)(3) of the Code and initially and specifically for the purpose of establishing, marketing and operating public charter schools and related activities. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not carry on any activities that are not permitted for a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or for a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or any corresponding provisions of future federal tax code. No substantial part of the Corporation's activities shall be to carry on propaganda or attempt to influence legislation, nor shall the Corporation participate in any political campaign for any candidate for public office, including the publishing or distribution of statements. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article III.

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CONFIDENTIAL/ PROPRIETARY INFORMATION

ARTICLE IV – MEMBERS

The Corporation shall have one member (the "Member"). There shall be only one class of membership that shall be named "Corporate Membership." Corporate Membership shall have voting rights as well as all other rights and privileges set forth in these Articles of Incorporation and the Corporation's Bylaws. The Member shall be BASIS School, Inc., an Arizona nonprofit corporation, 11485 North 136th Street, Suite 109, Scottsdale, Arizona 85259.

ARTICLE V – MANNER OF ELECTING TRUSTEES

Trustees shall be appointed or elected and may be removed or replaced as provided in the Corporation's Bylaws. Pursuant to Section 38-1802.05(a) of the District of Columbia Official Code, a majority of the Trustees shall be residents of the District and at least two Trustees shall be parents of students attending a school operated by the Corporation. Except to the extent required by District law, Trustees need not be residents of the District. The Board of Directors of the Corporation shall be known and referred to as the "Board of Trustees" and such Board of Trustees shall be vested with the management and control of the Corporation.

ARTICLE VI – AFFAIRS OF THE CORPORATION

The Board of Trustees shall be responsible for the governance, operation and regulation of the internal affairs of the Corporation. The Board of Trustees shall consist of that number of Trustees provided, from time to time, by the Corporation's Bylaws, but shall never be less than three Trustees.

Upon the dissolution of the Corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and in compliance with Section 29-301.48 of the District of Columbia Official Code (or the corresponding provisions of any future statutes), dispose of all of its assets for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code (or the corresponding provisions of any future federal tax code), or to a state or local government for a public purpose, as the Board of Trustees shall determine in accordance with applicable law. Any such assets not disposed of shall be disposed of by a court of proper jurisdiction within the District, exclusively for such purposes or to such organization or organizations, as such court shall determine, as permitted by applicable law.

ARTICLE VII – REGISTERED AGENT

The name and address of the registered agent are: David Hedgepeth, 4801 Connecticut Avenue, NW, No. 817, Washington, D.C. 20008.

ARTICLE VIII – INITIAL BOARD OF TRUSTEES

The number of Trustees constituting the initial Board of Trustees shall be seven; provided, however, that such number may be amended, from time to time, as provided by the Corporation's Bylaws. The names and addresses of the persons that will serve as Trustees until the first annual meeting of the Corporation or until their successors are appointed are:

Trustee Name	Trustee Physical Street Address
Craig Barrett	11485 North 136th Street, Suite 109, Scottsdale, Arizona 85259
Clint Bolick	500 East Coronado Road, Phoenix, Arizona 85004
Marc Tucker	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006

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A. Graham Down	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006
David Hedgepeth	4801 Connecticut Avenue, NW, No. 817, Washington, D.C. 20008
Andrew Kelly	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006
Mali Parke	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006

ARTICLE IX – INCORPORATORS

The names and addresses of the incorporators are:

Incorporator Name	Incorporator Physical Street Address
Clint Bolick	500 East Coronado Road, Phoenix, Arizona 85004
Nick Fleege	11485 North 136th Street, Suite 109, Scottsdale, Arizona 85259
David Hedgepeth	4801 Connecticut Avenue, NW, No. 817, Washington, D.C. 20008

ARTICLE X – INDEMNIFICATION

To the maximum extent permitted by applicable law, the Corporation shall indemnify any Trustee or officer made a party, or threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (other than one by or in the right of the Corporation to procure a judgment in its favor, brought to impose a liability on such person for an act alleged to have been committed by such person in his or her capacity as Trustee or officer of the corporation, or as Trustee, officer, employee or agent of any other entity which he or she served at the request of the Corporation) against judgments, amounts paid in settlement and reasonable expenses, including attorneys' fees actually and necessarily incurred as a result of such action suit or proceeding or any appeal therein (but not for taxes, penalties or fines), if such person is either successful in his or her defense or if the proceeding is terminated by settlement, and if such person acted in good faith in the reasonable belief that such action was in the best interests of the Corporation, and in criminal actions or proceedings without reasonable ground for belief that such action was unlawful. The Board of Trustees shall have the sole discretion to determine whether amounts for which a Trustee or officer seeks indemnification were properly incurred and whether such Trustee or officer acted in good faith and in a manner he or she reasonably believed to be in the best interest of the Corporation and whether, with respect to any criminal action or proceeding, he or she had no reasonable ground for the belief that such action was unlawful. Such determination shall be made by the Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceedings.

ARTICLE XI – NONDISCRIMINATION

In rendering its functions and in exercising its purposes, the Corporation shall not practice nor permit discrimination on the basis of gender, race, color, religion or national origin.

ARTICLE XII – AMENDMENT

These Articles of Incorporation may be amended in the manner provided by the Corporation's Bylaws, provided that any amendment shall not cause a determination that the Corporation is not an organization qualifying under Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code.

By signing below, you agree that you understand that anyone who makes a false statement herein can be punished by criminal penalties of a fine up to $1,000.00, imprisonment up to 180 days, or both, under Section 22-2405 of the District of Columbia Official Code.

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EXECUTED as of this _____ day of July 2011.

INCORPORATORS:

[redacted] 7/8/11
Date

[redacted] 7/6/11
Nick Fleege Date

[redacted] 7/9/11
Date

STATE OF ARIZONA)
) ss.
County of Maricopa)

The foregoing instrument was subscribed and sworn to before me this 8 day of July 2011, by Clint Bolick.

[redacted]

My commission expires: 3-3-2013

OFFICIAL SEAL
TERRY D WARREN
NOTARY PUBLIC – STATE OF ARIZONA
MARICOPA COUNTY
My Comm. Expires 03-03-2013

STATE OF ARIZONA)
) ss.
County of Maricopa)

The foregoing instrument was subscribed and sworn to before me this 6 day of July 2011, by Nick Fleege.

[redacted]

My commission expires: 3-3-2013

OFFICIAL SEAL
TERRY D WARREN
NOTARY PUBLIC – STATE OF ARIZONA
MARICOPA COUNTY
My Comm. Expires 03-03-2013

DISTRICT OF COLUMBIA) ss.

The foregoing instrument was subscribed and sworn to before me this 9th day of July 2011, by David Hedgepeth.

[redacted]

My commission expires: Notary Public District of Columbia
Miles Aitken
My Commission Expires: June 30, 2013

MILES AITKEN
NOTARY PUBLIC
DISTRICT OF COLUMBIA

CONFIDENTIAL NOTARY INFORMATION

File #: N0000001107

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

BDC, A PUBLIC CHARTER SCHOOL, INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of **07/26/2011 16:14:00**

Business and Professional Licensing Administration

[redacted]

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: F8GF5LZH9D



Online Organization Registration

Search Registered Organizations

Use this easy search to access details on organizations that are registered with the Department of Consumer and Regulatory Affairs (DCRA) in Washington, DC. You may search by all or part of an organization name or by a file number. Then, select the "Select" button to view more details. Please note that the database does not include trade names.

Web Search

Search for Organizations

Starting With | Exact Match | All Words | Any Words | File Number

Name: BDC, a Public Charter School, Inc.

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Organization Details

Organization Information

Organization Name	BDC, A PUBLIC CHARTER SCHOOL, INC.
State	DC
Status	Active
Initial Date of Registration	7/26/2011
File #	N00000001107
Organization Type	CorpNonProfitDomestic

Registered Agent Information

Registered Agent	David Hedgepeth
Address Line 1	4801 Conn Ave NW
Address Line 2	#817
City	Washington
State	DC
Zip	20008
Country	United States

Trade Name Information

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Exhibit G – Bylaws

BYLAWS

OF

BDC, A PUBLIC CHARTER SCHOOL, INC.

ARTICLE I
NAME & OFFICES

Section 1.1. **Name**. The name of the Corporation is BDC, a Public Charter School, Inc.

Section 1.2. **Offices**. The Corporation's principal office, known place of business and place where its records shall be kept is _____, Washington, District of Columbia ____. The Corporation may change its principal office, or adopt other and additional offices, either within or outside of Washington, District of Columbia, as the Board of Trustees may designate from time to time.

ARTICLE II
PURPOSE

Section 2.1. **Purpose**. The Corporation is established as a not-for-profit corporation for any lawful purpose permitted under the laws of the District of Columbia (the "District"). For purposes of federal laws, the Corporation is organized only for charitable and educational purposes as defined by the Internal Revenue Code of 1986, as amended (the "Code"), Section 501(c)(3), including distributions to organizations that qualify as exempt under Section 501(c)(3) of the Code. The Corporation shall not willfully, directly or indirectly, carry on propaganda, or otherwise attempt to influence legislation, nor shall any of its funds be used to support or oppose any political issue or candidate nor perform any other act or omission that will jeopardize its status as a not-for-profit corporation in the District or jeopardize any tax-exempt status of the Corporation provided under the not-for-profit corporation laws of the District or the Code, including the tax-exempt status of the Corporation under Section 501(c)(3) of the Code and its regulations as any of those laws and regulations may exist or may hereafter be amended. No part of the assets or net earnings of the Corporation, current or accumulated, shall inure to the benefit of any private individual except for any and all contracts that may be entered into with any individuals as provided and afforded by these Bylaws and appropriate resolutions of the Board of Trustees of the Corporation.

Section 2.2. **Current Activity**. The Corporation will establish, develop, market and operate one or more charter schools pursuant to Section 38-1800.01, *et seq.* of the District of Columbia Official Code ("DC ST"), or the corresponding provisions of any future District law.

ARTICLE III
MEMBER

Section 3.1. **Member**. The Corporation shall have one member (the "Member"). The Member shall be BASIS School, Inc., an Arizona nonprofit corporation. The Member shall have all the authority set forth in the Articles of Incorporation, these Bylaws and District law. Membership in this Corporation may be assigned or transferred by BASIS School, Inc. to any person or entity with the approval of a majority of the Board of Trustees of the Corporation.

Section 3.2. **Interest**. Membership interests in the Corporation do not represent an economic or proprietary interest, directly or indirectly, in the assets or the profits of the Corporation.

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Section 3.3. **Dues; Fees**. The Member shall not be required to pay any dues or fees to the Corporation.

ARTICLE IV
MEMBER MEETINGS

Section 4.1. **Requirement**. The Member shall hold an annual meeting on the third Tuesday in May of each calendar year, unless: (i) such date falls on a holiday observed by the federal government or the District, in which event, the meeting shall be held on the next succeeding Tuesday; or (ii) another date is designated by the Member and notice is properly given. The Member may hold regular or special meetings, within or outside the District, as prescribed by the Member's Articles of Incorporation or Bylaws.

Section 4.2. **Authority**. The Member shall have all of the duties and powers required or permitted by applicable law and, in addition, but without limitation, the rights set forth in these Bylaws. Further, any decisions of the Board that, in the reasonable opinion of the Member materially or adversely affect the delivery or quality or the educational programs provided by the Corporation shall be null and void unless ratified by the Member prior to implementation by the Board.

ARTICLE V
BOARD OF TRUSTEES

Section 5.1. **Name**. The Board of Trustees of the Corporation shall be publicly known and described as the "Board of Trustees," and any individual serving on the Board of Trustees shall be referred to as a "Trustee." For ease of reference in these Bylaws, the Board of Trustees shall be referred to as the "Board."

Section 5.2. **General Powers**. The Board shall have all of the duties and powers required or permitted by applicable law. Subject to the rights of the Member, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board.

Section 5.3. **Number of Trustees**. The number of Trustees shall be an odd number of no less than three nor more than seven, provided that said number may be changed by an amendment to these Bylaws, duly adopted by the Board, subject always to any restrictions of law as to the number of Trustees.

Section 5.4. **Appointment of Trustees**.

5.4.1. Committee to Bring BASIS to DC. Prior to forming the Corporation, a committee of local District residents, and others, formed for the purpose of soliciting the Member to open a BASIS school in the District. That committee is named the "Committee to Bring BASIS to DC," and comprises six qualified local District residents and one Member representative (the Member shall have the right to appoint the Member representative and to remove and replace such Member representative from time to time).

5.4.2. Initial Trustees. The initial Trustees shall be those members of the Committee to Bring BASIS to DC that agree to accept such appointments. Such initial Trustees qualify under and comply with applicable Districts laws. With due consideration of the District-residency requirements of District law, all other initial Trustees may be appointed by the Member from interested, qualified individuals residing within or outside of the District.

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5.4.3. Selection of Trustees. As vacancies on the Board occur over time, whether by reason of an increase in the number of Trustees, to comply with District laws, or a Trustee dies, becomes incapacitated, resigns, is disqualified, is removed from office or otherwise vacates his or her office, such vacancy shall be filled as follows:

5.4.3.1 *Procedure*. For each Board vacancy, the Member shall submit to the Board a list of three candidates selected by the Member, along with such individuals' qualifications and any other information related to such individuals reasonably requested by the Board. After due inquiry and deliberation, which may, at the Board's discretion, include personally interviewing such candidates, the Board shall fill such Board vacancy from qualified individuals on the list provided by the Member by majority vote of the Board. All such Trustees shall meet the District's statutory requirements for Trustees.

5.4.4 Parent Trustees. As required by District law, two of the Trustees appointed to serve on the Board shall be parents of students attending a school operated by the Corporation ("Parent Trustees"). Parent Trustees shall be elected to the Board by majority vote of the Board from a list of qualified individuals submitted to the Board by the Advisory Committee (as defined in Subsection 5.16.1.1 of this Article V).

5.4.4.1 *Procedure*. For each Board opening designated for a Parent Trustee, the Advisory Committee shall submit to the Board a list of three candidates for such Parent Trustee opening, along with such individuals' qualifications and any other information related to such individual reasonably requested by the Board. After due inquiry and deliberation, which may, at the Board's discretion, include personally interviewing such candidates, the Board shall fill such Board opening for a Parent Trustee by electing such Trustee from among the qualified individuals on the list provided by the Advisory Committee.

5.4.4.2 *Implementation*. Upon the effective date of these Bylaws, the Corporation has not been granted a charter contract, nor has the Corporation commenced operation of a school. Accordingly, pursuant to DC ST §38-1802.05(c), the election of the required Parent Trustees shall occur upon the earliest practicable date after classes commence at a charter school operated by the Corporation. Until such time, subject to statutory requirements related to District residency, Trustees shall be selected under Subsection 5.4.3.1, may be individuals that are not parents of students attending a school operated by the Corporation and such Trustees may exercise all of the powers and perform all of the duties of Trustees of the Board.

Section 5.5. **Term of Office**. Each Trustee shall hold office for a period of three years from the date he or she is appointed and qualified, or until his or her prior death, incapacitation, resignation, replacement or removal. In the case of a Parent Trustee, such Trustee shall hold office as stated herein or, if earlier, until the student qualifying such Parent Trustee is no longer a student at a school operated by the Corporation. In such event, such Parent Trustee shall be removed as a Trustee as of the date such student graduates or is withdrawn from enrollment at a school operated by the Corporation. Trustees may serve multiple consecutive terms without restriction as to the number of terms permitted.

Section 5.6. **Trustee Qualifications**. Trustees must meet the requirements of District law and must be more than 20 years of age. Each Trustee must pass a background check, or other regulatory inquiries, as required by District law, federal law or other governmental agencies having proper regulatory authority over the affairs of the Corporation or its activities, as amended from time to time, which will include as a minimum, a law-enforcement background investigation showing that there exists no criminal record which could adversely affect the Corporation or its operations. Trustees must, in the opinion of the Member and the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the Corporation.

. . .

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Section 5.7. **Board Officers**. The officers of the Board shall comprise a Chair of the Board, Secretary of the Board and Treasurer of the Board. The Chair of the Board shall be appointed by the Member in its discretion and the Secretary of the Board and Treasurer of the Board shall be elected by majority vote of the Board. Although Trustees shall hold the office of Trustee for three-year terms, Trustees elected as officers of the Board shall serve as officers for a period of one year; provided, however, if so elected, any Trustee may serve as an officer of the Board for multiple terms without restriction as to the number of terms permitted.

Section 5.8. **Trustee Deadlock**. In the event of a voting deadlock of the Board, the Board shall, within five business days after the deadlock vote, submit the action under consideration, in writing, to the Member. The Member shall decide such action under consideration, in its discretion, and deliver its written decision to the Board within 15 days. The Member's decision shall be binding on the Board and each Trustee.

Section 5.9. **Vacancies**. Any vacancy on the Board occurring by reason of an increase in the number of Trustees, or in the event any Trustee dies, becomes incapacitated, resigns, is disqualified or removed from office, or otherwise vacates his or her office, such vacancy shall be filled by appointment as specified in Section 5.4 of this Article V. If the open position is for a Parent Trustee, the position shall be filled as specified in Subsection 5.4.4 of this Article V. For any Trustee leaving office due to death, lack of capacity, resignation, disqualification, removal or otherwise, only the unexpired portion of such Trustee's term of office shall be filled in the manner specified in this Section 5.9.

Section 5.10. **Resignation**. Any Trustee may resign at any time by giving 30 days prior written notice to the Secretary of the Board, although the Board may waive the 30-day period for good cause. Unless a longer period is specified in such written notice or the Board waives the 30-day period for good cause, such resignation shall take effect 30 days after the Board's receipt of such notice, and the acceptance of such resignation shall not be necessary to make it effective.

Section 5.11. **Removal**. Any Trustee may be removed from the Board by the affirmative vote of two-thirds of the Trustees entitled to vote who are present at a regular meeting or a special meeting convened for that purpose. For Trustees under consideration for removal by the Board, the Trustee under consideration for removal must abstain from voting due to the inherent conflict of interest and may not be used in calculating the two-thirds vote, but may be included when determining a quorum. The Member may remove a Trustee from the Board for good cause. "Good cause" includes, without limitation, if a Trustee's decisions on behalf of the Corporation, in the reasonable opinion of the Member, materially or adversely affect the delivery or quality or the educational programs provided by the Corporation. Any Trustee who is absent from more than 40 percent of Board meetings within any 12-month period may be removed automatically, unless the Board or the Member affirmatively determines, in writing, to retain such Trustee.

Section 5.12. **Trustees' Compensation**. No salary shall be paid to Trustees for their services in their capacity as Trustees. By resolution of the Board, however, a fixed reasonable sum of expenses of attendance, if any, may be allowed for attendance at regular or special meetings of the Board; provided, however, nothing herein contained shall be construed or interpreted to prevent any person serving as a Trustee from also serving as an officer, employee or independent contractor of the Corporation and receiving a salary or other compensation in such capacity.

Section 5.13. **Full Time Services Not Required**. Nothing in these Bylaws shall be deemed to require that a Trustee spend his or her full time or any specific amount of time managing the Corporation's business; however, any Trustee shall generally be available for Board meetings and for reasonable periods of time to fulfill his or her obligation as a Trustee.

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Section 5.14. **Contracts**. No contract or other transaction between the Corporation and any other individual or entity shall be impaired, affected or invalidated, nor shall any Trustee be liable in any way by reason of the fact that any one or more of the Trustees may be interested in any such other entity or may serve as a director, trustee, officer or employee of any such other entity; provided that, notwithstanding the presence of any interested Trustee at the meeting at which such action is taken, the Board authorizes, approves or ratifies such contract or transaction by majority vote (not counting the vote of any interested Trustee) after the interested Trustee fully discloses to the Board, in writing, his or her interests or involvements with such other entities and other relevant material facts, including, without limitation, the nature of such Trustee's involvement with such other entities, such Trustee's ability to influence the action of such other entities and any tangible or intangible benefit or profit that may accrue to such Trustee as a result of any contract or transaction between the Corporation and such other entity. In addition, the Board must determine that the contract or transaction is fair and reasonable to the Corporation when it is authorized, approved or ratified in accordance with the Conflicts of Interest Policy (as defined in Section 5.15 of this Article V). Although the interested Trustee must abstain from voting on such matter due to the inherent conflict of interest and may not be counted when calculating a majority, he or she may be included when determining a quorum.

Section 5.15. **Conflicts of Interest**. The Board shall adopt a conflict of interest policy (the "Conflicts of Interest Policy") to be followed by the Trustees in executing their duties. The Conflicts of Interest Policy must provide for the disclosure of any duality of interest or possible conflict of interest on the part of any Trustee and such duality of interest or possible conflict must be made a part of the record of the Corporation at the time the interest becomes a matter requiring Board action. The Conflicts of Interest Policy shall be provided to all Trustees. In the event no formal Board Conflicts of Interest Policy is adopted, it shall be deemed that the Conflicts of Interest Policy of the Member shall constitute the Conflicts of Interest Policy of the Corporation. No Trustee having a duality of interest or possible conflict of interest for a particular issue shall vote or use his or her personal influence relating to such issue. The minutes of any meeting where a conflict is present should reflect: (i) that a disclosure of the conflict was made; (ii) that the Trustee with the conflict abstained from discussion and voting on such matter; and (iii) any other relevant factors deemed necessary by the Board.

Section 5.16. **Committees**. The Board, by resolution, may, from time to time, designate from among the Trustees an executive committee, and may also designate from among the Trustees and nonmembers of the Board such other committees as the Board may deem desirable, each consisting of one or more Trustees, with such powers and authority (to the extent permitted by law) as may be provided in such a resolution. No standing committee, advisory board, special or other committee shall have any general power or authority over any activity of the Corporation, or the school or schools it operates, but only such limited scope and power as specifically designated by the Board. All standing committees, advisory boards, special and other committees shall make recommendations and advise the Board on issues relevant to their respective directives. The Board shall consider such recommendation or advice, but shall have no obligation to implement any such recommendations nor accept any such advice. Each such committee, and committee members, shall serve at the pleasure of the Board.

5.16.1. Standing and Special Committees. The Board may, in its discretion, authorize and discharge such standing committees, special committees and advisory boards as it deems appropriate. The chairpersons and all members of standing committees and advisory boards shall be appointed by the Board. It shall be the responsibility of the chairpersons of standing committees and advisory boards to notify members of meetings; however, no quorum shall be required in order for a standing committee or advisory board to meet or to act. Chairpersons of standing committees and advisory boards shall appoint a member of their committee to be the committee secretary to take minutes of the discussions and decisions reached at each meeting of the committee or board. Special committees shall be limited to the accomplishment of the task for which they are established and shall have no power to act except as specifically conferred by the Board. Upon the completion of the task for which such committee is established, it shall be discharged.

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5.16.1.1. *Advisory Committee.* The Board shall designate from among its Trustees and the parents of students at each of its schools one standing committee for each school in operation; with each standing committee comprising at least one Trustee and no less than two nor more than five non-Trustee individuals that are parents of students at each school (provided that said numbers may be changed by resolution of the Board). Such standing committees shall be designated the "Advisory Committee" for the related school.

ARTICLE VI
MEETINGS OF THE BOARD

Section 6.1. **Regular Meetings of the Board**. At a minimum, the Board shall meet annually. Such annual meetings of the Board shall be held on the third Tuesday in May of each calendar year, unless: (i) such date falls on a holiday observed by the federal government or the Sate, in which event, the meeting shall be held on the next succeeding Tuesday; or (ii) another date is designated by the Board and notice is properly given. The purpose of the annual meetings shall be to: (i) elect Board officers; (ii) approve, authorize or ratify acts of the Board, management and/or school administration; and (iii) transact such other business as may properly come before the Board. Other or more frequent regular meetings of the Board may be established by action of the Board and, if established, shall be held and conducted in accordance with these Bylaws.

Section 6.2. **Special Meetings of the Board**. Special meetings of the Board may be called at any time by the Chair of the Board or the Member and shall be called by the Secretary of the Board at the combined written request of Trustees comprising 50 percent or more of the Trustees serving on the Board, or as otherwise required under the provisions of applicable law.

Section 6.3. **Place of Meetings**. All meetings of the Board shall be held at the place designated in the notice or waiver of notice of such a meeting or meetings, whether within or outside the District.

Section 6.4. **Notice of Meetings**. Written notice of any meeting of the Board, whether a regular or special meeting, stating the place, date and hour of the meeting shall be given to each Trustee not more than 45 days nor less than 24 hours before the date of the meeting. Such notice shall be delivered personally, by United States postal mail, overnight express mail, electronic mail or facsimile. Such notice shall be directed to each Trustee at his or her address, email address or facsimile number as it appears on the records of the Corporation. Notice is deemed to have been given: (i) upon the date that the notice is personally delivered, electronically mailed or transmitted by facsimile; (ii) one day after deposit in overnight, express mail; and (iii) three days after deposit in United States postal mail, properly addressed or transmitted. All meeting notices shall also be given to the Member in the same manner as notice is given to the Trustees. Notice of an adjourned meeting need not be given if the date, time and place of the adjourned meeting are provided at the meeting at which the adjournment is taken and if the adjournment does not exceed 61 days.

Section 6.5. **Waiver of Notice**. Attendance of a Trustee at a meeting shall constitute a waiver of notice of such meeting, except when such attendance at the meeting is for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any Trustee may waive notice of any meeting of the Board by executing a written waiver of notice either before, during or after the time of the meeting.

Section 6.6. **Presiding at Meetings**. At all meetings of the Board, the Chair of the Board shall preside. In the absence of the Chair, the Secretary shall preside. In the absence of the Chair and the Secretary, an alternate Trustee appointed in writing by the Chair, at or prior to the meeting, shall preside until the Chair returns.

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Section 6.7. **Conduct of Meeting; Agenda**. When not in conflict with District law, the Articles of Incorporation or these Bylaws, the proceedings of Board meetings shall be conducted in accordance with the latest edition of Roberts Rules of Order as modified in writing by the Board. The Chair of the Board, or his or her designee, shall prepare an agenda for each meeting. The Member shall have the right to require items to be placed on such meeting agendas. The meeting shall be conducted substantially in accordance with the agenda. The Trustee presiding over the meeting shall have the right to limit discussion on any particular item and the right to establish procedures and to provide time limits for any party wishing to speak on any particular item.

Section 6.8. **Quorum**. A simple majority of the Trustees shall constitute a quorum at any meeting of the Board. A Trustee shall be deemed present at a meeting if the Trustee attends in person, telephonically or electronically, so long as all Trustees can communicate adequately throughout the meeting and such communications are audible to the public attending the meeting. Business may be conducted once a quorum is present and may continue until adjournment of the meeting notwithstanding the withdrawal or temporary absence of Trustees sufficient to reduce the number present to less than a quorum. If, however, the Trustees present are less than required to constitute a quorum, the affirmative vote must be such as would constitute a majority if a quorum were present, and provided further that the affirmative vote of a majority of the Trustees then present is sufficient in all cases to adjourn a meeting.

Section 6.9. **Acts of the Board**. When a quorum is present at any meeting of the Board, the affirmative vote of a majority of the Trustees present at the meeting shall be the act of the Board unless the question is one upon which, by express provision of District law, the Articles of Incorporation or these Bylaws, a different vote is required, in which case such express provision shall govern and control the decision of such question. Each Trustee is entitled to one vote.

Section 6.10. **Meeting Minutes**. A written record of the resolutions of the Board reached at each meeting of the Board in the form of minutes shall be made, and shall, upon approval by the Board at a legally-convened meeting, be made a part of the records of the Corporation.

Section 6.11. **Open Meeting Law**. Upon full execution of the Corporation's charter contract by the Corporation and an Eligible Chartering Authority within the District, and for so long as the District's open meeting law applies to District charter schools, all deliberations and official actions of the Board shall take place at a meeting open to the public in compliance with District's open-meeting law, except in cases where, and to the extent, executive sessions are authorized by District law. Additionally, for so long as the District's open meeting law applies to charter schools, public notice of all meetings of the Board, and of all committees and advisory boards authorized by the Board, shall be given pursuant to and as required by the District's open meeting law and the meeting minutes required by Section 6.10 of this Article VI shall comply with the requirements set forth in the District's open meeting law.

ARTICLE VII
CORPORATE OFFICERS

Section 7.1. **Designation of Titles; Appointment**. The officers of the Corporation shall comprise a corporate President and a corporate Secretary, and may include one or more vice presidents, treasurers and such other officers as the Board may from time to time deem appropriate. All officers shall have the authority and shall perform the duties prescribed in these Bylaws or as subsequently prescribed, from time to time, by the Board. Any two or more offices may be held by the same person. All the officers of the Corporation shall be appointed by the Board at a regular or special meeting of the Board. Each officer shall serve at the pleasure of the Board and shall hold office until such time as the Board removes or replaces such officer, or until his or her death, incapacitation or resignation.

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Section 7.2. **Dual Capacity Officers**. By resolution of the Board (which may be altered or rescinded by the Board at any time), the Board may combine the Board officers and corporate officers into dual-capacity positions. In such an event, the Chair of the Board shall also serve as the corporate President, the Secretary of the Board shall also serve as the corporate Secretary and so forth. If the Board resolves to use dual-capacity officers, all of the provisions of Article V shall apply to such dual-capacity officers and only Sections 7.7 and 7.8 of this Article VII shall apply to such dual-capacity officers.

Section 7.3. **Compensation**. The compensation of officers shall be fixed from time to time by the Board, and no officer shall be prevented from receiving such compensation by reason of the fact that he or she is also a Trustee. The salaries of officers or the rate by which salaries are fixed shall be set forth in the minutes of the meetings of the Board.

Section 7.4. **Resignation of Officers**. Any officer may resign at any time by giving 30 days prior written notice of such resignation to the corporate President or the Secretary of the Corporation. Unless otherwise specified in such written notice of resignation and such differing notice period is accepted by the Board, such resignation shall be effective 30 days after receipt of such notice by the corporate President or the Board, and the acceptance of such resignation shall not be necessary to make it effective. Notwithstanding the foregoing, the corporate President (unless he or she is the resigning officer) or the Board, in his, her or its discretion, may make such resignation effective at any time prior to the required 30 days.

Section 7.5. **Removal; Termination**. Any officer may be terminated and removed from office, with or without cause and with or without notice, at any time by a resolution of the Board.

Section 7.6. **Vacancies**. A vacancy in any office by reason of death, incapacitation, resignation, termination or any other cause whatsoever, may be immediately filled, at any time, by the Board at a regular or special meeting of the Board.

Section 7.7. **Duties of Officers**.

7.7.1. Corporate President. The corporate President shall be the chief executive officer of the Corporation, serving at the pleasure of the Board, and shall act as the operating and directing head of the Corporation, having general charge of the Corporation's business and supervision of its affairs. Subject to policies established by the Board, he or she shall sign all contracts and agreements requiring execution on behalf of the Corporation and required for the ordinary, day-to-day operations of the Corporation. The corporate President shall keep the Board fully informed as to the business and operations of the Corporation. In addition to the powers and duties elsewhere provided in these Bylaws, when duly authorized by the Board to do so, the corporate President shall sign all deeds, liens, guarantees, licenses and other instruments of a special nature. In the absence of the corporate Secretary, the corporate President may determine when to affix the corporate seal to any proper instrument and may attest by signature to all instruments duly authorized and requiring the same. The corporate President shall also have such other powers and duties as are expressly delegated to the corporate President, in writing, by the Board and shall see that all orders and resolutions of the Board are implemented.

7.7.2. Vice President. There shall be as many vice presidents as shall be determined by the Board from time to time, and they shall perform such duties as from time to time may be assigned to them by the Board or the corporate President. Such vice president(s), if any, shall familiarize themselves with the affairs of the Corporation and, as authorized by the Board, any one of the vice presidents shall have all the powers and perform all the duties of the corporate President in case of the temporary absence of the corporate President or in the case of his or her temporary inability to act. In case of the permanent absence or inability of the corporate President to act, the office shall be declared vacant by the Board and a successor chosen and appointed by the Board. The vice president(s) shall have such other powers and duties as are expressly delegated to them, in writing, by the Board.

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7.7.3. Corporate Secretary. The corporate Secretary shall: see that the minutes of all meetings of the Board and of any standing committees are kept in the corporate records; be the custodian of the corporate seal and shall determine when to affix it to any proper instrument; give or cause to be given required notices of all meetings of the Board; have charge of all the books and records of the Corporation except the books of account; and in general perform all the duties incident to the office of the secretary of a corporation and such other duties as may be assigned by the corporate President or the Board. The corporate Secretary shall attest by signature to all instruments duly authorized and requiring the same. The corporate Secretary shall have such other powers and duties as are expressly delegated to him or her, in writing, by the Board.

7.7.4. Corporate Treasurer. The corporate Treasurer shall: have general custody of all the funds and securities of the Corporation, except such as may be required by law or agreement to be deposited with any District official, trustee or escrow officer; see to the deposit of the funds of the Corporation in such bank or banks as the Board may designate; maintain, or cause to be maintained, direct and supervise regular books of account; render financial statements to the corporate President and the Board at proper times; and direct and supervise the preparation and filing of such reports, audits, financial statements and returns as may be required by law. He or she shall give to the Corporation such fidelity bond as may be required, and the premium therefor shall be paid by the Corporation as an operating expense. The corporate Treasurer shall have such other powers and duties as are expressly delegated to him or her, in writing, by the Board.

7.7.5. Assistant Secretaries; Assistant Treasurers. The Board may, from time to time, fix the number of assistant secretaries or assistant treasurers and determine their respective duties and functions.

Section 7.8. **Fidelity Bonds**. If required by the Board, any Trustee, officer, employee or agent of the Corporation shall execute to the Corporation a fidelity bond in such amount, and with such surety or sureties as the Board may direct, conditioned upon the very faithful performance of his or her duties to the Corporation, including responsibility for negligence and for the accounting for all property, funds or securities of the Corporation which may come into his or her hands or control. The premium for any such fidelity bonds shall be paid by the Corporation as an operating expense.

ARTICLE VIII
INDEMNIFICATION OF TRUSTEES AND OFFICERS

Section 8.1. **Non-Liability for Debts**. The private property of the Trustees and officers shall be exempt from execution or the liability of any debts of the Corporation and no Trustee or officer shall be liable or responsible for any debts or liabilities of the Corporation.

Section 8.2. **Indemnification**. To the maximum extent permitted by law, the Corporation shall hold harmless and indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit or proceeding by or in the right of the Corporation), by reason of the fact that he or she is or was a Trustee, officer or committee member of the Corporation (collectively, the "Indemnitee") against any and all liability and expenses incurred by the Indemnitee in connection with any threatened or actual proceeding or legal action resulting from the Indemnitee's service to the Corporation or to another entity at the Corporation's written request.

8.2.1. Exclusions. Except insofar as permitted by law, the Corporation shall not indemnify any Indemnitee under this Article VIII in connection with: (i) a proceeding by or in the right of the Corporation in which the Indemnitee was adjudged liable to the Corporation; (ii) any other proceeding charging the improper personal benefit to the Indemnitee, whether or not involving action in the Indemnitee's official capacity, in which the Indemnitee was adjudged liable on the basis that personal benefit was

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improperly received by the Indemnitee; or (iii) any circumstance where the indemnification would adversely affect the tax-exempt status of the Corporation, as determined by the Board in its sole discretion after consultation with legal counsel.

Section 8.3. **Procedure**. The Indemnitee shall notify the Corporation promptly of the threat or commencement of any proceeding or legal action with respect to which the Indemnitee intends to seek indemnification. The Corporation shall be entitled to assume the Indemnitee's defense with counsel reasonably satisfactory to the Indemnitee, unless the Indemnitee provides the Corporation with an opinion of counsel reasonably concluding that there may be a conflict of interest between the Indemnitee and the Corporation in the defense of the proceeding or legal action. If the Corporation assumes the defense, the Corporation shall not be liable to the Indemnitee for legal or other expenses subsequently incurred by the Indemnitee.

Section 8.4. **Expenses Advances**. The Corporation shall automatically advance expenses, including attorneys fees, incurred or to be incurred by the Indemnitee in defending a proceeding or legal action upon receipt of the following: (i) notice and reasonable proof of the expenses; (ii) a written affirmation of the Indemnitee's good faith belief that the Indemnitee has met the standard of conduct for Trustees prescribed in District law or that the proceeding involves conduct for which liability has been eliminated under a provision of the Corporation's Articles of Incorporation pursuant to District law; and (iii) a written undertaking, executed personally or on the Indemnitee's behalf, to repay the advance if a final decision (after expiration or exhaustion of any appeal rights) is made that the Indemnitee is not entitled to be indemnified under this Article VIII.

Section 8.5. **Settlement of Claims**. The Corporation shall not be obligated to indemnify the Indemnitee for any amounts incurred in settlement if settlement is made without the Corporation's prior written consent. The Corporation shall not enter into any settlement that would impose any penalty or limitation on the Indemnitee without the Indemnitee's prior written consent. Neither the Corporation nor the Indemnitee shall unreasonably withhold consent to any proposed settlement.

Section 8.6. **Effect of Repeal**. In order that the Indemnitee may rely on the indemnification promised by this Article VIII, no repeal or amendment of this Article VIII shall reduce the right of the Indemnitee to payment of expenses or indemnification for acts of the Indemnitee taken before the date of such repeal or amendment.

ARTICLE IX
CORPORATE SEAL

Section 9.1. **Form of Seal**. The corporate seal, if any, shall be in such form as shall be approved from time to time by the Board.

ARTICLE X
BOOKS AND RECORDS

Section 10.1. **Requirements; Compliance**. The Corporation shall keep correct and complete books and records of account as required by District law and any regulatory agency having proper jurisdiction over the affairs and activities of the Corporation, and shall also keep minutes of the proceedings of the Board and committees authorized by, or having any of the authority of, the Board, including, without limitation and for so long as the such law applies to charter schools, compliance in all respects with the public records retention and disposition laws of the District. All books and records of the Corporation may be inspected, for any proper purpose at any reasonable time, by: (i) the Member, its agents, attorneys or designees; (ii) any Trustee; (iii) the agent or attorney of such Trustee; and (iv) as otherwise required by District law.

CONFIDENTIAL/ PROPRIETARY INFORMATION

ARTICLE XI
FISCAL YEAR

Section 11.1. **Designation**. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

ARTICLE XII
PRIVATE INUREMENT

Section 12.1. **Prohibition Against Private Inurement**. No Trustee, officer or employee of the Corporation, member of a committee of the Corporation, nor any other private individual shall: (i) receive any of the net earnings or pecuniary profit of the Corporation, except that the Corporation can pay reasonable compensation for services rendered; provided, however, that compensation shall not be paid if such payment would constitute an act of self-dealing or would result in the termination of the Corporation's tax exempt status under Section 501(c)(3) of the Code; or (ii) be entitled to share in the distribution of any of the corporate assets in the event of the Corporation's dissolution. All Trustees shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the Corporation's affairs, whether voluntary or involuntary, all of the Corporation's assets remaining after all debts have been satisfied shall be distributed exclusively as permitted by applicable law.

ARTICLE XIII

NONDISCRIMINATION STATEMENT

Section 13.1. **Prohibition Against Discrimination**. The Corporation and all schools operated by the Corporation shall not discriminate on the basis of race, sex, age, national or ethnic origin or religion in the administration of its educational policies, admissions policies, athletic or other school-administered programs or employment policies.

ARTICLE XIV
MANDATORY DISSOLUTION

Section 14.1. **Mandatory Dissolution**. If granted a charter contract and pursuant to DC ST §38-1802-13a, the Corporation shall dissolve if such charter contract is: (i) revoked by the authorizing entity; (ii) not renewed by the authorizing entity; or (iii) voluntarily relinquished by the Corporation. The distribution of the Corporation's assets upon such dissolution shall be in accordance with DC ST §29-301.48 and any assets to be distributed pursuant to a plan of distribution under DC ST §29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE XV
AMENDMENTS TO BYLAWS

Section 15.1. **Procedure**. The Board may repeal, alter, amend or restate these Bylaws, at any time, by a vote of two-thirds of the Trustees at any regular meeting or at a special meeting called for that purpose. Notwithstanding the foregoing, no alteration, amendment or restatement of these Bylaws may: (i) violate District law; (ii) adversely affect the Corporation's nonprofit status; (iii) adversely affect the Corporation's tax-exempt status under Section 501(c)(3) of the Code; or (v) alter or adversely affect any rights of the Member without the Member's express written consent. Further, if such repeal, alteration, amendment or restatement would violate the Articles of Incorporation or any agreement or obligation by which the

CONFIDENTIAL/ PROPRIETARY INFORMATION

Corporation is bound, such repeal, alteration, amendment or restatement may only be made upon the unanimous vote of all the Trustees and any repeal, alteration, amendment or restatement that purports to alter this Article XV may only be made upon the unanimous vote of all the Trustees and the consent of the Member.

CERTIFICATION OF ADOPTION

I certify that I am the Secretary of the Board and I have been designated by the Board to act in that capacity. I also certify that the foregoing Bylaws have been adopted as the Bylaws of the Corporation by its Board at a duly-convened meeting of the Board on _____, 2011, and that these Bylaws, as of the date of this Certificate, have not been repealed, altered, amended, restated or superseded, and remain in full force and effect.

DATED the 6th day of December, 2011.

[redacted]

Secretary of the Board of BDC, a Public Charter School, Inc., a District of Columbia nonprofit corporation

CONFIDENTIAL/ PROPRIETARY INFORMATION

Appendix 1.2

The amendment for BASIS DC's approved enrollment ceiling request at the April 2013 board meeting has not been found. The signed proposal is in the LEA's board presentation folder.

November 15, 2016

Appendix 1.3

ATTACHMENT E

Charter Agreement Amendment

SECOND AMENDMENT TO THE 2012 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND BASIS DC PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between BASIS DC Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board ("**DC PCSB**" or the "**Charter Board**"; collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on February 21, 2012 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**").

WHEREAS, on April 15, 2013, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase the 2013-14 enrollment ceiling from 511 to 546 students.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 The following section shall be added to the charter agreement as Section 2.7.

2.7 Goals and Academic Achievement Expectations. The School Corporation's goals and academic achievement expectations are as follows. These goals replace and supersede all previous goals adopted by the School Corporation.

A. Performance Management Framework. The School Corporation has selected as its measure of academic achievement expectations for its fifth through eighth grade programming the indicators listed in the Early Childhood, Elementary, and Middle School Performance Management Framework ("**EC/ES/MS PMF**") and the High School Performance Management Framework[s] (**"HS PMF"**) for its grades ninth through twelfth.

(a) Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the school's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation

elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(b) If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities).

B. Standard for charter review and renewal. The school will be held accountable to the following for each year:

School Year	Criteria for EC/ES/MS PMF	Criteria for HS PMF
2012-13	**BASIS DC PCS – ES/MS PMF (Grades 5-8)** **This year <u>may</u> count towards the standard:** The school will need to have earned at least 40% of the possible PMF points in at least 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) in operation to be deemed as having met its goals and student academic achievement expectations during this review. The school earned **67.3%** of the possible points on the PMF.	**N/A**
2013-14	**BASIS DC PCS –ES/MS PMF (Grades 5-9)** **This year <u>may</u> count towards the standard:** The school will need to have earned at least 40% of the possible PMF points in at least 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) in operation to	**N/A**

	be deemed as having met its goals and student academic achievement expectations during this review. The school earned **71.9%** of the possible points on the PMF.	
2014-15	**BASIS DC PCS – EC/ES/MS PMF (Grades 5-8)** Hold Harmless Provision: DC PCSB will not score or tier the EC/ES/MS or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points. (See Attachment C for the Hold Harmless Policy)	**BASIS DC PCS – HS PMF (Grades 9-10)** Hold Harmless Provision: DC PCSB will not score or tier the EC/ES/MS or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points. (See Attachment C for the Hold Harmless Policy)
2015-16 (Five-Year Charter Review conducted in SY 2016-17)	**BASIS DC PCS – EC/ES/MS PMF (Grades 5-8)** **This year <u>may</u> count towards the standard:** The school will need to have earned at least 40% of the possible PMF points in at least 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) in operation to be deemed as having met its goals and student academic achievement expectations during this review.	**BASIS DC PCS --HS PMF (Grades 9-11)** **This year <u>may</u> count towards the standard:** The school will need to have earned at least 40% of the possible PMF points in at least 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) in operation to be deemed as having met its goals and student academic achievement expectations during this review.
2016-17, 2017-18, 2018-19, 2019-20, 2020-21	**BASIS DC PCS – EC/ES/MS PMF (Grades 5-8)** The school will need to have earned at least 50% of the possible PMF	**BASIS DC PCS --HS PMF (Grades 9-11)** The school will need to have earned at least 50% of the possible PMF

(Ten-Year Charter Review will be conducted in SY 2021-22)	points in two of the most recent three years and earned at least 45% in four of the previous five years.	points in two of the most recent three years and earned at least 45% in four of the previous five years.
2021-22, 2022-23, 2023-24, 2024-25, 2025-26 (15 Year Charter Renewal will be conducted in SY 2026-27)	**BASIS DC PCS – EC/ES/MS PMF (Grades 5-8)** The school will need to have earned at least 55% of the possible PMF points in two of the most recent three years and earned at least 45% in four of the previous five years.	**HS PMF (Grades 9-11)** The school will need to have earned at least 55% of the possible PMF points in two of the most recent three years and earned at least 45% in four of the previous five years.

C. In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter

Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested;

(ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

410 8th Street NW
Washington, DC 20004
Attention: Tim Eyerman
tim.eyerman@basisdc.org
202-810-1789

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

BASIS DC PUBLIC CHARTER SCHOOL

By: [redacted]

Craig Barrett, Ph.D

BASIS DC PCS Board Chair

Date: Feb. 26, 2016

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 7/7/2016

Appendix 1.4

Charter Agreement Amendment

THIRD AMENDMENT TO THE 2012 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND BDC, A PUBLIC CHARTER SCHOOL, INC.

This Amendment (the "**Amendment**") is entered into by and between BDC, A Public Charter School, Inc, a District of Columbia nonprofit corporation (the "**School Corporation**"), doing business as BASIS DC Public Charter School, and the DC Public Charter School Board (originally the "Board;" hereinafter "**DC PCSB;**" collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on February 21, 2012, the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, on April 15, 2013, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling; and

WHEREAS, on February 22, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its goals and academic achievement expectations.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 The following is added as a new Section 2.7 to the Charter Agreement:

2.7 Graduation Requirements. The School Corporation shall implement and hold its students accountable to the graduation requirements approved by DC PCSB, attached hereto as **Exhibit H**. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) for any material changes to graduation requirements no later than April 1 prior to the Academic Year in which the changes to the graduation requirements will take effect.

1.2 The following is added as a new Section 3.5 to the Charter Agreement:

3.5 Fiscal Transparency Act.

(i) Pursuant to § 38–1802.04(c)(22) of the Act, any executed agreement for services between a public charter school and a school management organization shall include a provision whereby the school management organization agrees, under the following circumstances, to provide to the

public charter school for production to the eligible chartering authority books, records, papers, and documents related to services the school management organization provided or has agreed to provide to the public charter school:

(a) The public charter school requests such records from the school management organization; and either

(b) The annual fee the public charter school agrees to pay to the school management organization or any of its related entities, as defined by section 201(h)(4)(B)-(C) of the Economic Recovery Tax Act of 1981, approved August 13, 1981 (95 Stat. 218; 26 U.S.C. § 168(h)(4)(B)-(C)), is equal to or exceeds 20% of the school's annual revenue; or

(c) The annual revenue the school management organization expects to derive from District public charter schools will exceed 25% of the school management organization's projected total annual revenue.

(ii) The school management organization shall have the burden of producing records to demonstrate that it does not expect the revenue it derives from District public charter schools to exceed 25% of its projected total annual revenue.

(iii) The term "**school management organization**" means an entity that a public charter school identifies in its charter petition or petition for charter revision with which the public charter school contracts to provide management or oversight services regarding the school's expenditures, administration, personnel, or instructional methods. The term "school management organization" does not include an entity with which a public charter school contracts solely to provide administrative support services, such as: (A) payroll processing or information technology services; (B) academic support services; or (C) temporary management services recommended by the eligible chartering authority to improve the performance of a public charter school.

1.3 The Exhibit H attached to this Amendment is added to the Charter Agreement as Exhibit H.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage

prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
(202) 328-2660

If to the School Corporation:

BASIS DC PCS
410 8th St. NW
Washington, DC 20004
Attention: Jill Garrett
jill.garrett@basised.com
(202) 393-5437

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

BASIS DC PUBLIC CHARTER SCHOOL

By: [redacted]

Craig Barrett

BASIS DC PCS Board Chair

Date:

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Rick Cruz

DC PCSB Board Chair

Date: 11/19/18

EXHIBIT H

BASIS DC Graduation Requirements

Courses	Required Credits	Required Classes/Credit Value	Minimum AP Credit
English	4	**TWO:** Honors English Language and Composition – 1 credit Honors English Literature and Composition – 1 credit **ONE:** AP English Language & Composition – 1 credit AP English Literature & Composition – 1 credit **ONE:** AP English Language & Composition – 1 credit AP English Literature & Composition – 1 credit Honors English 10 – 1 credit	1
Math	6	**TWO:** Algebra & Geometry I – 1.5 credits Algebra & Geometry II – 1.5 credits **ONE:** AP Calculus AB (or College Level Calculus AB) – 1 credit AP Calculus BC – 1 credit **TWO:** AP Calculus BC – 1 credit Post-AP: Explorations in Mathematics – 1 credit Pre-Calculus A – 1 credit Pre-Calculus AB – 1 credit Pre-Calculus B – 1 credit • Students have to earn Algebra & Geometry credits before entering the 9th grade. • Courses bearing the label Post AP can be taken only after the student passes (gets 3 or better) the Calculus AB AP exam. • Some of the courses in the last cluster have Calculus BC AP as a prerequisite. • If the student takes both AP Math courses, he/she only needs to take one course from the last subgroup.	1

BASIS DC Graduation Requirements

Courses	Required Credits	Required Classes/Credit Value	Minimum AP Credit
Science	4	**TWO:** Honors Biology (lab science) – 1 credit Honors Chemistry (lab science) – 1 credit **ONE:** AP Physics 1 (lab science) – 1 credit Honors Physics (lab science) – 1 credit **ONE:** AP Biology (lab science) – 1 credit AP Chemistry (lab science) – 1 credit AP Physics (lab science) – 1 credit (only if Honors Physics satisfied above requirement)	1
History	4.5	**ALL** AP European History – 1 credit AP U.S. Government and Politics – 1 credit AP U.S. History – 1 credit Economics – 0.5 credits World History & Geography II – 1 credit • Students are awarded a World History credit (1) and an Economics credit (.5) for coursework completed in the 8th grade. • Students have the option, but are not required, to take the World History AP exam in 8th grade.	3

BASIS DC Graduation Requirements

Courses	Required Credits	Required Classes/Credit Value	Minimum AP Credit
Languages	3	**ONE:** French II – 1 credit Mandarin II – 1 credit Spanish II – 1 credit Latin III – 1 credit **ONE:** French III – 1 credit Mandarin III – 1 credit Spanish III – 1 credit Latin IV – 1 credit **ONE:** AP Latin – 1 credit French IV – 1 credit Mandarin IV – 1 credit Spanish IV – 1 credit • Students will receive credit for any higher level of the language courses including Post-AP language courses. Students have to obtain all three credits in the same language.	0
Electives	4	**ONE:** Fine Arts-1 credit (courses vary by year) **TWO:** AP Course-1 credit (courses vary by year; cannot be used to satisfy more than one requirement) AP Course-1 credit (courses vary by year; cannot be used to satisfy more than one requirement) **ONE:** Elective-1 credit (courses vary by year; can be an additional Fine Arts or AP or neither)	1
Total	**25.5**		7

Appendix 1.5

Charter Agreement Amendment

FOURTH AMENDMENT TO THE 2012 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND BDC, A PUBLIC CHARTER SCHOOL, INC.

This Amendment (the "**Amendment**") is entered into by and between BDC, A Public Charter School, Inc, a District of Columbia nonprofit corporation (the "**School Corporation**"), doing business as BASIS DC Public Charter School, and the DC Public Charter School Board (originally the "Board;" hereinafter "**DC PCSB;**" collectively, the "**Parties**"). It is effective as of the date it is fully executed

WHEREAS, the Parties entered into a contract on February 21, 2012 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, on April 15, 2013, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling;

WHEREAS, on February 22, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its goals and academic achievement expectations; and

WHEREAS, on November 19, 2018, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its graduation requirements.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.7 of the Charter Agreement is struck and replaced with the following:

> 2.7 Graduation Requirements. The School Corporation shall implement and hold its students accountable to the graduation requirements approved by DC PCSB, attached hereto as Exhibit H[1] and Exhibit H-1.[2] The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) for any material changes to graduation requirements no

[1] These graduation requirements will be effective for SY 2021-22 and beyond; the first students for whom they will be applicable are those students in 9th grade in SY 2018-19.

[2] These are the graduation requirements approved by DC PCSB in the School Corporation's petition to establish a public charter school as incorporated into the Charter Agreement, along with a clarifying addendum. These graduation requirements, along with the clarifying addendum, will remain in effect for school years 2018-19, 2019-20, and 2020-21.

later than April 1 prior to the Academic Year in which the changes to the graduation requirements will take effect.

1.2 The Exhibit H-1 attached to this Amendment is added to the Charter Agreement as Exhibit H-1.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 **Counterparts and Electronic Signature**. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 **Severability**. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 **Assignment**. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 **No Third-Party Beneficiary**. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 **Waiver**. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 **Construction**. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 **Dispute Resolution**. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 **Notices**. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
(202) 328-2660

If to the School Corporation:

BASIS DC PCS
410 8th St. NW
Washington, DC 20004
Attention: Jill Garrett
jill.garrett@basised.com
(202) 804-6390

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

BASIS DC
PUBLIC CHARTER SCHOOL

By: [redacted]

Craig Barrett

BASIS DC PCS Board Chair

Date: 19 Apr 2019

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Rick Cruz

DC PCSB Board Chair

Date:

Exhibit H
BASIS DC Graduation Requirements for
School Year 2021-22 and Beyond

Courses	Required Credits	Required Classes	Minimum AP Credits*
English	4	**TWO:** Honors English Language and Composition – 1 credit Honors English Literature and Composition – 1 credit **ONE:** AP English Language & Composition – 1 credit AP English Literature & Composition – 1 credit **ONE :** AP English Language & Composition – 1 credit AP English Literature & Composition – 1 credit Honors English 10 – 1 credit	1
Math	6	**TWO** Algebra & Geometry I – 1.5 credits (may be earned before 9th grade) Algebra & Geometry II – 1.5 credits (may be earned before 9th grade) **ONE** AP Calculus AB – 1 credit **TWO** AP Calculus BC – 1 credit Math Elective or Post-AP Math – 1 credit Pre-Calculus A – 1 credit Pre-Calculus B – 1 credit Pre-Calculus AB – 1 credit Pre-Algebra – 1 credit (only students who took Algebra & Geometry II in 9th grade are eligible to receive credit for Pre-Algebra taken before 9th grade) Varied paths to credit completion depending upon math competency at enrollment grade. Minimum of 3 math credits must be earned in high school. One of the six math credits must be AP Calculus AB.	1
Science	4	**TWO:** Honors Biology – 1 credit Honors Chemistry – 1 credit **ONE:** AP Physics 1 – 1 credit Honors Physics – 1 credit **ONE:** AP Biology – 1 credit AP Chemistry – 1 credit AP Physics 1 – 1 credit only if Honors Physics was used to satisfy the above requirement	1
History	4.5	**ALL:** AP European History – 1 credit AP U.S. Government and Politics – 1 credit AP U.S. History – 1 credit Economics – 0.5 credits World History & Geography II – 1 credit Students are awarded a World History credit (1) and an Economics credit (.5) for coursework completed in the 8th grade. Students have the option but are not required to take the AP World History exam in 8th grade.	3
Languages	3	**THREE:** Students must obtain all three credits in the same World Language. Options include French Latin Chinese and Spanish. Credit will only be awarded for courses at level II or above and no course can be used to satisfy more than one credit. AP and Post-AP courses also qualify for credit.	0
Electives	4	**ONE:** AP Course – 1 credit (courses vary by year cannot be used to satisfy more than one requirement) **ONE:** Fine Arts Course – 1 credit (courses vary by year) **TWO:** Elective - 1 credit (courses vary by year)	1
Total	**25.5**		7

**School-specific Requirement: Students must complete the specified number of AP courses for each subject area.*

Exhibit H-1
Graduation Requirements through SY 2020-21

EARLY GRADUATION

1 and 1/2 credit from MS Social Science
- 1/2 for World History in 7th grade
- 1/2 for World History in 8th grade
- 1/2 for Economics in 8th grade*
  - *not required until graduation 2012

3 credits from MS Math (Algebra I and II)
4 credits in English
3 credits in Math
3 credits in General Core Science Courses
2 credits in AP Core Science Courses
1 AP Elective Core Course may be substituted for the second AP Core Science Course
3 credits in AP Core Social Science Courses
3 credits in General Core Classes in Foreign Language
2 credits in General Electives
College Counseling Seminar (0 credit but required)

NOTE: AP US Government credit is not required until graduation in 2013 and may be substituted by AP World History. In this case, the MS credits in World History are not necessary.
All BASIS graduates must score a 3 or higher on an AP Exam to be eligible for graduation.

GRADUATION (without honors)

Same as Early Graduation
- College Counseling Seminar not required

GRADUATION with HONORS

Same as Early Graduation +
- 2/3 credits in Math
- 2/3 credit in Science
- 2/3 credit in English
- 2/3 credit in History
- 2/3 credit in Foreign Language

(total of 2 and 2/3 credits)

GRADUATION with HIGH HONORS

Same as Graduation with Honors +
- 3 credits for Senior Project Course

GRADUATION OPTIONS	Years to Graduate	Required # of credits obtained during grades 9 - 11	# of AP Exams	12th grade credits	Senior Project credits
Early Graduation	3	Core English: 4	1	None	None
		Core Math: 3	1		
		Core Social Science: 3	1		
		Core Science: 5*	1		
		Core Foreign Language: 3	2**		
		Electives (one each grade): 3			
		College Counseling Seminar			
Graduation	3+	Same as Early Graduation but no College Counseling Seminar requirement			
Graduation with Honors	3 and 2/3	Same as Early Graduation		Math 2/3 Science 2/3 Humanities 2/3 Foreign Language 2/3	None
Graduation with High Honors	3 and 2/3	Same and Graduation with Honors			Senior Project 3

* One AP Core Science can be replaced by an AP Elective
** AP Elective Exams can be replaced by any additional Core AP Exam

GRADUATION OPTIONS	ADDED DISTINCTION OF AP EXCELLENCE
Early Graduation	**Requirements:** Student has to pass an AP Exam, obtaining 3 points or higher in each of the Core AP Courses: Math, English, Science, and Social Science
Graduation	
Graduation with Honors	
Graduation with High Honors	

Addendum: Clarification of BASIS DC Graduation Requirements for SY18-19, 19-20, and 20-21

Course Name and Sequence Changes

While the school's graduation requirements remain unchanged for school years (SY) 2018-19, 2019-20, and 2020-21, course names and some course sequences have changed since the original graduation requirements were published in BASIS DC Public Charter School's (BASIS DC PCS) charter agreement. The following table clarifies the middle school (MS) Social Science, Math, and Science requirements:

Original	Revised for SY18-19, 19-20, 20-21
1.5 credits from MS Social Science 0.5 credit for World History in 7th grade 0.5 credit for World History in 8th grade 0.5 credit for Economics in 8th grade	1.5 credits from MS Social Science • 1 credit for World History • 0.5 credit for Economics
3 credits for MS Math (Algebra I and II) 3 credits in Math	6 credits in Math • 2.5-3 credits from MS Math (course credit depends on math proficiency at entry grade level) • 3-3.5 credits from HS Math
3 credits in General Core Science Courses 2 credits in AP Core Science Courses 1 AP Elective Core Course may be substituted for the second AP Core Science Course	5 credits in Science • 1 credit from each core content area: Chemistry, Physics, and Biology • 2 credits in AP core science courses; 1 AP elective or core course may be substituted for the second AP core science course

Diploma Options

In the original charter agreement, BASIS DC PCS referred to graduation options (Early Graduation, Graduation, Graduation with Honors, and Graduation with High Honors), rather than diplomas. While the graduation requirements have not changed, BASIS DC PCS now references diplomas (Diploma, BASIS Diploma, BASIS Diploma with Honors, and BASIS Diploma with High Honors), rather than graduation options, based on the student's completion of corresponding requirements.

Electives

The table below clarifies a minor change in how elective credits are applied in SY 2018-19, 2019-20, and 2020-21:

Original	Revised for SY18-19, 19-20, 20-21
2 credits in General Electives under "Early Graduation" *Listed correctly as 3 under "Required # of credits obtained during grades 9-11"*	**3** credits in General Electives under "[Diploma]" *Listed correctly as 3 under "Required # of credits obtained during grades 9-11"*
2/3 credit in English and 2/3 credit in History under "Graduation with Honors" *Listed correctly under "12th grade credits" as 2/3 Humanities*	2/3 credit in Humanities under "[BASIS Diploma with Honors]" *Listed correctly under "12th grade credits" as 2/3 Humanities*

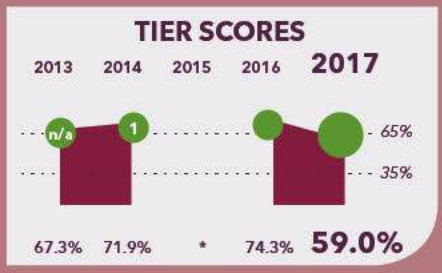
Appendix A1



BASIS DC PCS (Middle School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org



School Profile (2017–18)

Board Chair
Craig Barrett, Ph.D.

Head of School
Jill Garrett

First School Year
2012-13

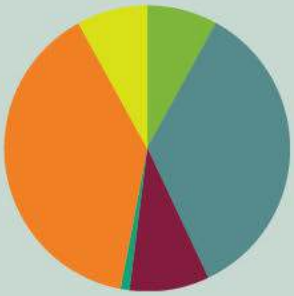
Grades Served

Current Grades | Future Grades

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

Student Demographics (2016–17)

Total Enrollment
597



Asian	8.4%
Black Non-Hispanic	35.8%
Hispanic / Latino	8.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.0%
Multiracial	8.0%

English Language Learner
1.2%

Economically Disadvantaged
18.6%

Special Education
5.0%

At-Risk Population
8.5%

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 full 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)

2017 School Quality Report

(2016–17)

Grades Measured: 5–8

KEY: Score (0 Floor Target 100)

		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	0 30 70 100	**0.3** *out of* 20.0	1.5%
Growth on the state assessment in mathematics	0 30 70 100	**7.7** *out of* 20.0	38.3%
Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts			
Approaching College and Career Ready and Above	0 100	**7.4** *out of* 9.0	81.8%
College and Career Ready	0 58 100	**5.9** *out of* 6.0	97.9%
PARCC: Mathematics			
Approaching College and Career Ready and Above	0 100	**7.7** *out of* 9.0	85.5%
College and Career Ready	0 62.9 100	**5.4** *out of* 6.0	90.3%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts			
College and Career Ready	0 60.2 100	**0.0** *out of* 0.0	N/A
8th Grade Mathematics			
College and Career Ready	0 61.2 100	**9.6** *out of* 10.0	96.2%
School Environment (20 points): Predictors of Future Student Progress and Achievement			
Attendance			
In-seat attendance	0 85 95	**10.0** *out of* 10.0	100.0%
Re-enrollment			
Percent of students eligible to re-enroll	0 67 92	**5.0** *out of* 10.0	49.6%
TOTAL SCORE	**TIER 2**	59.0 *out of* 100	**59.0%**

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

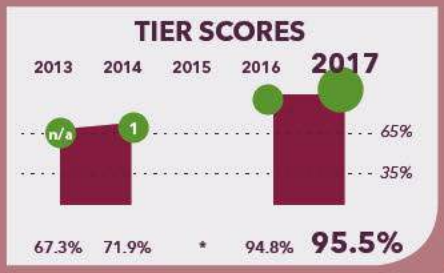
Appendix A2

2017 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 (2017–18)

Board Chair
Craig Barrett, Ph.D.

Head of School
Jill Garrett

First School Year
2012-13

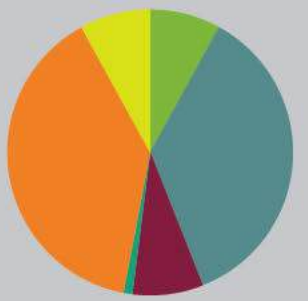
Grades Served

Current Grades ● Future Grades ◌

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

Student Demographics (2016–17)

Total Enrollment
597



Asian	8.4%
Black Non-Hispanic	35.8%
Hispanic / Latino	8.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.0%
Multiracial	8.0%

English Language Learner
1.2%

Economically Disadvantaged
18.6%

Special Education
5.0%

At-Risk Population
8.5%

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

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BASIS DC PCS (High School)

2017 School Quality Report

(2016–17)

Grades Measured: 9–12

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 2016–17	0 30 65 100	**0.0** *out of* 0.0	N/A
Growth on the state assessment in mathematics Data not available for 2016–17	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	0 100	**6.4** *out of* 7.5	85.7%
College and Career Ready	0 67.1 100	**5.0** *out of* 5.0	100.0%
PARCC: Mathematics Approaching College and Career Ready and Above	0 100	**6.8** *out of* 7.5	90.0%
College and Career Ready	0 43.7 100	**5.0** *out of* 5.0	100.0%
Gateway (30.5 points): Outcomes Aligned to College and Career Readiness			
Graduation Rate Four-Year Graduation Rate	0 52.3 100 (0)	**3.0** *out of* 3.0	100.0%
Five-Year Graduation Rate	0 65.5 100	**0.0** *out of* 0.0	N/A
PSAT Performance (11th grade)	4 50 100 (0)	**7.5** *out of* 7.5	100.0%
SAT/ACT Performance (12th grade)	0 11.9 75 100	**7.5** *out of* 7.5	100.0%
College Acceptance Rate	0 70 100 (0)	**7.5** *out of* 7.5	100.0%
College Readiness: Advanced Placement/International Baccalaureate/ Dual Enrollment Achievement	0 45.4 100 (0)	**5.0** *out of* 5.0	100.0%
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)

2017 School Quality Report

(2016–17)

Grades Measured: 9–12

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		**8.4** *out of* 10.0	83.8%
9th Grade on Track to Graduate		**4.8** *out of* 5.0	95.9%
TOTAL SCORE	**TIER 1**	76.9 *out of* 80.5	**95.5%**

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

Appendix A3

2018 School Quality Report

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 (2018–19)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-13

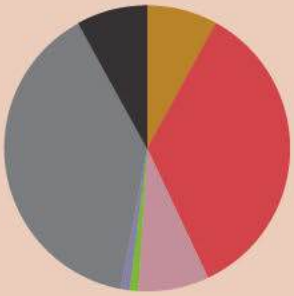
Grades Served

Current Grades ● Future Grades ◌

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

Student Demographics (2017–18)

Total Enrollment
596



Asian	8.1%
Black Non-Hispanic	36.6%
Hispanic / Latino	8.2%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.1%
Multiracial	7.7%

English Language Learner
2.0%

Economically Disadvantaged
22.1%

Special Education
4.9%

At-Risk Population
9.2%

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.
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A Note from the School

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BASIS DC PCS (Middle School)

2018 School Quality Report

(2017–18)

Grades Measured: 5–8

KEY: Score; 0 Floor Target 100

		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	0 30 70 100	**9.2** *out of* 20.0	45.9%
Growth on the state assessment in mathematics	0 30 70 100	**9.7** *out of* 20.0	48.7%
Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts			
Approaching College and Career Ready and Above	0 100	**8.1** *out of* 9.0	90.4%
College and Career Ready	0 58.8 100	**6.0** *out of* 6.0	100.0%
PARCC: Mathematics			
Approaching College and Career Ready and Above	0 100	**7.9** *out of* 9.0	88.3%
College and Career Ready	0 64.2 100	**6.0** *out of* 6.0	100.0%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts			
College and Career Ready	0 58.5 100	**0.0** *out of* 0.0	N/A
8th Grade Mathematics			
College and Career Ready	0 61.6 100	**10.0** *out of* 10.0	100.0%
School Environment (20 points): Predictors of Future Student Progress and Achievement			
Attendance			
In-seat attendance	0 85 95	**10.0** *out of* 10.0	100.0%
Re-enrollment			
Percent of students eligible to re-enroll	0 67 92	**3.9** *out of* 10.0	39.5%
TOTAL SCORE	**TIER 1**	70.8 *out of* 100	**70.8%**

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

Appendix A4

2018 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 (2018–19)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-13

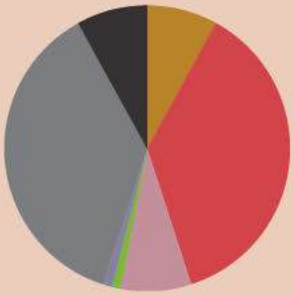
Grades Served

Current Grades ● Future Grades ◌

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

Student Demographics (2017–18)

Total Enrollment
596



Asian	8.1%
Black Non-Hispanic	36.6%
Hispanic / Latino	8.2%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.1%
Multiracial	7.7%

English Language Learner
2.0%

Economically Disadvantaged
22.1%

Special Education
4.9%

At-Risk Population
9.2%

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 full 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)

2018 School Quality Report

(2017–18)

Grades Measured: 9–12

KEY



	Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (0.0 points): Academic Improvement Over Time		
Growth on the state assessment in English Language Arts	**0.0** *out of* 0.0	N/A
Growth on the state assessment in Mathematics†	**0.0** *out of* 0.0	N/A
Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards		
PARCC: English Language Arts		
Approaching College and Career Ready and Above	**4.3** *out of* 5.0	87.0%
College and Career Ready	**5.0** *out of* 5.0	100.0%
PARCC: Mathematics		
Approaching College and Career Ready and Above	**3.9** *out of* 5.0	79.0%
College and Career Ready	**5.0** *out of* 5.0	100.0%
Gateway (25.0 points): Outcomes that Predict College and Career Readiness		
9th Grade on Track to Graduate	**5.0** *out of* 5.0	100.0%
Graduation Rate		
Four-Year Graduation Rate	**4.0** *out of* 4.0	100.0%
Five-Year Graduation Rate	**6.0** *out of* 6.0	100.0%
PSAT Performance (11th grade)*	**5.0** *out of* 5.0	100.0%
SAT/ACT Performance (12th grade)‡**	**0.0** *out of* 0.0	N/A
SAT/ACT College and Career Ready: English Language Arts	**0.0** *out of* 0.0	N/A
SAT/ACT College and Career Ready: Mathematics	**0.0** *out of* 0.0	N/A
College Acceptance Rate	**5.0** *out of* 5.0	100.0%
College Readiness: Advanced Placement/ International Baccalaureate/Dual Enrollment Achievement/CTE Certificate‡	**0.0** *out of* 0.0	N/A

BASIS DC PCS (High School)

2018 School Quality Report

(2017–18)

Grades Measured: 9–12

KEY



		Points Earned *out of* Points Possible	Percent of Possible Points
School Environment (22.5 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance		**12.5** *out of* 12.5	100.0%
Re-enrollment Percent of students eligible to re-enroll		**10.0** *out of* 10.0	100.0%
TOTAL SCORE	**TIER 1**	65.7 *out of* 67.5	**97.3%**

* PSAT Performance: Score of at least 850 on Evidence-based Reading and Writing and math combined.
** SAT/ACT Performance: Score of at least 890 on Evidence/based Reading and Writing and math combined on the SAT or a composite score of 16 on the ACT.
*** SAT/ACT College and Career Ready Measures: A score of at least 480 Evidence-based Reading and Writing and a score of at least 530 on math. These benchmarks are from the College Board and align with students earning a C or higher in a related subject in their first semester at college.
† The school's state assessment in math, the Integrated Math II assessment, did not include enough students at the state-level to calculate comparative growth scores for the 2017-18 school year.
‡ Results with fewer than 10 students are not displayed.

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

Appendix A5

DC PUBLIC CHARTER SCHOOL BOARD

BASIS DC PCS (Middle School)

TIER 1

2019
School Quality Report



410 8th Street NW
(202) 803-6490
www.basisdc.org/

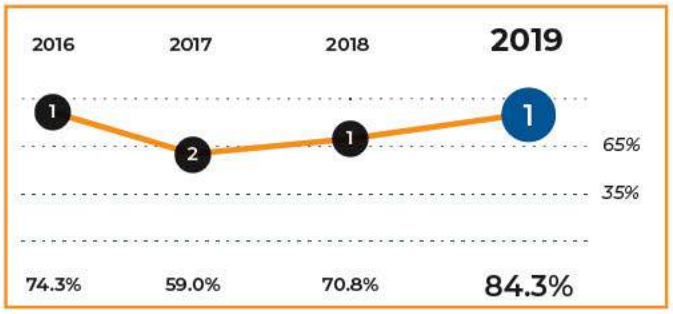
Note from the School

BASIS DC PCS believes that every child deserves a world-class education. We set the bar high and provide students with the support they need to succeed. Our school culture encourages content mastery and guides students toward their full potential. Our students practice creative and critical thinking, drawing connections that strengthen understanding. They outscore their peers and earn impressive scholarships to top colleges. Our academic model builds foundations and develops essential skills and habits for success. BASIS DC graduates the leaders and innovators of a global future.

Tier Explanations

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

Tiers and Scores



School Profile (2019–20)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-2013

Grades Served

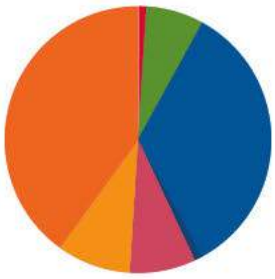
Current Grades | Future Grades

PK3	PK4	K	1	2	3	4	5
☐	☐	☐	☐	☐	☐	☐	■

6	7	8	9	10	11	12	Adult Ed
■	■	■	■	■	■	■	☐

Student Demographics (2018–19)

Total Enrollment
636



American Indian/ Alaskan	0.6%
Asian	7.2%
Black/African American	33.8%
Hawaiian/Pacific Islander	0.2%
Hispanic/Latino, any race	8.6%
Two or More Races	9.1%
White	40.4%

English Learner
0.8%

Special Education
4.2%

At-Risk
8.2%

BASIS DC PCS (Middle School)

2019 School Quality Report

2018–19 Grades Measured: 5 - 8	KEY: Score, Floor, Target (0–100)	Points Earned	Points Possible
Student Progress (40 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	62.5 (0 / 30 / 70 / 100)	16.2	20.0
Growth on the state assessment in mathematics	52.5 (0 / 30 / 70 / 100)	11.2	20.0
Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts Approaching College and Career Ready and Above	94.6 (0 / 100)	8.5	9.0
College and Career Ready	79.5 (0 / 58.8 / 100)	6.0	6.0
PARCC: Mathematics Approaching College and Career Ready and Above	88.7 (0 / 100)	8.0	9.0
College and Career Ready	67.6 (0 / 64.2 / 100)	6.0	6.0
Gateway (5 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts College and Career Ready	(0 / 58.5 / 100)		
8th Grade Mathematics College and Career Ready	82.0 (0 / 61.6 / 100)	5.0	5.0
School Environment (20 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance	96.6 (0 / 85 / 95)	10.0	10.0
Re-enrollment Percent of eligible students who re-enrolled	90.0 (0 / 67 / 92)	9.2	10.0
TOTAL SCORE 84.3	**TIER 1**	**80.1** out of	**95.0**

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

Appendix A6

DC PUBLIC CHARTER SCHOOL BOARD

BASIS DC PCS
(High School)

TIER 1
HIGH-PERFORMING DC PUBLIC CHARTER SCHOOL
2018-19

2019
School Quality Report



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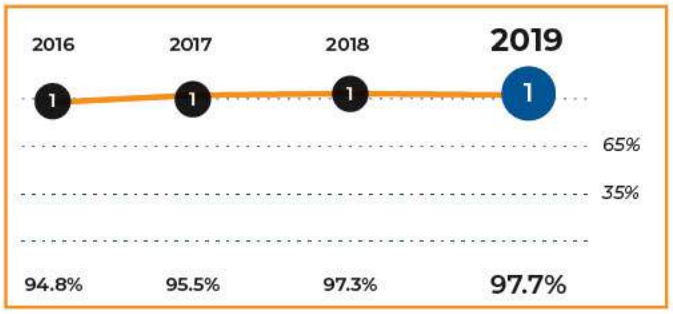
Note from the School

BASIS DC PCS believes that every child deserves a world-class education. We set the bar high and provide students with the support they need to succeed. Our school culture encourages content mastery and guides students toward their full potential. Our students practice creative and critical thinking, drawing connections that strengthen understanding. They outscore their peers and earn impressive scholarships to top colleges. Our academic model builds foundations and develops essential skills and habits for success. BASIS DC graduates the leaders and innovators of a global future.

Tier Explanations

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

Tiers and Scores



School Profile (2019–20)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-2013

Grades Served

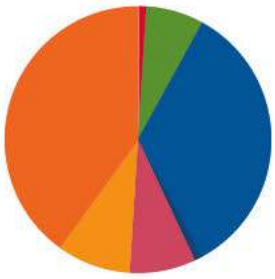
Current Grades | Future Grades

PK3	PK4	K	1	2	3	4	5
☐	☐	☐	☐	☐	☐	☐	■

6	7	8	9	10	11	12	Adult Ed
■	■	■	■	■	■	■	☐

Student Demographics (2018–19)

Total Enrollment
636



American Indian/ Alaskan	0.6%
Asian	7.2%
Black/African American	33.8%
Hawaiian/Pacific Islander	0.2%
Hispanic/Latino, any race	8.6%
Two or More Races	9.1%
White	40.4%

English Learner
0.8%

Special Education
4.2%

At-Risk
8.2%

BASIS DC PCS (High School)

2019 School Quality Report

2018–19 Grades Measured: 9 - 12

KEY: Score; 0 Floor Target 100

	Points Earned	Points Possible
Student Progress (7.5 points): Academic Improvement Over Time		
Growth on the state assessment in English Language Arts — 66.4 (0, 30, 65, 100)	7.5	7.5
Growth on the state assessment in mathematics‡ (0, 30, 65, 100)		
Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards		
PARCC: English Language Arts — Approaching College and Career Ready and Above — 97.8 (0, 26.5, 100)	4.8	5.0
College and Career Ready — 86.7 (0, 9.4, 39.2, 100)	5.0	5.0
PARCC: Mathematics — Approaching College and Career Ready and Above — 84.9 (0, 15.2, 100)	4.1	5.0
College and Career Ready — 46.6 (0, 12.8, 100)	5.0	5.0
Gateway (42.5 points): Outcomes Aligned to College and Career Readiness		
9th Grade on Track to Graduate — 100 (0, 67, 90, 100)	5.0	5.0
Four-Year Graduation Rate — 100 (0, 67, 90, 100)	4.0	4.0
Five-Year Graduation Rate — 100 (0, 67, 100)	6.0	6.0
PSAT Performance (11th Grade)* — 100 (0, 7.1, 50, 100)	5.0	5.0
SAT/ACT Performance (12th Grade)** — 97.6 (0, 21.2, 75, 100)	5.0	5.0
SAT/ACT College and Career Ready: English Language Arts — 95.2 (0, 17.9, 47, 100)	2.5	2.5
SAT/ACT College and Career Ready: Mathematics — 85.7 (04.2, 24.4, 100)	2.5	2.5
College Acceptance Rate — 97.6 (0, 88.2, 100)	4.0	5.0
Advanced Placement, International Baccalaureate, Dual Enrollment Achievement, and CTE Certificate Performance — 100 (04.4, 33.6, 100)	7.5	7.5

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

BASIS DC PCS

2019 School Quality Report

2018–19 Grades Measured: 9 - 12	KEY: 0 Floor Target 100 (Score)	Points Earned	Points Possible
School Environment (22.5 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance	0 — 82 (Floor) — 92 (Target) — 100; Score: 92.0	12.5	12.5
Re-enrollment Percent of students eligible to re-enroll	0 — 74 (Floor) — 91.5 (Target) — 100; Score: 95.1	10.0	10.0
TOTAL SCORE 97.7	**TIER 1**	90.4 *out of*	92.5

‡ The school's state assessment in math, the Integrated Math II assessment, did not include enough students at the state-level to calculate comparative growth scores for the 2018-19 school year.

* Score of at least 850 on Evidence-based Reading and Writing and math combined.

** Score of at least 890 on Evidence-based Reading and Writing and math combined on the SAT or a composite score of 16 on the ACT. SAT/ACT College and Career Ready Measures: A score of at least 480 Evidence-based Reading and Writing and a score of at least 530 on math. These benchmarks are from the College Board and align with students earning a C or higher in a related subject in their first semester of college.

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

Appendix B

SERVICES AGREEMENT CHANGES

- BDC, A Public Charter School, Inc. ("BDC") operates a charter school pursuant to a charter contract with the District of Columbia Public Charter School Board and BASIS Educational Group, Inc. d/b/a BASIS.ed ("BASIS.ed") provides comprehensive educational and support services to charter schools.

Term

- This Agreement shall commence on July 1, 2014, and shall terminate, without further notice one year from the effective date, automatically renewable for subsequent term of one year up to a maximum of twelve years of renewals, except that either Party shall have the right to terminate the Agreement upon written notice delivered no less than ninety days prior to the end of each initial or renewal term.

Fees

- BASIS Washington DC Fee will go down to 10.7% (from 20%) of total operating revenues of BASIS Washington DC for a period of one year commencing on July 1, 2014 and automatically renewable for subsequent term of one year up to a maximum of five years. Unless terminated earlier BASIS Washington DC Appendix will automatically expire at the end of the Term.
- The Fee no longer includes Site Management for the Schools.
- Operating Revenue definition no longer includes (i) investment earnings and sales proceeds from, and gain on, sale of real estate or investment assets shall not be included in Operating Revenues, except to the extent that such funds are used directly for operational expenses of the Charter School during the Fiscal Year, and (ii) grants, donations, and other contributions to be used for major capital expenditures (e.g. acquisition of school buildings, major pieces of playground equipment, and other similar major capital expenditures) that are not typically part of the required operating budget of the Charter School shall not be included in the Operating Revenues.
- For each New Charter School, the Parties will enter into New School Appendix. For each New School, the Fee Percentage shall be based on the number of Operating Schools on the effective date of the applicable New School Appendix, which number shall not include that New School or any other New School with the same effective date for its New School Appendix. The Fee Percentage shall be as set forth in the following chart:

Number of Operating	**Fee Percentage**
10 -12	12.20%
13 -18	11.70%
19 -24	11.20%

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*Shared material denotes Confidential/Proprietary Information and/or Confidential/Financial Information

If the number of Operating Schools exceeds twenty four (24), the Fee for the New School shall be as negotiated and agreed upon by the parties.

- For each Renewal Charter School, the Parties will enter into Existing School Appendix. The Fee Percentage for each Renewal School shall be based on the number of Operating Schools on the effective date of the Existing School Appendix for such Renewal School (including the School whose Services are being renewed, if such School is an Operating School at the time of renewal), as set forth in the following chart:

Number of Operating	**Fee Percentage**
10 -12	10.70%
13 -18	10.20%
19 -24	9.70%

If the number of Operating Schools exceeds twenty four (24), the Fee for the Renewal School shall be as negotiated and agreed upon by the parties.

Trademark

- Trademark Section of this Agreement became a separate Trademark Agreement as per the Second Amended Trademark Co-Existence Agreement and Release between BASIS Schools, Inc. and BASIS.ed owners of the"BASIS" Mark.

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*Shared material denotes Confidential/Proprietary Information and/or Confidential/Financial Information

ANNUAL REPORT

School Year 2019 – 2020

BDC, A Public Charter School, Inc. BASIS DC
410 8th Street, NW Washington DC, 20004
202.804.6390

Dr. Craig R. Barrett
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 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 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: The following events and practices are all examples of the many ways in which parents were involved at BASIS DC during the 2019-2020 school year:

- **Annual Teacher Fund Gala:** The BASIS DC community joined together in supporting the Annual Teacher Fund (ATF) by throwing a virtual ATF Gala. 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!
- **ParentSquare:** Families of our Red Giants get regular communication through our electronic communication system—ParentSquare. This included critical operating information and announcements, opportunities for student and family engagement (extracurricular activities, special events, community offerings, and city services), and highlights of student achievements.
- **Recruitment Events**: These events include tours, Open Houses, EdFest, and others.
- **Virtual Town Hall:** During the spring school closures, BASIS DC held virtual town halls every other week to ensure that students and families had the latest information and situational awareness and to foster a continued connection with the school community.

3. Response to COVID-19 & Distance Learning Program

The unexpected rise of the COVID-19 pandemic took everyone by surprise, but BASIS DC is proud that we were able to pivot almost immediately to serving students via distance learning in March of 2020. BASIS DC made the decision to continue providing excellence in education and the same world-class BASIS Curriculum, but to do so fully online. Because we recognized that the uncertainty of the global crisis and the newness of the format could be disruptive to students, even with the best of planning and implementation, we chose to implement a "do no harm" grading policy for the final grading period of the year. While students were still expected to participate in all of their classes and course assessments, grades earned in the final grading period could only be used to improve a student's grade, not lower it. If a student's performance in the final grading period did not result in improvements in grades, the student's final grade was based only on results prior to the COVID-19 closures.

BASIS DC continued to ensure students could receive academic support and students with disabilities continued to receive specialized services and appropriate supports using virtual platforms, including providing special education and related services via Microsoft TEAMs and Zoom.

Teachers continued to monitor and track student engagement throughout the spring months via assignment completion, TEAMs usage reports, and class participation. Each family was assigned a staff point of contact who regularly reached out to parents to check in and provide support.

BASIS DC submitted detailed plans regarding COVID-19 response and distance learning to DC PCSB in March and April, for which was posted by DC PCSB as an exemplar to assist other schools with planning.

II. School Performance

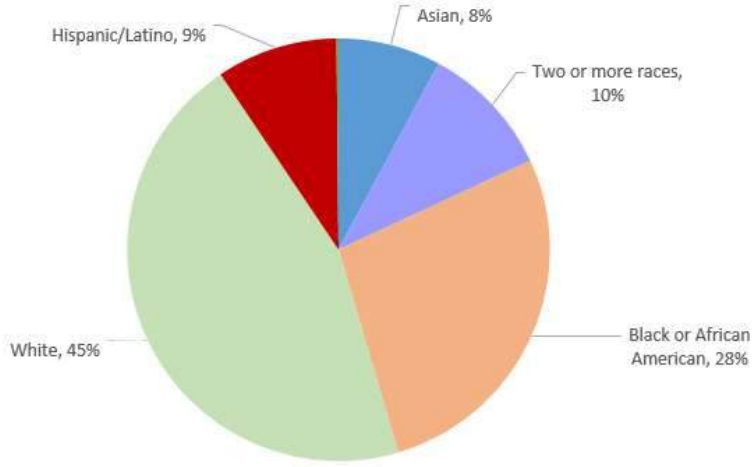
A. Performance and Progress

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 2019-2020 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 2019-2020 school year, BASIS DC drew students from residential zip codes across 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. Our teachers hailed from a broad spectrum of highly regarded colleges and universities and as is reflected in Appendix A our teachers hold a variety of degrees, with over half our teachers holding master's degrees or higher. 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. Due to the school closures resulting from the COVID-19 pandemic, DC PARCC was not administered in the spring of 2020. However, the results from 2018-2019, which are the most recent results available, demonstrate that BASIS DC is on track to fulfill our mission of academic success for our students. BASIS DC High School students take PARCC at the end of 10th grade for English and at the end of Pre-Calculus (Integrated Math 2) unless Pre-Calculus was completed prior to 9th 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%	84.9%	2.7%	12.3%	38.4%	38.4%	8.2%

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 5th grade students took nine separate classes, including Introduction to Science, Physical Geography, Math, English, Latin, Classics, Art, Drama, PE, and Music. In 6th through 8th grade, students took Biology, Chemistry, and Physics as separate subjects, like many top-performing peers in European and Asian countries. In 7th 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 8th grade.

Assessment

To ensure students master grade-level material, all BASIS DC students in grades 6-8 took 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 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

Although our students still took comprehensive exams at the end of the 2019-20 school year, due to the COVID-19 closures, the exam was administered fully online and the results were only counted in students grades if they helped to bring the overall grade up. Results from the previous school year, year seven, showed 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 2019-2020 senior class scores whose mean scores were well above 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	141,292	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)

  In 2020, our 5th grade students exceeded all ISA schools' average on all subject areas tested.

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 2019-2020 PMF.*

B. Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance, ranking us among the top schools in the District, including ranking as the #3 high school in the District of Columbia by *US News & World Report*. 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 the accomplishments of our graduates have grown year after year. The Class of 2017 earned over $1.5 million in merit scholarships, which was more than doubled by the Class of 2018, which earned over $3.5 million in merit scholarships. The Class of 2019 more than doubled in size over 2018 and more than doubled their scholarship dollars, earning a total of $7.5 million dollars in merit scholarships. The Class of 2020 was BASIS DC's largest graduating class yet and had a 100% graduation rate and earned over $8 million in merit scholarships.

AP Excellence:
In addition to successful outcomes for our graduates, BASIS DC has also demonstrated excellence in student academic achievement. The 2020 graduating class earned the following AP distinctions:

● # of AP Exams taken by the end of grade 11	490
● Average # of AP Exams per student	9.8
● % of students earning a 3 or higher on at least one exam	78%
● % of students recognized by the College Board	62%
● # of National AP Scholars	13
● # of AP Scholars with Distinction	21
● # of AP Scholars with Honors	10
● # of AP Scholars	14

Athletic Excellence:
During the 2019-2020 school year, BASIS DC student athletes proved that you can be excellent in the classroom and on the court/field. BASIS DC middle school boys' baseball won the PCSAA championship. Middle school boys and girls were runners up in basketball and middle and high school track and cross country teams were champions.

Supportive School—Engaged Students:
It is important that all students have access to our academically advanced program. In SY19-20 we continued our outstanding program to provide academic and social support to students. Even during the COVID-19 closures we maintained a high level of student engagement in clubs and activities, with at least one club or activity meeting every day of the week, such as Mmm…Monday Cooking and Trivia Thursday. One of our most popular clubs was the virtual knitting club.

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
- Undergraduate students from Georgetown provide additional student STEM support after school.

- Students in grades 5-7 engage in a social-emotional curriculum throughout the year, and parent newsletters prompt families to reinforce these skills at home, too.
- Grades 9-12 added social-emotional supports to help stem the impact of depression in teens.
- 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 FastBridge 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 2019-20 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 2019-20

Beronio Family
Biondi Family
Boeing
Charde & Huang Family
Delonis-Vigier Family
Eaton Vance Corp.
Guhr Family
Hague-Liu Family
Kawano-Ogata Family
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Terry Simmers Givewell Foundation
Trend Inc Family
Turmail Family
United Way of the National Capitol Area
Van Den Broek & Pearlman Family
Verizon
Ward Family
Welch Family
Anderson Family
Annette Kim Dentel and Khanh Pham
Applegate Family
Barry and Susan Svrluga
C. Kristin Choi
Claudia Fusai

Dave and Liz Stevenson
David Rowe and Emily Loriso
Erin & Nathan Darling
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Gregory McCue
Heather Greaves
Hegen family
Judith Smith
Lisa and Brad Sherman
Maileen and Francisco Madrigal
Mark and Jennifer Moffatt
Michael Garawski and Michelle Lefferts
Mr. and Mrs. Waters
Murphy Family
Neal and Stephanie Johnson
Nestoriak Moore Family
Noah O'Connor and Mary Chopard
Parke Family
Patricia and J. Chad Jackson
Sam and Elsa Huxley
Samuel-Stamper Family
The Burton family
The Cochran family
The Hyera Family
The Lins
The Meltzer Family
The Ting Family
Tuyet Tran & Kelby Seamen

2. DATA REPORT

SY 2019-2020 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: 640

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	141	134
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Altern-ative**	**Adult**	**SPED***
Student Count	87	79	54	53	42	50	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:** In-person prior to Covid-19 closures – 121; total instructional days in-person and distance learning - 183
PCSB	**Suspension Rate:** 1.9%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.04%
PCSB	**In-Seat Attendance:** 95.7%
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.
PCSB	**Midyear Withdrawals:** 2.5% (16 students)
PCSB	**Midyear Entries:** 0.2% (n<10)
PCSB	**Promotion Rate (LEA):** 98.0%
PCSB (SY18-19)	**College Acceptance Rates:** 97.6%
PCSB (SY18-19)	**College Admission Test Scores:** 97.6%
PCSB (SY18-19)	**Graduation Rates:** 100.0%

Faculty and Staff Data Points

School	**Teacher Attrition Rate:** Attrition for 2019-20 School year: 27%
School	**Number of Teachers:** 65 "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	**Teacher Salary** 1. Average: $61,819.00 2. Range -- Minimum: $ 50,000 Maximum: $74,500
School	**Executive Salary** Not applicable

3. APPENDICES

APPENDIX A – School Year 2019-2020 Staff Roster

Last	First	Title	Federal Role	Qualifications: Highest Level of Education
Akinlolu	Rabiatu	Special Education Specialist	Teacher, Secondary (grades 7-12)	Bachelor's
Alexander	Jalyn	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Amis	Atiya	Special Education Specialist	Teacher, Elementary (grades 1-6)	Bachelor's
Ashcom	Susan	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Doctorate
Austin	Tiffany	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Juris Doctorate
Beabout	Althea	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Brooks	Lyndsey	Director of Auxiliary Programs	School Administrative Support Staff	Bachelor's
Brown	Sasha	Front Office Coordinator	School Administrative Support Staff	High School Diploma
Brown	Gisselle	Director of Student Affairs	School Administrator – Other	Master's
Browne	Emily	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Callender	Dame	Special Education Assistant	Paraprofessional – Special Education	High School
Cameron	Portia	Head of Operations	School Administrator – Other	Bachelor's
Campbell II	Lynnwood	Dean- Upper School Program	School Administrator – Other	Bachelor's
Carter	Tiara	Teaching Fellow	Teacher, Secondary (grades 7-12)	Master's
Cato	Alana	Special Education Coordinator	School Administrator – Other	Master's
Clark	Brandon	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Cooper	Calvery	Director of Planning and Instruction	Teacher, Secondary (grades 7-12)	Master's
Cooper	Jovon	Monitor	Other Support Staff	High School
Cotton	Priscilla	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Craven	Sally	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's

Crawford	Christopher	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	High School
Crews	Sharon	ELL Coordinator	Teacher, Secondary (grades 7-12)	Master's
Draper	Holly	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Estes	Sade	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Farrell	Candace	Dean- Upper School Program	Teacher, Secondary (grades 7-12)	Master's
Faucillon	Stephane	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Felmus	Nicole	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Gagas	Bethany	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Gingles	Elizabeth	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Goberdhan	Nicole	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Green	Nathaniel	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Guerrier	Dianne	Special Education Coordinator	Teacher, Secondary (grades 7-12)	Master's
Hameed	Lauren	Front Office Assistant	School Administrative Support Staff	High School
Hardin	Benjamn	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Hausdorff	Eleanor	College Guidance Coordinator	School Counselors/Directors, Secondary (Grades 7-12)	Doctorate
Hawkes	Esmeralda	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Hillis	John	Head of School, Interim	School Administrator – Principal/School Leader	Master's
Horowitz	Elana	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
How-Yew-Kin	Theresa	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Jackson	Natalie	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Joe	Jerron	Director of Student Affairs	School Administrator – Other	Master's
Johnson	Steven	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Keegan	Andrew	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Knuuttila	James	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's

Krug	Madeleine	College Guidance Coordinator	Teacher, Secondary (grades 7-12)	Master's
Leroux	Justin	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Lewis	Jordan	Director of Academic Programs	School Administrator – Other	Bachelor's
Li	Yalan	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Lichtenstein	Joshua	ELL Coordinator	Teacher, Secondary (grades 7-12)	Master's
Lockhart	Valentino	Dean of Students	Guidance Counselor, Secondary (grades 7-12)	Doctorate
Manns	Sherese	Front Office Assistant	School Administrative Support Staff	High School
Marafie	Jackie	Special Education Assistant	Paraprofessional – Special Education	Bachelor's
McNinch	Rachel	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Merryweather	LaShawn	Auxiliary Program Coordinator	School Administrative Support Staff	Bachelor's
Mrabet	Fatima	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Parker	Kimberly	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Polonsky	Heather	Dean- Upper School Program	Teacher, Elementary (grades 1-6)	Master's
Read	Colin	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Richardson	Brandon	Teaching Fellow	Paraprofessional – Special Education	High School
Ricker	Whitney	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Rochester	Enoch	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Rose-Henig	Alexander	Director of Academic Programs	School Administrator – Other	Master's
Rowley	Joshua	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Sanghavi	Trisha	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Schwartz	Laura	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Seiler	Philippe	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Simmons	Kyle	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Slade	Rhonda	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Slocum	Brian	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Smith	Matthew	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's

Stanley	Autumn	NSLP Coordinator	School Administrative Support Staff	High School
Taylor	Candace	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Terranova	Luke	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Timme	Walker	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Tomanelli	Deanna	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Torres	Ian	Teaching Fellow	Teacher, Elementary (grades 1-6)	Bachelor's
Walters	Malika	Registrar	School Administrative Support Staff	Associates
Watson	Andrew	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Wharton	Brittany	Registrar Assistant	School Administrative Support Staff	Associates
Yeager	Kimberly	Senior Special Education Coordinator	Special Education Support Staff, Psychologist	Master's
Yu	Bo	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Yusuf	Mawahib	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Zara	Pedro	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's

Appendix B – 2019-2020 School Year Board Roster

NAME/ Position/Residence	Original Appointment	Last Date Appointment	Date Appointment Expires
Craig R. Barrett Chair Arizona	Aug. 2011	Serves at the pleasure of the Member	Serves at the pleasure of the Member
Anne House Quinn Secretary Washington, DC	Nov. 2013	July 2020	June 2023
Tony Axam Trustee Washington, DC	Aug. 2019	July 2020	June 2023
Andrew P. Kelly Trustee Washington, DC	Aug. 2011	Aug. 2017	Aug. 2020
Marie-Laure Guitteny Parke Parent Trustee Washington, DC	Aug. 2011	July 2020	June 2023
Candice Gayl Parent Trustee Washington, DC	Sep. 2012	Sept. 2015	Sept. 2021
Chad Colby Treasurer Washington, DC	Aug. 2017	Aug. 2017	June 2023

APPENDIX C – Unaudited Year-End 2019-2020 Financial Statement

BASIS Washington, DC™	FY 2020 BDC School Budget	FY 2020 Q1-Q4 BDC School Financials(Preliminary)	FY 2020 Q1-Q4 Financials as % of Budget
Student Count*	**648**	**641**	**99%**
State Revenue			
State/District Aid	$10,896,065	$10,587,535	97%
Total State Revenue	**$10,896,065**	**$10,587,535**	**97%**
Federal Revenue			
IDEA	$86,864	$86,780	100%
Title II	$26,821	$30,512	114%
Total Federal Revenue	**$113,685**	**$117,292**	**103%**
Local Revenue			
Annual Teacher Fund	$194,952	$184,022	94%
Reimbursable Activities Revenue	$347,434	$174,479	50%
Other Donations/Revenue	$0	$34,353	
Total Local Revenue	**$542,386**	**$392,854**	**72%**
Total Revenue	**$11,552,137**	**$11,097,681**	**96%**
Total Payroll	**$6,193,234**	**$6,176,727**	**100%**
Other Expenses			
SME-Student Driven	$227,321	$201,536	89%
SME-Maintenance	$289,733	$261,504	90%
Reimbursable Activities Expenses	$295,319	$162,346	55%
Sponsored Testing	$52,065	$53,042	102%
Insurance + Audit Fees	$100,348	$80,354	80%
Internet	$18,979	$20,172	106%
Hiring and Professional Development	$84,718	$80,984	96%
Other Expenses	$54,916	$64,881	118%
Core Fee	$309,013	$193,287	63%
Rent	$1,944,972	$1,944,972	100%
Service Fees	$1,328,791	$1,276,898	96%
Total Other Expenses	**$4,706,175**	**$4,339,974**	**92%**
Total Expenses	**$10,899,410**	**$10,516,702**	**96%**
Total Net Surplus before Depreciation, Amortization & Cap X	**$652,727**	**$580,979**	**89%**

***Actual student count based on Q4 DCPCS Funding Report**

APPENDIX D – Approved FY 21 Budget

BASIS Washington, DC™	FY 2021 BDC School Budget
Student Count	**650**
State Revenue	
State/District Aid	$10,927,138
Total State Revenue	**$10,927,138**
Federal Revenue	
IDEA	$95,843
Title II	$26,904
Total Federal Revenue	**$122,746**
Local Revenue	
Annual Teacher Fund	$186,056
Reimbursable Activities Revenue	$173,756
Total Local Revenue	**$359,813**
Total Revenue	**$11,409,696**
Total Payroll	**$6,366,029**
Other Expenses	
SME-Student Driven	$237,360
SME-Maintenance	$315,837
Reimbursable Activities Expenses	$145,438
Sponsored Testing	$52,455
Insurance + Audit Fees	$91,461
Internet	$26,343
Hiring and Professional Development	$52,403
Other Expenses	$26,365
Core Fee	$245,486
Rent	$1,993,886
Service Fees	$1,313,166
Total Other Expenses	**$4,500,199**
Total Expenses	**$10,866,229**
Total Net Surplus before Depreciation, Amortization & Cap X	**$543,467**

APPENDIX E – SY 2019-2020 At-Risk Funds

BASIS DC works hard to ensure that all students have an equal opportunity to learn. The At Risk Funds for SY 19-20 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.

Appendix C

DC PUBLIC CHARTER SCHOOL BOARD

April 19, 2021

Craig Barrett, Board Chair
BASIS DC Public Charter School
410 8th Street NW
Washington, DC 20004

Dear Mr. Barrett:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Review (QSR) visits 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 QSR because it is eligible for its 10-year charter review during school year (SY) 2021 – 22.

Qualitative Site Review Report
A QSR team conducted a virtual site review of BASIS DC Public Charter School from February 22, 2021 – March 5, 2021.

The COVID-19 pandemic resulted in all DC public charter schools physically closing. As a result, the observations in this report took place remotely. The disruption in traditional school programming due to COVID-19 has had an untold impact on classroom environment and instruction, the primary areas of focus in this report. Observers considered these factors while visiting classrooms. Enclosed is the team's report.

Sincerely,

Rashida Young
Chief School Performance Officer

Qualitative Site Review Report

Date: April 19, 2021

Campus Information
Campus Name: BASIS DC Public Charter School (BASIS DC PCS)
Ward: 2
Grade Levels: Fifth through twelfth

Qualitative Site Review Information
Reason for Visit: School eligible for 10-year Charter Review during SY 2021 – 22
Two-week Window: February 22, 2021 – March 2, 2021
QSR Team Members: One DC PCSB staff member and three consultants, including one English learner (EL) specialist and one special education (SPED) specialist
Number of Observations: 13 unscored observations
Total Enrollment: 663
Students with Disabilities Enrollment: 30
English Learners Enrollment: 12
In-seat Attendance on Observation Days:[1]
Visit 1: February 22, 2021 – 97.8%
Visit 2: February 24, 2021 – 99.7%
Visit 3: February 25, 2021 – 98.8%
Visit 4: March 3, 2021 – 98.1%
Visit 5: March 4, 2021 – 92.3%

Summary
BASIS DC PCS's mission is "to provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students in the District of Columbia." The QSR team observed strong evidence that the school is achieving its mission. Teachers provided academically rigorous instruction to middle and high school students. In all classes, students worked on sophisticated and challenging content. Students analyzed literature, citing primary and secondary sources, and engaged in related discussions with their peers. In most observations, teachers ensured that students participated in class discussions as they cold-called students and expected them to participate using the chat feature. In some

[1] During SY 2020 – 21, educational services are being provided both in-person and via distance learning. While during normal operations there is a consistent city-wide definition of what constitutes "present" (a student must be physically present for at least 80.0% of the instructional day), there is significantly more variation in what constitutes "present" during distance learning. In-seat attendance as presented here represents all students receiving educational services, whether in-person or remote. This rate is fundamentally different than in-seat attendance during a typical year.

classrooms, teachers dominated the conversation and student participation was limited with only a few students responding to teachers' questions.

During the two-week observation window, the team used a modified version of Charlotte Danielson's *Framework for Teachin*g to examine classroom environment and instruction (see Appendices I and II). After careful consideration regarding the uniqueness of virtual instruction, DC PCSB elected to summarize the overall findings from the observations using specific examples that apply to each indicator of the rubric, rather than assess individual scores and percentages for each domain. Therefore, the review team did not score any of the observations. Instead, observers used Charlotte Danielson's *Framework for Teaching* tool to determine how well BASIS DC PCS is meeting its mission, based on specific examples of evidence the team observed during remote visits.

In the Classroom Environment domain, observers noted warm and respectful interactions between teachers and students and among students. Teachers warmly greeted students as they entered the virtual classroom and offered reassuring words of encouragement as students persisted in answering questions. Most students participated freely without fear and at times respectfully built on responses from their peers. In the Instruction domain, observers noted high quality instruction and academically rigorous content across subjects and grade levels. Teachers engaged students in challenging work in a variety of ways, asking them to complete complex math problems, work as groups to analyze historical events, and discuss characters in a high-quality complex text.

Governance

Craig Barrett chairs the BASIS DC PCS Board of Trustees. The School Reform Act requires each DC public charter school to have a majority of DC residents and two parents on its board, which the school has been compliant with for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week observation window, BASIS DC PCS completed a questionnaire about how it serves its students with disabilities. The QSR team looked for evidence of the school's articulated program. According to the school, data-driven instruction and interventions are the foundations of its SPED program. The school noted that observers would see differentiation, modified curriculum, and the use of assistive devices and learning tools delivered through push-in and pull-out settings. While there was some evidence that the school implemented its stated SPED program with fidelity, data was limited due to inconsistencies with the schedule the school provided. After multiple attempts, and follow-up with the

school, SPED pullout observations did not take place as outlined in the schedule. Key trends from the SPED observations are summarized below.

- **Data-driven differentiation and interventions**: Observers noted that teachers referred to student data and differentiated during lessons. Teachers provided multiple options for students to submit their responses. In the pull-out observation, the SPED teacher referred to data from the general education class as students discussed their performance using the data the teacher shared. The SPED teacher also read directions to students and asked clarifying questions to check for student understanding. During this observation, another teacher provided guidance for students as they used their interactive notebook.

- **Modifications and accommodations:** Observers noted teachers used wait time, presented information in multiple learning modalities, identified key words and definitions before diving into lessons (e.g., defining accessibility and equity), used color coding to signify importance, and encouraged the use of manipulatives and tactile learning. In one observation, the teacher used candy and stated, "I brought manipulatives—Smartie candies—to help us out."

- **Push-in/pull-out setting:** In the general education classroom, teachers used a one-teach, one-assist model. For example, students worked separately in breakout rooms and small pull-out groups. In one observation, the teacher provided an environment with fewer visual and auditory distractions and a lower ratio of students to staff.

Specialized Instruction for English Learners

Prior to the two-week observation window, BASIS DC PCS completed a questionnaire about how it serves its English learners (ELs). The QSR team looked for evidence of the school's articulated program. According to the questionnaire, the EL teacher works with ELs in general education classrooms on the same lesson as the class or a modified lesson. In pull-out sessions, the EL teacher and student "work on both classroom content, and skills that the student is lacking." The following observations are based on the one EL pull-out session DC PCSB's EL specialist observed.[2] The EL specialist was unable to determine if BASIS DC PCS is implementing its EL program with fidelity. As with the SPED observations,

[2] The EL specialist attempted to see two additional EL pull-out sessions, though these classes did not take place at the specified time. The EL specialist also attempted to see six push-in sessions, but there was no indication that the EL teacher was present.

inconsistencies with the school's schedule limited the EL specialist's ability to gather data through observations.

During the pull-out session, the EL teacher and a student practiced conversation skills as they discussed upcoming assignments and Black History Month. They moved on to reading fluency as they took turns reading aloud a nonfiction text about abolitionists, Harriet Tubman and Harriet Beecher Stowe. As they read, the teacher highlighted and provided mini-lessons on vocabulary like *abolish*. The teacher asked quick comprehension questions as the student completed short chunks of text. She posted several comprehension questions at the end of the reading and praised the student as they answered correctly.

THE CLASSROOM ENVIRONMENT[3]

This table summarizes the evidence collected on the Classroom Environment domain of the rubric during the unannounced virtual observations. Please see Appendix III for a breakdown of each subdomain.

The Classroom Environment	Evidence
Creating an Environment of Respect and Rapport	In all observations, students and teachers consistently interacted in a warm and friendly manner. As students entered the virtual classroom, teachers across all observations greeted them warmly and asked questions like, "How is everyone?" and "Do you guys have a lot of work going on?" In one observation, students demonstrated respect for the teacher by participating when called on, asking questions that demonstrated they were on task, and completing assignments. The teacher encouraged students as they asked questions, saying, "That's a really great question." In another observation, a student apologized for not knowing the correct answer and the teacher responded, "No need to apologize. This is tough." Across all observations, students cheered for one another or encouraged their peers in the chat when appropriate.
Establishing a Culture for Learning	In most observations, the classroom culture was cognitively busy. In one observation, students stayed on task as they worked on Punnett squares and asked assignment- and content-related questions. Across all classrooms, students put forth good effort to complete high-quality work. For example, students identified dominant and recessive genes, and calculated genetic frequency. The teacher recognized student effort, saying, "Thanks for working hard and participating." Across observations, teachers demonstrated passion for the subjects saying things like, "That's why I love genetics," and "That's super interesting. Let's explore that more." In one observation, students independently remained engaged after being placed in breakout sessions. Students asked and answered questions, praised one another, and reviewed work completely independent of the teacher.

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

The Classroom Environment	Evidence
Managing Classroom Procedures	In most observations, classroom routines and procedures were well established, leading to no loss in instructional time. In one observation, the teacher maximized instructional time by using a countdown to transition between problems. Across classrooms, students knew the procedure for asking and answering questions, independently muting and unmuting their audio without teachers' prompting. In most classrooms, teachers had slides, links, and images ready to share with students, which resulted in no loss of instructional time. In one observation, when the teacher's computer unexpectedly shutdown, they apologized to students for the brief delay and quickly got back online while students waited patiently.
Managing Student Behavior	In all observations, student behavior was entirely appropriate. Students remained on task throughout the observations. Teachers did not need to intervene to correct student behavior in any of the observations.

INSTRUCTION

This table summarizes the evidence collected on the Instruction domain of the rubric during the unannounced virtual observations. Please see Appendix III for a breakdown of each subdomain.

Instruction	Evidence
Communicating with Students	In all observations, teachers clearly stated what students would be learning. Teachers explained content clearly and used precise academic language to introduce new concepts. In one observation, the teacher defined words like heterozygous, homozygous, phenotype, genotype, allele, and genetic frequency. Teachers began each lesson by appropriately modeling expectations for students. In one observation, the teacher used sentence starters and picture cards to help students respond to a prompt. In some observations, teachers used slides to state the objective or agenda for the day. Students began working quickly without additional prompts from the teacher, indicating they knew what to do.
Using Questioning/ Prompts and Discussion Techniques	In most observations, teachers used open-ended questions inviting students to think. In one observation, teachers asked questions like, "If you wanted to really know someone, which do you think would reveal the most: words, actions, or feelings?" and, "Can you share out why a person's feelings would tell who they are?" Multiple students responded to the prompt. In some observations, questions led students along a single path of inquiry. For example, in one observation, students filled in a table with pre-determined answers. Across classrooms, students entered their responses directly into a private chat feature, making it difficult to gauge the extent to which students responded to prompts.
Engaging Students in Learning	In most observations, students engaged with the learning tasks. Across observations, students demonstrated intellectual engagement as they answered the teacher's questions, participated in the chat, took notes independently, and asked their own questions. In one observation, students participated in a discussion about character traits, first expressing an opinion about what reveals the most about a character (words, thoughts, or actions), and then discussing a video about how authors reveal characters. In some observations, student engagement was limited as teachers dominated classroom discussions. In these observations, teachers called on small groups of students repeatedly or simply answered their own questions when students did not respond.

Instruction	Evidence
Using Assessment in Instruction	In most observations, teachers monitored student understanding using a variety of methods. Across classrooms, teachers assessed student understanding throughout lessons. In one observation, the teacher asked questions like, "What's the genotype for attached and unattached (earlobes)?" and, "Can someone tell me what the dominant allele is?" Multiple students had the opportunity to respond. In another observation, the teacher cold-called students after they modeled how to complete a problem. In another observation, while the teacher called on multiple students, the teacher provided minimal wait time before answering questions for students. In another observation, the standard for high-quality work was clear as students edited their peer's work using a pre-defined rubric.

Work Sample Review

As an added accountability measure to account for the limits of virtual observations, during SY 2020 – 21, DC PCSB reviewed ten student work samples in addition to classroom observations. Basis DC PCS submitted five English language arts (ELA) samples and five math samples covering a range of grade levels and assignment types. The QSR team evaluated the work samples based on grade-level alignment to college and career ready standards, including Common Core.[4] The team reviewed each work sample in the areas of content, practice, and relevance.[5]

The goal of the review is to answer three essential questions:

1. Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?
2. Does the assignment provide meaningful practice opportunities for this content area and grade- level?
3. Overall, does the assignment give students an authentic opportunity to connect academic standards to real world issues and/or context?

DC PCSB used the criteria below to assign an overall rating to each ELA assignment.[6]

	Content	Practice	Relevance
Sufficient	The assignment is based on a high quality, grade appropriate text and contains questions that reach the depth of the grade level standards.	The assignment both integrates standards and requires students to use what they learned from the text.	The assignment builds grade appropriate knowledge, gives students a chance to use their voice and/or connects to real world issues.
Minimal	The assignment is based on a high quality, grade appropriate text but does not contain questions that reach the depth of the standard.	Either the assignment does not integrate standards, or it does not require students to use what they learn from the text.	The assignment builds grade appropriate knowledge but does not give students a chance to use their voice and does not connect to real world issues.
No Opportunity	The assignment is not based on a high quality, grade appropriate text.	The assignment does not integrate standards and does not require students to use what they learn from the text.	The assignment does not build grade appropriate knowledge, does not give students a chance to use their voice and does not connect to real world issues.

[4] See here for more information on the shifts in the college and career ready standards: https://achievethecore.org/category/419/the-shifts.

[5] Reviewers used this tool for ELA work samples: https://dcpcsb.egnyte.com/dl/Ss1Ffy9Ab7. Reviewers used this tool for Math work samples: https://dcpcsb.egnyte.com/dl/Ca2F7lNXld. The review tools are based on The New Teacher Project's report: The Opportunity Myth, available here: https://opportunitymyth.tntp.org/.

[6] The overall assignment rating scale can be found here: https://dcpcsb.egnyte.com/dl/bzuOyBrYzK.

Of the five ELA samples submitted, all five assignments received an overall rating of sufficient. These assignments were based on a high-quality, grade-appropriate text and contained questions that reached the depth of the grade level standards. Each assignment builds grade-appropriate knowledge, gives students a chance to use their voice and/or connects to real world issues. Some evidence is captured below:

- Seventh grade students wrote a well-argued paragraph answering a complex question that compared their school experience to the experience of characters in a text.
- Eleventh grade students read an assigned passage and analyzed how the author used literary elements and techniques to convey the main character's experience in an essay.

DC PCSB used the criteria below to assign an overall rating to each math assignment.

	Content	Practice	Relevance
Sufficient	All the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.	The assignment connects academic content to real world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.
Minimal	More than half (but not all) of the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.
No Opportunity	Less than half of the questions on the assignment reach the depth of the targeted grade level standard.	The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment does not connect academic content to real world experiences.

The QSR team evaluates work samples based on grade-level alignment to college and career-ready standards. Basis DC does not use common core state standards and did not submit its standards with the math work samples. Instead, the school

submitted unit overviews and/or lesson objectives taken from the SPORK math curriculum program.[7][8] DC PCSB did not review these work samples.

[7] Spork is a tablet-based math textbook program implemented at BASIS Independent Schools. See here for more information: https://bit.ly/2RdOiGr.

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.
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.
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 D

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
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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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,

[redacted]

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.	Distinguished	8%
	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.	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 Proficient	16% 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.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	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.	Distinguished	19%
		Proficient	78%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	3%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	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	Distinguished	14%

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

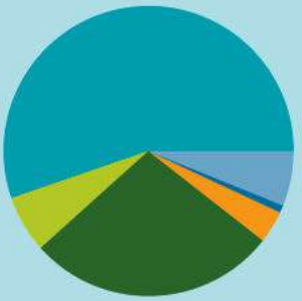
Tier Explanations

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: Score; 0 Floor Goal 100

		Points Earned / Points Possible	Percent of Possible Points
Student Progress (40 points): Academic improvement over time			
Growth on DC-CAS Reading over time	52.0; 0 30.0 70.0 100	11.0 / 20.0	55.0%
Growth on DC-CAS Mathematics over time	48.0; 0 30.0 70.0 100	9.0 / 20.0	45.0%
Student Achievement (25 points): Meeting or exceeding academic standards			
DC-CAS Reading Proficient and Advanced	81.3; 0 28.9 100	7.4 / 10.0	74.0%
Advanced only	26.3; 0 25.0 100	2.5 / 2.5	100.0%
DC-CAS Mathematics Proficient and Advanced	77.0; 0 30.5 100	6.7 / 10.0	67.0%
Advanced only	43.2; 0 25.0 100	2.5 / 2.5	100.0%
Gateway (15 points): Outcomes in key subjects that predict future educational success			
Proficient and Advanced 8th grade Mathematics	83.3; 0 29.2 100	11.5 / 15.0	76.7%
Leading Indicators (20 points): Predictors of future student progress and achievement			
Attendance	97.6; 0 85.0 95.0	10.0 / 10.0	100.0%
Re-enrollment in this school	0 60.0 90.0 100	—	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

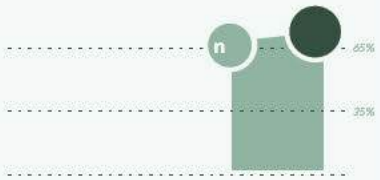
WARD 2

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org

TIER SCORES

2011	2012	2013	2014
N/A	N/A	67.3%	71.9%



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

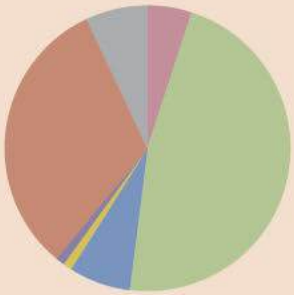
Before Care / After Care

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: Score; 0 Floor Target 100

	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 (0 30 70 100)	**10.7** *out of* 20.0	53.5%
Growth on DC CAS Mathematics over time (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 (0 32.3 100)	**7.7** *out of* 10.0	77.0%
Advanced only (0.3 25 100)	**2.3** *out of* 2.5	92.0%
DC CAS Mathematics Proficient and Above (0 39 100)	**6.9** *out of* 10.0	69.0%
Advanced only (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 (0 38.9 100)	**13.3** *out of* 15.0	88.7%
Leading Indicators (20 points): Predictors of Future Student Progress and Achievement		
Attendance (0 82 92)	**10.0** *out of* 10.0	100.0%
Re-enrollment (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

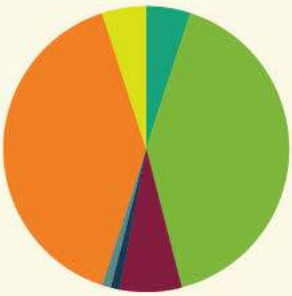
First School Year
2012–13

Grades Served

Current Grades: PK3, PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Future Grades: 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%

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

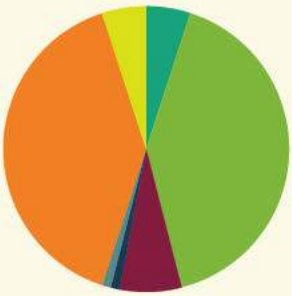
First School Year
2012-13

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

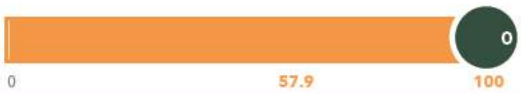


Re-enrollment

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)



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

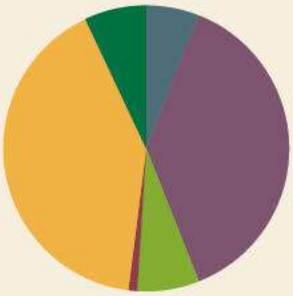
First School Year
2012-13

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, scores and tiers were not displayed in 2014-15.

A Note from the School

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BASIS DC PCS (Middle School)

2016 School Quality Report

(2015–16)

Grades Measured: 5–8

KEY: Score; 0 Floor Target 100

		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	0 30 70 100	9.6 out of 20.0	48.0%
Growth on the state assessment in mathematics	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	0 100	7.7 out of 9.0	85.6%
College and Career Ready	0 56.1 100	6.0 out of 6.0	100.0%
PARCC: Mathematics			
Approaching College and Career Ready and Above	0 100	7.5 out of 9.0	83.3%
College and Career Ready	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	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	0 85 95	10.0 out of 10.0	100.0%
Re-enrollment			
Percent of students eligible to re-enroll	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

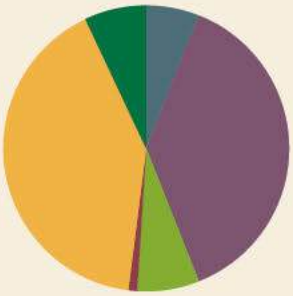
Grades Served

● 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	0 100 (Score: 0)	**7.5** *out of* 7.5	100.0%
College and Career Ready	0 72.5	**5.0** *out of* 5.0	100.0%
PARCC: Mathematics Approaching College and Career Ready and Above	0 100	**7.3** *out of* 7.5	97.3%
College and Career Ready	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)	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

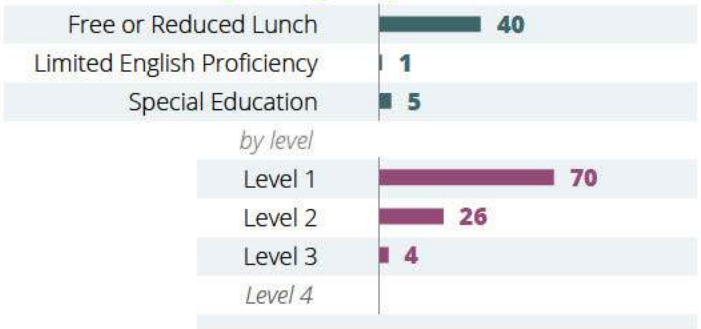
Total Enrollment (#)

443 Students

Enrollment by Race/Ethnicity (%)



Enrollment by Subgroup (%)



Office of the State Superintendent of Education | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | DCPCSB

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

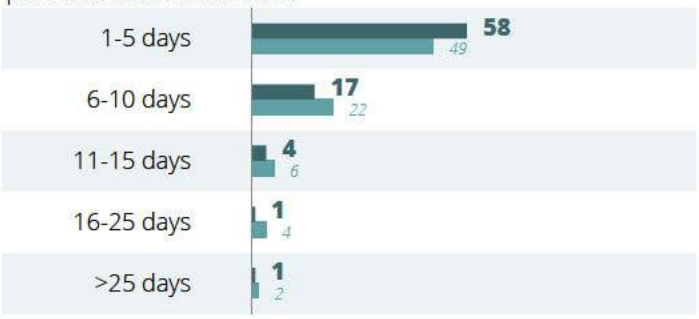
In-Seat Attendance Rate (%)

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.

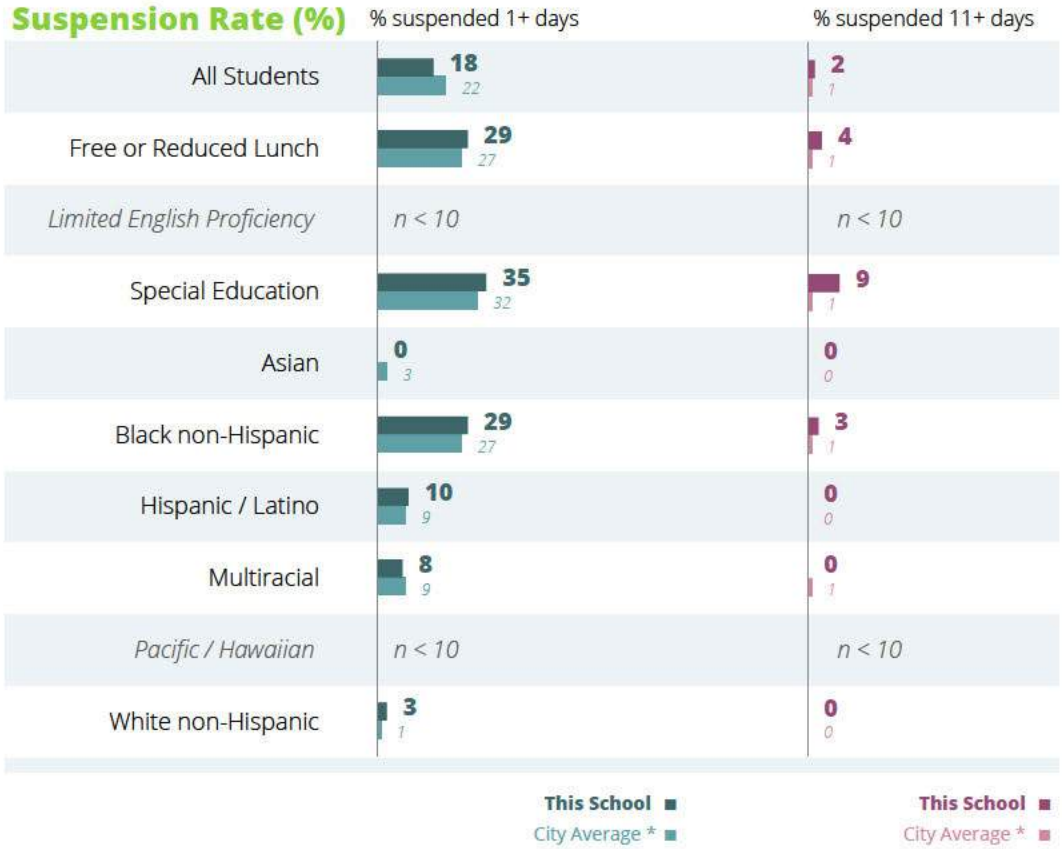
Total Explusions (#)

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 ■ (Mathematics)

This School ■ City Average ■ (Reading)

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 ■ (Mathematics)

This School ■ City Average ■ (Reading)

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)

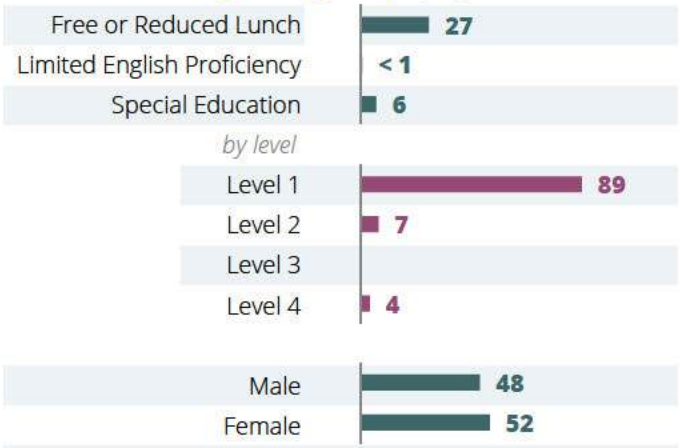
Grades	5th-10th
Ward	Ward 2
Address	410 8th Street NW Washington, DC 20004
Contact	202-393-5437 http://newdc.basisschools.org/
Type	Public Charter School

STUDENT CHARACTERISTICS

Total Enrollment (#)

510 Students

Enrollment by Subgroup (%)



Enrollment by Race/Ethnicity (%)

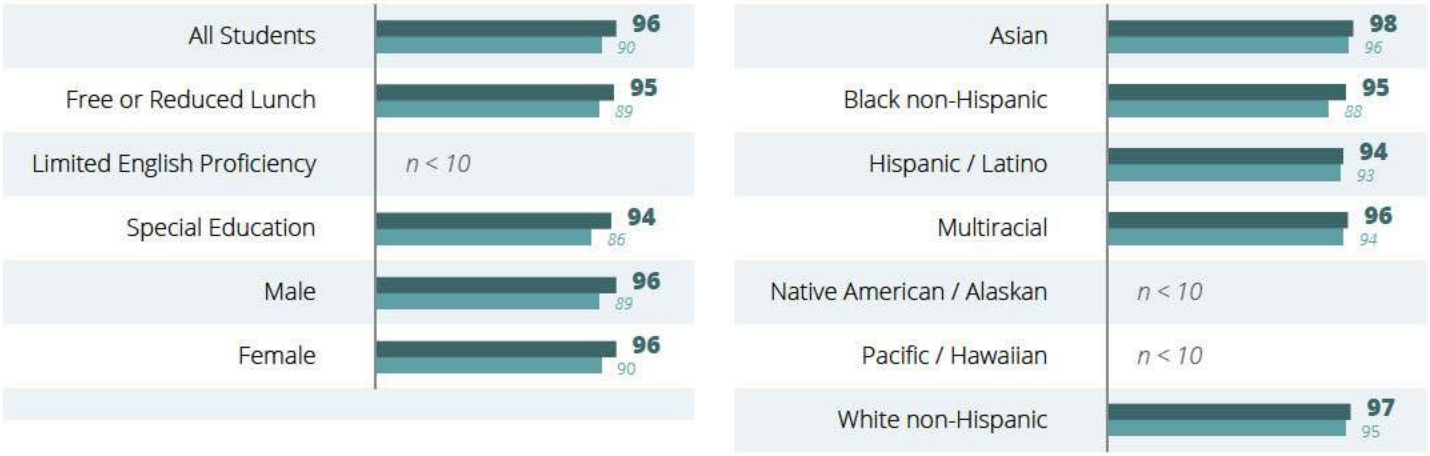


Office of the State Superintendent of Education | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | DC PCSB

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

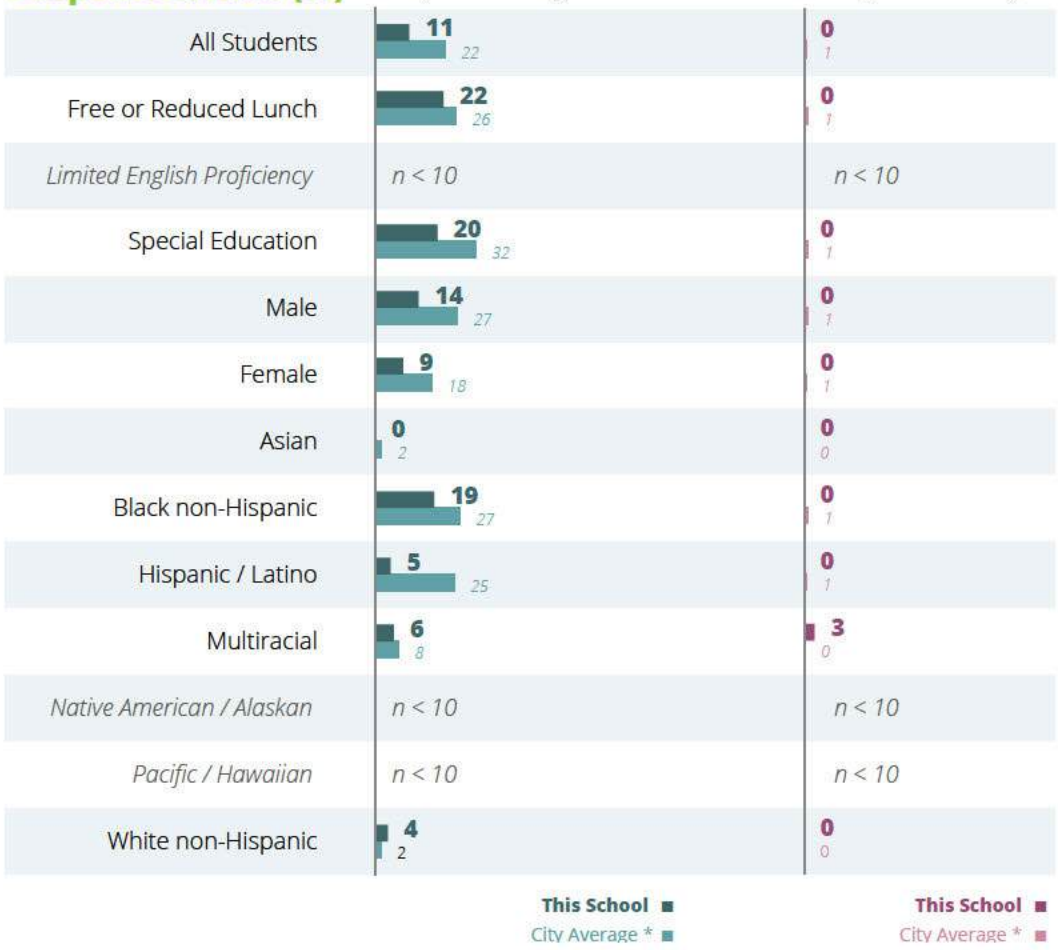
Total Explusions (#)

This School	**0**
City Average *	77

Expulsion Rate (%)

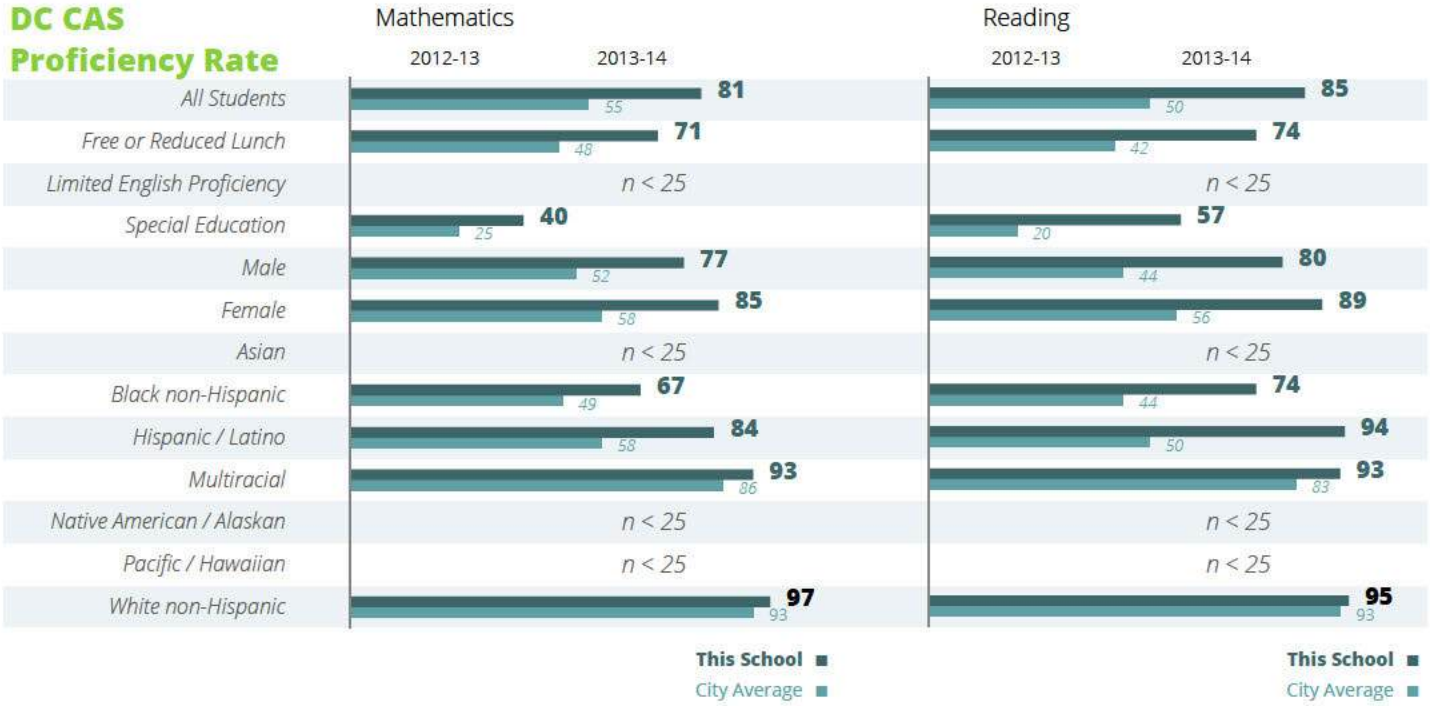
This School	**0.00**
City Average *	0.32

Suspension Rate (%)



STUDENT ACHIEVEMENT

DC CAS Proficiency Rate



STUDENT GROWTH

DC CAS Growth Percentiles

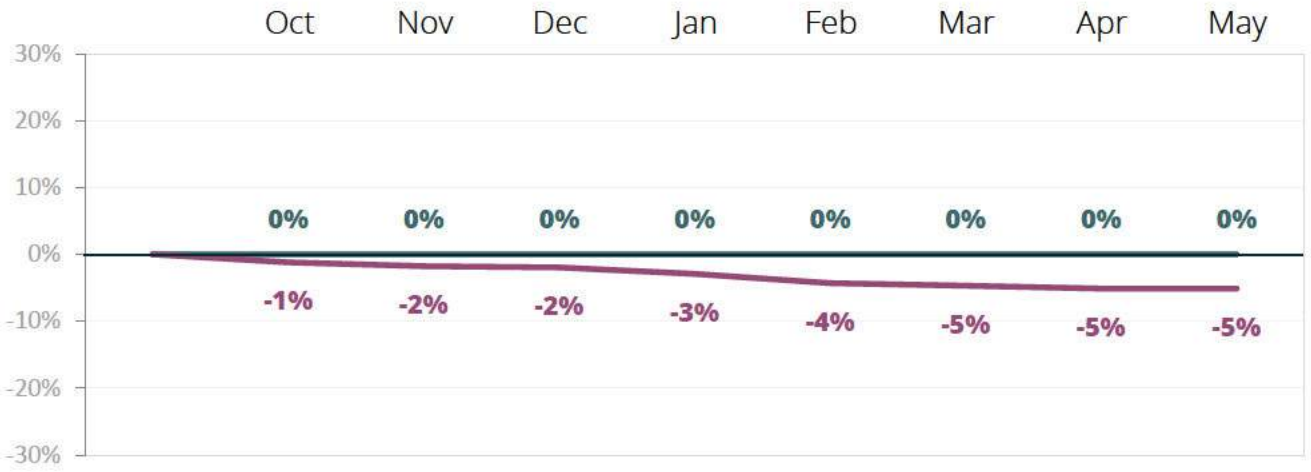
	Mathematics			Reading		
	2012-13	2013-14	Avg. 2-Year Growth	2012-13	2013-14	Avg. 2-Year Growth
All Students	48	**51**	**50** 50	52	**51**	**51** 50
Free or Reduced Lunch	33	**48**	**40** 48	43	**44**	**44** 49
Limited English Proficiency			*n < 25*			*n < 25*
Special Education			*n < 25*			*n < 25*
Male	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

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
510 Students



Net Cumulative Change (%)
-5%

% of Students Entering
% of Students Withdrawing

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

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. 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 2015-16)

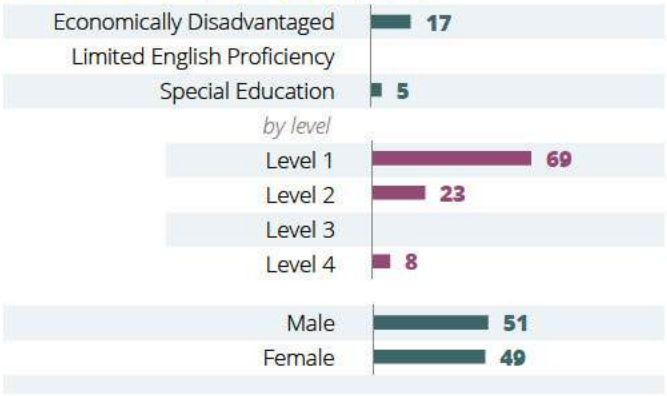
Grades	5 - 10
Ward	2
Address	410 8th Street NW Washington, DC 20004
Contact	202-393-5437 www.basisdc.org
Type	Public Charter School

STUDENT CHARACTERISTICS

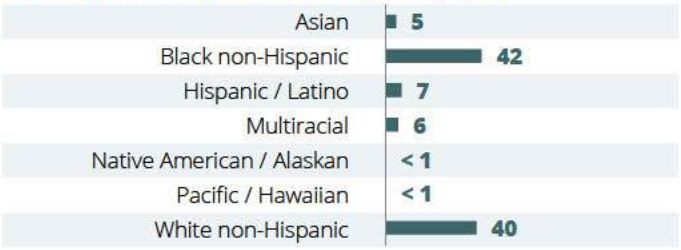
Total Enrollment (#)

551 Students

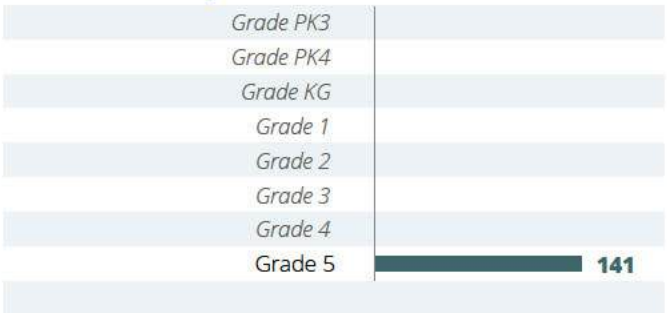
Enrollment by Subgroup (%)

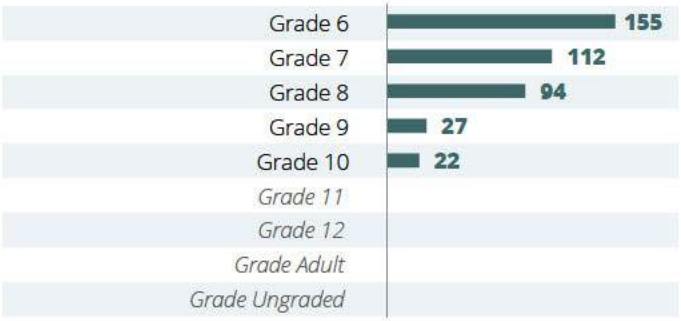


Enrollment by Race/Ethnicity (%)



Enrollment by Grade (#)



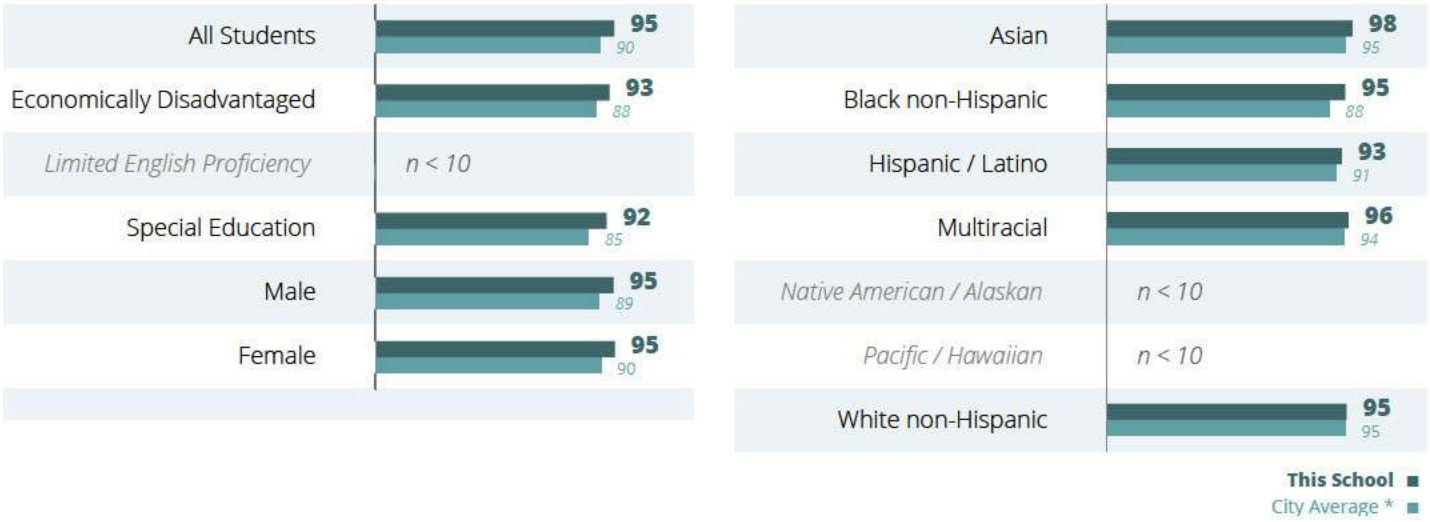


This Equity Report represents the joint effort of OSSE, DCPS, PCSB, and DME to improve equity across all entities

Support provided by NewSchools Venture Fund

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

This School	**58**

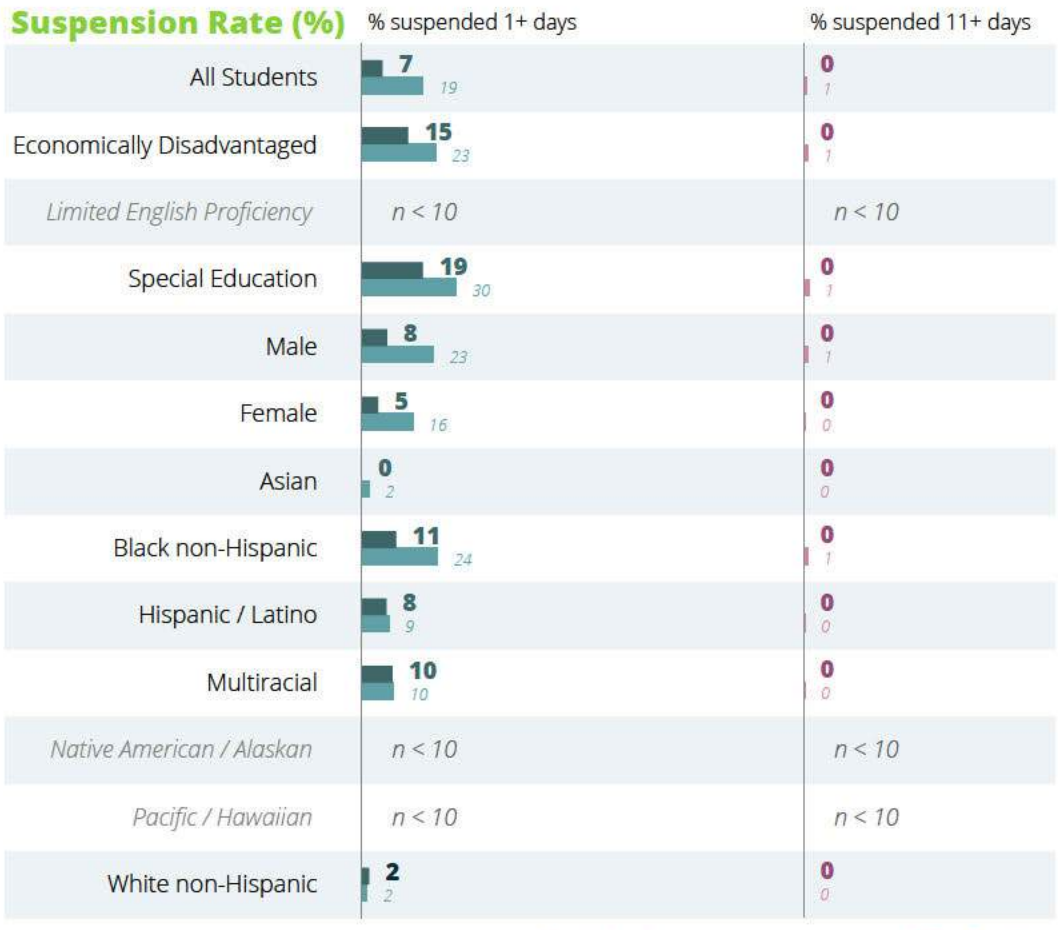
Total Expulsions (#)

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

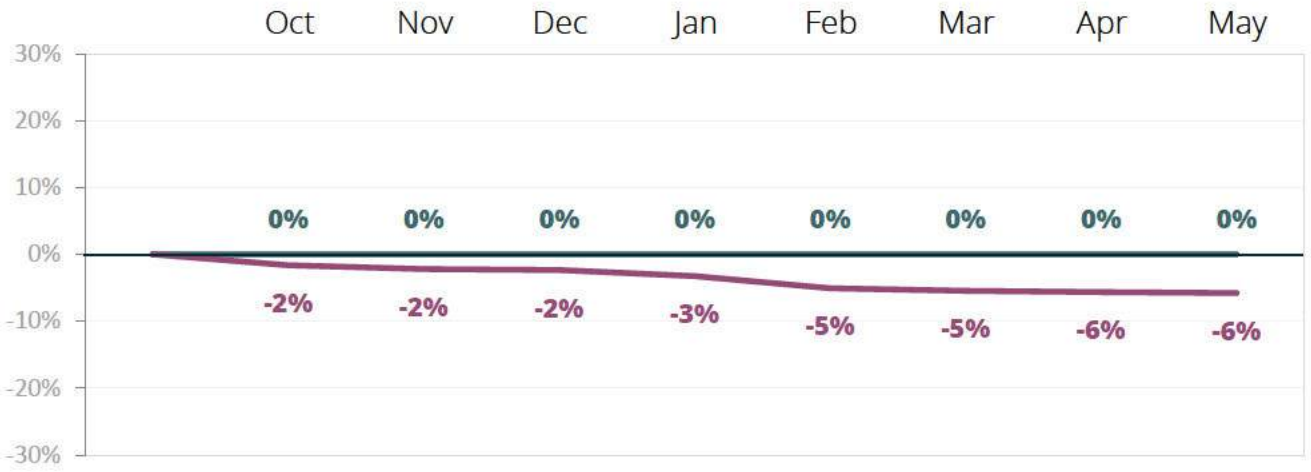
This School ■
City Average ■

* *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	

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**
In t a Re ease Date: **2/5/2014**
Date of Not f cat on: **2/19/2014**
Days Rema n ng: **-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%	T e LEA mus deve op a p a o po cy o e su e a ESY s o m ed o s ude s pa cu a d sab y ca ego es
LRE (Least Restrictive Environment)						
2) Continuum of Alternative Placements *§300.115*	1	1	0	0	100.00%	T e LEA mus deve op a p a o p ov de a co uum of a e a ve p aceme s co s s e w e egu a o y equ eme
IEP (Individualized Education Program)						
3) IEP Accessibility *§300.323(d)(1)*	1	1	0	0	100.00%	T e LEA mus deve op a p a , po cy o p ac ce o e su e a a d v dua s espo s b e fo e mp eme a o of E s ave access o s ude s' E s
Data						
4) Students Referred to Special Education Entered Into SEDS *§300.211*	1	1	0	0	100.00%	LEA mus deve op a d mp eme a p a a add esses me y da a e y
5) LEA Timely Response to Data Requests *§300.211*	1	1	0	0	100.00%	T e LEA mus deve op a p a , po cy o p ac ce o e su e me y da a subm ss o s
Dispute Resolution						
6) LEA Provides Information on State Complaints *OSSE State Complaint Policy*	1	0	0	1	0.00%	LEA mus deve op a d mp eme a p a a add esses me y comp a ce w d spu e eso u o ac v es ov de docume a o of e above o OSSE
7) LEA Timely Implements Corrective Actions *§300.600(e)*	1	0	0	1	0.00%	LEA mus deve op a d mp eme a p a a add esses me y comp a ce w d spu e eso u o ac v es ov de docume a o of e above o OSSE
NIMAS						
8) LEA Provision of Instructional Materials *§300.172*	1	0	0	1	0.00%	LEA mus p ov de docume a o of commu ca o w N MAC o docume a o of p ov d g s ude s w s uc o a ma e a s
Fiscal						
9) LEA Policy/Procedure Governing Budgets *§80.20*	1	1	0	0	100.00%	T e LEA mus deve op po cy/p ocedu e fo gove g e p epa a o a d app ova of budge s a d budge ame dme s fo a fu ds
10) LEA Procurement Policy/Procedure For Contractor Performance *§§80.36(b)(1), (b)(2)*	1	1	0	0	100.00%	T e LEA mus deve op po c es/p ocedu es a co fo m o app cab e ede a , s a ea d oca aws a d egu a o s a s ows e LEA as a co ac adm s a o sys em p ace w c e su es a co ac o s spe fo m acco da ce w e e ms, co d o s, a d spec f ca o s of e co ac s o pu c ase o de s c ud ge su g a g a fu ds a e used fo a owab e cos s
11) LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW *OSSE GAN*	1	0	1	0	0.00%	T e LEA mus deve op po cy/p ocedu e a e su es expe d u es c uded e DEA RW a e ev ewed a d app oved by e app op a e g a d ec o /supe v so befo e e RW s subm ed

12) LEA Documentation of Obligation/Reimbursement of Federal Funds Within Grant Period *§80.23*	1	1	0	0	100.00%	T e LEA mus subm o OSSE ev de ce of ack g e fo ow g awa ded amou fo eac g a ece ves, g a ava ab y pe od, da e of e mbu seme s eques s subm ed, da es of ob ga o pe ods T e LEA mus a so subm o OSSE vo ces fo expe d u es cu ed w e co ec g a pe od, a equa e o e amou deemed o be a owab e T ese vo ces mus o ave bee pa d fo by a y o e fede a fu d g sou ce p ev ous y
13) LEA Retention of Financial Records For 5 Years *GEPA*	1	0	1	0	0.00%	T e LEA mus deve op po cy/p ocedu e a e su es f a c a eco ds a e e a ed fo 5 yea s
14) LEA (Controls In Place) Policies/Procedures To Protect Assets Over $5,000 *§80.32*	1	1	0	0	100.00%	T e LEA mus deve op po cy/p ocedu e a e su es a asse s p ocu ed w fede a fu ds a e p o ec ed, pa cu a y ose asse s cos g mo e a $5,000 f app cab e, a ve o y s mus be subm ed by e LEA
15) LEA Code of Conduct For Employees Administering Contracts *§80.36(b)*	1	1	0	0	100.00%	T e LEA mus deve op code of co duc /co f c of e es po cy fo emp oyees vo ved e adm s a o of co ac s
16) LEA Accounting Record to Ensure Federal Funds Not Co-Mingled *§80.20*	1	1	0	0	100.00%	T e LEA mus deve op po cy/p ocedu e a e su es fede a g a fu ds a e o co-m g ed
17) LEA Accurately Tracks IDEA Expenditures/ Set-asides *§80.20*	1	1	0	0	100.00%	T e LEA mus deve op po cy/p ocedu e a e su es expe d u es a e accu a e y acked
18) LEA Appropriately Charges Salaries to IDEA Grant Programs *OMB Circular A-87*	1	1	0	0	100.00%	T e LEA mus deve op po cy/p ocedu e a e su es sa a es of pe so e w o a e pa d w g a fu ds a e c a ged app op a e y
19) LEA Tracks Personnel Supported by IDEA Grant Funds *OMB Circular A-87*	1	1	0	0	100.00%	T e LEA mus ma a e e Sem -A ua Ce f ca o s o e so e Ac v y Repo s (ARs) fo a emp oyees pa d ou of fede a fu ds
20) LEA Has Source Documentation for Purchased Items/IDEA Funds Reimbursement *§80.20(b)(6)*	1	1	0	0	100.00%	T e LEA mus ( ) subm vo ces o OSSE fo a owab e expe d u es a equa e o e amou deemed a owab e; a d (2) c ude p oof of payme docume a o fo a ems c uded e samp e eques
21) LEA Followed Procurement Procedures *§80.36*	1	1	0	0	100.00%	T e LEA mus subm co ac s fo a ve do s s ed u de Co ac ua Se v ces o e samp e eques o OSSE T e co ac s mus ( ) cove e da e a ge of e expe d u es s ed o e samp e, a d (2) be s g ed by a ep ese g pa es espo s b e fo e co ac
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%	T e LEA mus ( ) subm vo ces o OSSE fo a owab e expe d u es a equa e o e amou deemed a owab e; a d (2) c ude vo ces a d p oof of payme docume a o fo a ems c uded e samp e eques
23) LEA Correctly Paid and Retained Invoices for Expenditure in IDEA RW *§80.20, OSSE GAN*	1	1	0	0	100.00%	T e LEA mus ( ) subm vo ces o OSSE fo a owab e expe d u es a equa e o e amou deemed a owab e; a d (2) c ude vo ces a d p oof of payme docume a o fo a ems c uded e samp e eques
24) LEA Correctly Procures, Utilizes and Charges Construction Expenses *OMB Circular A-87*	1	0	0	1	0.00%	T e LEA mus subm docume s fo e co s uc o p o ec pa d fo w DEA fu ds
25) LEA Utilizes IDEA Funds for Providing CEIS *§§300.226, 300.646*	1	0	0	1	0.00%	**Voluntary Elections:** e LEA mus mod fy s ex s g budge s a d spe d g p a s **Required Election:** e LEA mus epo o CE S expe d u es e des g a ed a ea of e f sca wo kbook
26) LEA Properly Tracks Students Who Receive CEIS *§300.226(d)*	1	0	0	1	0.00%	T e LEA as a po cy/p ocedu e o ack s ude s ece v g CE S a d subseque spec a educa o se v ces fo wo yea s a d e LEA ca demo s a e a ey ave begu ack g s ude s w o ece ved CE S (f app cab e)
27) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools *§300.134*	1	0	0	1	0.00%	T e LEA mus p ov de docume a o of mea gfu co su a o ega d g c d f d, p opo o a es a e, co su a o p ocess a d p ov s o of se v ces (c ud g w e exp a a o f eeded)

28) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools *§300.134*	1	0	0	1	0.00%	T e LEA mus subm docume a o / ce f ca o s s ow g a mea gfu co su a o occu ed be wee e LEA a d p va e sc oo (s)
29) LEA Reduction of Expenditures for the Education of Students with Disabilities *§300 203*	1	0	0	1	0.00%	T e LEA mus p ov de OSSE w oca fu ds e amou of e educ o a does o qua fy fo a excep o u de §300 204 o a ad us me u de §300 205

LEA Onsite Visit: Student Compliance

Agency: **Basis DC PCS**
In t a Re ease Date: **2/5/2014**
Date of Not f cat on: **2/19/2014**
Days Rema n ng: **-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%	ov de a copy of p ocedu a safegua ds o pa e s OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
13) Parent Consent for Initial Evaluation *§300.300(a)*	3	3	0	0	100.00%	No co ec ab e a e s ude eve OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
14) Consent Form Signature Prior to Initial Evaluation *§300.300(a)*	3	3	0	0	100.00%	No co ec ab e a e s ude eve OSSE must conf rm that the LEA s correct y mp ement ng the spec f c regu atory requ rement (ach eved 100% comp ance) based on a rev ew of updated data.
15) Variety of Assessment Tools and Strategies Used *§300.304*	3	3	0	0	100.00%	ov de ev de ce a mu p e a d app op a e sou ces we e used o de e m e e g b y f o ev de ce ca be p ov ded, eco ve e e E eam o e-de e m e e g b y a d e educa o a eeds of e s ude OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
16) Parent Consent for Reevaluation *§300.300(c)(1)*	7	7	0	0	100.00%	No co ec ab e a e s ude eve OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
17) Consent Form Signature Prior to Reevaluation *§300.300(c)(1)*	4	4	0	0	100.00%	No co ec ab e a e s ude eve OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
18) IEP Team Review of Existing Data *§300.305*	7	7	0	0	100.00%	ov de ev de ce a ex s g da a was used o de e m e e g b y f o ev de ce ca be p ov ded, e eco ve e e E eam o e-de e m e e g b y a d e educa o a eeds of e s ude OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
19) Variety of Sources Used to Determine Continued Eligibility *§300.306(c)*	7	7	0	0	100.00%	ov de ev de ce a mu p e a d app op a e sou ces we e used o de e m e e g b y f o ev de ce ca be p ov ded, e eco ve e e E eam o e-de e m e e g b y a d e educa o a eeds of e s ude OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a

IEP (Individualized Education Program)

20) Parent/Student Invited to IEP Meeting *§300.322(a)(1)*	10	10	0	0	100.00%	ov de ev de ce a e pa e /s ude a e ded e mee g o efused o a e d e mee g f pa e /s ude was o v ed, eco ve e E mee g w v a o o e pa e /s ude OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
21) Parent/Student Notified of Meeting *§300.322(a)(1)*	10	8	2	0	80.00%	Reco ve e E eam a d o fy pa e ea y e oug o e su e a oppo u y o a e d OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
22) 'Parent' Meets Definition in IDEA Regulations *§300.30 -*	10	3	0	7	100.00%	f o pa e ca be oca ed, p omp y co ac e OSSE fo appo me of a su oga e pa e a d eco ve e E mee g w v a o o su oga e pa e OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
23) General Education Teacher Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	10	0	0	100.00%	No co ec ab e a e s ude eve OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
24) LEA Designee Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	10	0	0	100.00%	No co ec ab e a e s ude eve OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities *§300.320(a)(1)*	10	10	0	0	100.00%	Co ve e a E mee g o ame d e s ude 's E so a c udes a LAA a demo s a es ow d sab y affec s vo veme a d p og ess ge e a cu cu um OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
26) IEP Contains Measurable Annual Goals *§300.320(a)(2)(i)*	10	7	3	0	70.00%	Co ve e a E mee g o ame d e s ude 's E so a c udes measu eab e goa s OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
28) IEP Statement of Measurable Annual Related Services Goal(s) *§300.320(a)(2)(i)*	10	7	0	3	100.00%	Co ve e a E mee g o ame d e s ude 's E so c udes measu eab e e a ed se v ces goa s OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a

30) IEP Team Considered Strategies to Address Behavior *§300.324(a)(2)*	10	4	0	6	100.00%	ov de ev de ce a e E eam co s de ed e use of pos ve be av o suppo s a d be av o a e ve o s a d o e s a eg es o add ess be av o c ud g deve op g a BA a d B f ecessa y f o ev de ce s ava ab e, eco ve e e E eam o ame d e E o docume co s de a o of e use of pos ve be av o suppo s a d be av o a e ve o s a d o e s a eg es o add ess be av o c ud g deve op g a BA a d B f ecessa y OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
31) ESY Determined on Individual Basis *§300.106(a)(2)*	10	9	0	1	100.00%	ov de ev de ce a ESY was de e m ed o a d v dua bas s f o ev de ce ca be p ov ded, e E eam mus co ve e o ame d e E o comp e e e ESY c e a wo ks ee a dde e m e e app op a e amou of compe sa o y educa o f e s ude equ es compe sa o y educa o OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
35) IEP Developed Within 30 Days of Initial Eligibility Determination *§300.323(c)(1)*	3	3	0	0	100.00%	No co ec ab e a e s ude eve OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
36) Implementation of Related Services *§300.323(c)(2)*	10	9	1	0	90.00%	Deve op a compe sa o y educa o p a a add esses m ssed e a ed se v ces o spec a zed s uc o ou s OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
37) Annual IEP Review *300.324(b)(1)(i)*	10	10	0	0	100.00%	Co ve e e E Team o ev ew a d e ew e s ude ’s E OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
LRE (Least Restrictive Environment)						
40) Consideration of Harmful Effects *§300.116(d)*	10	8	0	2	100.00%	Reco ve e E eam o ame d E o c ude docume a o e us f ca o sec o of e E a a mfu effec s we e co s de ed by e E eam OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a
42) Student Placement Based on IEP *§300.116(b)(2)*	10	10	0	0	100.00%	Reco ve e e E Team o de e m e e s ude ’s p aceme OSSE mus co f m a e LEA s co ec y mp eme g e spec f c egu a o y equ eme (ac eved 00% comp a ce) based o a ev ew of upda ed da a

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.

Appendix E

DC PUBLIC CHARTER SCHOOL BOARD

Dr. Michelle Walker-Davis
Executive Director

June 14, 2021

Craig Barret, Board Chair
Alexander Rose-Henig, Head of School
BASIS DC Public Charter School

Dear Mr. Barret and Mr. Rose-Henig,

Thank you for meeting with us on June 3, 2021. We appreciated the discussion between BASIS DC Public Charter School (BASIS DC PCS) board member Tony Axam; BASIS DC PCS staff Katie Porter and DeAnna Rowe; BASIS.ed staff Shannon Chavez, Audrey Hagopian, and David Hubalik; DC Public Charter School Board (DC PCSB) board members Saba Bireda and Jim Sandman; and DC PCSB staff Rashida Young, Melodi Sampson, Hannah Cousino, Abby Getzel, Clarissa Heartsfield and me. The purpose of the meeting was to discuss 1) the school's low special education enrollment, and 2) potential elementary expansion plans.

We began by discussing your special education enrollment, which represents 4.8% of your total student population. The average special education enrollment for charter middle and high schools is 20.9%. You shared that in response to last year's desk audit, you improved your Child Find and 504 Plan processes and hired additional special education staff to increase student support services. We also asked about your recruitment efforts for students with disabilities. You shared that while BASIS PCS emphasizes that it is a school for anyone who wants to attend, your recruitment strategies do not specifically target certain demographics.

Given your persistently low special education enrollment rate over time, we urge you to explore recruitment strategies for students with disabilities. Please note that per DC PCSB's Special Education Audit Policy, if a school continues to meet one or more criteria outlined in the policy, the Board may issue a Notice of Concern "if the issue demonstrates a lack of compliance with local and federal special education laws, and/or if the school's actions are deemed systemic." If you have any questions about this policy, please contact us.

We also discussed your potential grade level expansion. You explained your broad plan to apply for a charter amendment to serve elementary grades in alignment with your national model. You asked about our standard for approval of expansion applications, and we encouraged you wait until you have gotten through the charter review process to apply. We recommend that you ensure that all parts of your application demonstrate how you can recruit and serve all students, including students with disabilities and historically marginalized populations.

Thank you for all of your hard work during this challenging time.

Sincerely,

[redacted]

Dr. Michelle Walker-Davis

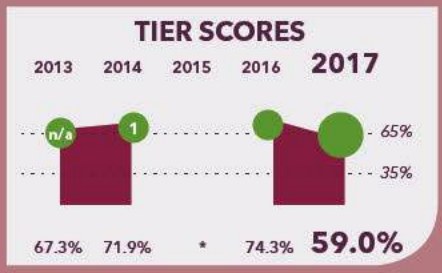
Appendix F1



BASIS DC PCS (Middle School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org



School Profile (2017–18)

Board Chair
Craig Barrett, Ph.D.

Head of School
Jill Garrett

First School Year
2012-13

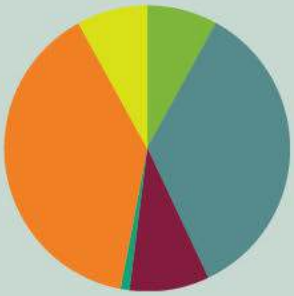
Grades Served

Current Grades | Future Grades

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

Student Demographics (2016–17)

Total Enrollment
597



Asian	8.4%
Black Non-Hispanic	35.8%
Hispanic / Latino	8.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.0%
Multiracial	8.0%

English Language Learner
1.2%

Economically Disadvantaged
18.6%

Special Education
5.0%

At-Risk Population
8.5%

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 full 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)

2017 School Quality Report

(2016–17)

Grades Measured: 5–8

KEY: Score (0 Floor Target 100)

		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	0 30 70 100	**0.3** *out of* 20.0	1.5%
Growth on the state assessment in mathematics	0 30 70 100	**7.7** *out of* 20.0	38.3%
Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts			
Approaching College and Career Ready and Above	0 100	**7.4** *out of* 9.0	81.8%
College and Career Ready	0 58 100	**5.9** *out of* 6.0	97.9%
PARCC: Mathematics			
Approaching College and Career Ready and Above	0 100	**7.7** *out of* 9.0	85.5%
College and Career Ready	0 62.9 100	**5.4** *out of* 6.0	90.3%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts			
College and Career Ready	0 60.2 100	**0.0** *out of* 0.0	N/A
8th Grade Mathematics			
College and Career Ready	0 61.2 100	**9.6** *out of* 10.0	96.2%
School Environment (20 points): Predictors of Future Student Progress and Achievement			
Attendance			
In-seat attendance	0 85 95	**10.0** *out of* 10.0	100.0%
Re-enrollment			
Percent of students eligible to re-enroll	0 67 92	**5.0** *out of* 10.0	49.6%
TOTAL SCORE	**TIER 2**	59.0 *out of* 100	**59.0%**

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

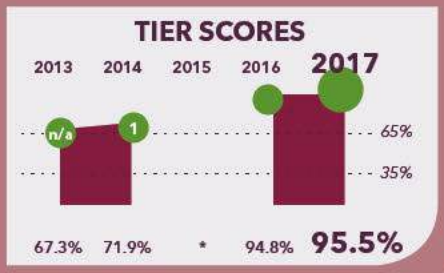
Appendix F2

2017 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 (2017–18)

Board Chair
Craig Barrett, Ph.D.

Head of School
Jill Garrett

First School Year
2012-13

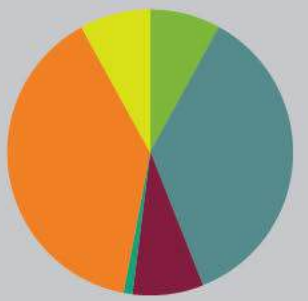
Grades Served

Current Grades ● Future Grades ◌

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

Student Demographics (2016–17)

Total Enrollment
597



Asian	8.4%
Black Non-Hispanic	35.8%
Hispanic / Latino	8.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.0%
Multiracial	8.0%

English Language Learner
1.2%

Economically Disadvantaged
18.6%

Special Education
5.0%

At-Risk Population
8.5%

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

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BASIS DC PCS (High School)

2017 School Quality Report

(2016–17)

Grades Measured: 9–12

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 2016–17	0 30 65 100	**0.0** *out of* 0.0	N/A
Growth on the state assessment in mathematics Data not available for 2016–17	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	0 100	**6.4** *out of* 7.5	85.7%
College and Career Ready	0 67.1 100	**5.0** *out of* 5.0	100.0%
PARCC: Mathematics Approaching College and Career Ready and Above	0 100	**6.8** *out of* 7.5	90.0%
College and Career Ready	0 43.7 100	**5.0** *out of* 5.0	100.0%
Gateway (30.5 points): Outcomes Aligned to College and Career Readiness			
Graduation Rate Four-Year Graduation Rate	0 52.3 100 (0)	**3.0** *out of* 3.0	100.0%
Five-Year Graduation Rate	0 65.5 100	**0.0** *out of* 0.0	N/A
PSAT Performance (11th grade)	4 50 100 (0)	**7.5** *out of* 7.5	100.0%
SAT/ACT Performance (12th grade)	0 11.9 75 100	**7.5** *out of* 7.5	100.0%
College Acceptance Rate	0 70 100 (0)	**7.5** *out of* 7.5	100.0%
College Readiness: Advanced Placement/International Baccalaureate/ Dual Enrollment Achievement	0 45.4 100 (0)	**5.0** *out of* 5.0	100.0%
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)

2017 School Quality Report

(2016–17)

Grades Measured: 9–12

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		**8.4** *out of* 10.0	83.8%
9th Grade on Track to Graduate		**4.8** *out of* 5.0	95.9%
TOTAL SCORE	**TIER 1**	76.9 *out of* 80.5	**95.5%**

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

Appendix F3

2018 School Quality Report

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 (2018–19)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-13

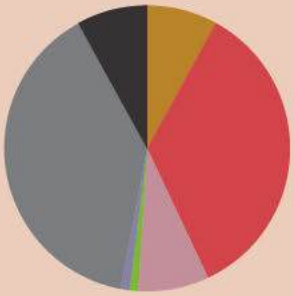
Grades Served

Current Grades ● Future Grades ◌

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

Student Demographics (2017–18)

Total Enrollment
596



Asian	8.1%
Black Non-Hispanic	36.6%
Hispanic / Latino	8.2%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.1%
Multiracial	7.7%

English Language Learner
2.0%

Economically Disadvantaged
22.1%

Special Education
4.9%

At-Risk Population
9.2%

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.
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A Note from the School

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BASIS DC PCS (Middle School)

2018 School Quality Report

(2017–18)

Grades Measured: 5–8

KEY: Score; 0 Floor Target 100

		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	0 30 70 100	**9.2** *out of* 20.0	45.9%
Growth on the state assessment in mathematics	0 30 70 100	**9.7** *out of* 20.0	48.7%
Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts			
Approaching College and Career Ready and Above	0 100	**8.1** *out of* 9.0	90.4%
College and Career Ready	0 58.8 100	**6.0** *out of* 6.0	100.0%
PARCC: Mathematics			
Approaching College and Career Ready and Above	0 100	**7.9** *out of* 9.0	88.3%
College and Career Ready	0 64.2 100	**6.0** *out of* 6.0	100.0%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts			
College and Career Ready	0 58.5 100	**0.0** *out of* 0.0	N/A
8th Grade Mathematics			
College and Career Ready	0 61.6 100	**10.0** *out of* 10.0	100.0%
School Environment (20 points): Predictors of Future Student Progress and Achievement			
Attendance			
In-seat attendance	0 85 95	**10.0** *out of* 10.0	100.0%
Re-enrollment			
Percent of students eligible to re-enroll	0 67 92	**3.9** *out of* 10.0	39.5%
TOTAL SCORE	**TIER 1**	70.8 *out of* 100	**70.8%**

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

Appendix F4

2018 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 (2018–19)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-13

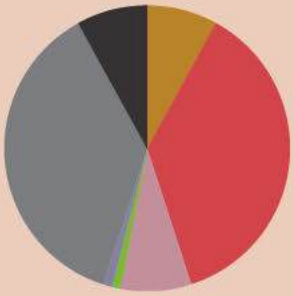
Grades Served

Current Grades ● Future Grades ◌

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

Student Demographics (2017–18)

Total Enrollment
596



Asian	8.1%
Black Non-Hispanic	36.6%
Hispanic / Latino	8.2%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	39.1%
Multiracial	7.7%

English Language Learner
2.0%

Economically Disadvantaged
22.1%

Special Education
4.9%

At-Risk Population
9.2%

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 full 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)

2018 School Quality Report

(2017–18)

Grades Measured: 9–12

KEY



	Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (0.0 points): Academic Improvement Over Time		
Growth on the state assessment in English Language Arts	**0.0** *out of* 0.0	N/A
Growth on the state assessment in Mathematics†	**0.0** *out of* 0.0	N/A
Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards		
PARCC: English Language Arts		
Approaching College and Career Ready and Above	**4.3** *out of* 5.0	87.0%
College and Career Ready	**5.0** *out of* 5.0	100.0%
PARCC: Mathematics		
Approaching College and Career Ready and Above	**3.9** *out of* 5.0	79.0%
College and Career Ready	**5.0** *out of* 5.0	100.0%
Gateway (25.0 points): Outcomes that Predict College and Career Readiness		
9th Grade on Track to Graduate	**5.0** *out of* 5.0	100.0%
Graduation Rate		
Four-Year Graduation Rate	**4.0** *out of* 4.0	100.0%
Five-Year Graduation Rate	**6.0** *out of* 6.0	100.0%
PSAT Performance (11th grade)*	**5.0** *out of* 5.0	100.0%
SAT/ACT Performance (12th grade)‡**	**0.0** *out of* 0.0	N/A
SAT/ACT College and Career Ready: English Language Arts	**0.0** *out of* 0.0	N/A
SAT/ACT College and Career Ready: Mathematics	**0.0** *out of* 0.0	N/A
College Acceptance Rate	**5.0** *out of* 5.0	100.0%
College Readiness: Advanced Placement/ International Baccalaureate/Dual Enrollment Achievement/CTE Certificate‡	**0.0** *out of* 0.0	N/A

BASIS DC PCS (High School)

2018 School Quality Report

(2017–18)

Grades Measured: 9–12

KEY



		Points Earned *out of* Points Possible	Percent of Possible Points
School Environment (22.5 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance		**12.5** *out of* 12.5	100.0%
Re-enrollment Percent of students eligible to re-enroll		**10.0** *out of* 10.0	100.0%
TOTAL SCORE	**TIER 1**	65.7 *out of* 67.5	**97.3%**

* PSAT Performance: Score of at least 850 on Evidence-based Reading and Writing and math combined.
** SAT/ACT Performance: Score of at least 890 on Evidence/based Reading and Writing and math combined on the SAT or a composite score of 16 on the ACT.
*** SAT/ACT College and Career Ready Measures: A score of at least 480 Evidence-based Reading and Writing and a score of at least 530 on math. These benchmarks are from the College Board and align with students earning a C or higher in a related subject in their first semester at college.
† The school's state assessment in math, the Integrated Math II assessment, did not include enough students at the state-level to calculate comparative growth scores for the 2017-18 school year.
‡ Results with fewer than 10 students are not displayed.

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

Appendix F5

DC PUBLIC CHARTER SCHOOL BOARD

BASIS DC PCS (Middle School)

TIER 1

2019
School Quality Report



410 8th Street NW
(202) 803-6490
www.basisdc.org/

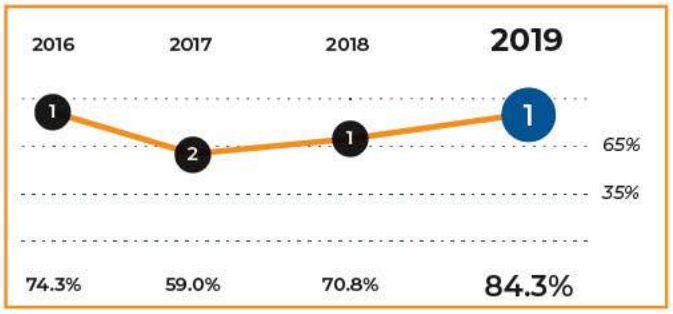
Note from the School

BASIS DC PCS believes that every child deserves a world-class education. We set the bar high and provide students with the support they need to succeed. Our school culture encourages content mastery and guides students toward their full potential. Our students practice creative and critical thinking, drawing connections that strengthen understanding. They outscore their peers and earn impressive scholarships to top colleges. Our academic model builds foundations and develops essential skills and habits for success. BASIS DC graduates the leaders and innovators of a global future.

Tier Explanations

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

Tiers and Scores



School Profile (2019–20)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-2013

Grades Served

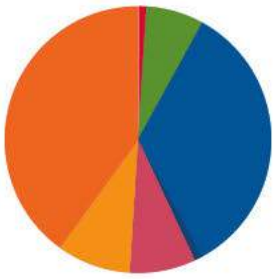
Current Grades | Future Grades

PK3	PK4	K	1	2	3	4	5
☐	☐	☐	☐	☐	☐	☐	■

6	7	8	9	10	11	12	Adult Ed
■	■	■	■	■	■	■	☐

Student Demographics (2018–19)

Total Enrollment
636



American Indian/ Alaskan	0.6%
Asian	7.2%
Black/African American	33.8%
Hawaiian/Pacific Islander	0.2%
Hispanic/Latino, any race	8.6%
Two or More Races	9.1%
White	40.4%

English Learner
0.8%

Special Education
4.2%

At-Risk
8.2%

BASIS DC PCS (Middle School)

2019 School Quality Report

2018–19 Grades Measured: 5 - 8	KEY: Score, Floor, Target (0–100)	Points Earned	Points Possible
Student Progress (40 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	62.5 (0 / 30 / 70 / 100)	16.2	20.0
Growth on the state assessment in mathematics	52.5 (0 / 30 / 70 / 100)	11.2	20.0
Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts Approaching College and Career Ready and Above	94.6 (0 / 100)	8.5	9.0
College and Career Ready	79.5 (0 / 58.8 / 100)	6.0	6.0
PARCC: Mathematics Approaching College and Career Ready and Above	88.7 (0 / 100)	8.0	9.0
College and Career Ready	67.6 (0 / 64.2 / 100)	6.0	6.0
Gateway (5 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts College and Career Ready	(0 / 58.5 / 100)		
8th Grade Mathematics College and Career Ready	82.0 (0 / 61.6 / 100)	5.0	5.0
School Environment (20 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance	96.6 (0 / 85 / 95)	10.0	10.0
Re-enrollment Percent of eligible students who re-enrolled	90.0 (0 / 67 / 92)	9.2	10.0
TOTAL SCORE 84.3	**TIER 1**	**80.1** out of	**95.0**

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

Appendix F6

DC PUBLIC CHARTER SCHOOL BOARD

BASIS DC PCS
(High School)

TIER 1
HIGH-PERFORMING DC PUBLIC CHARTER SCHOOL
2018-19

2019
School Quality Report



410 8th Street NW
(202) 803-6490
www.basisdc.org

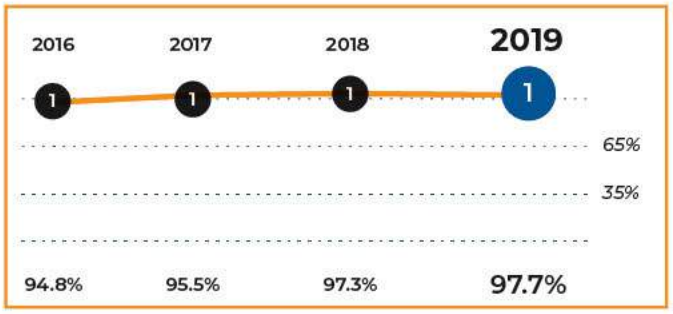
Note from the School

BASIS DC PCS believes that every child deserves a world-class education. We set the bar high and provide students with the support they need to succeed. Our school culture encourages content mastery and guides students toward their full potential. Our students practice creative and critical thinking, drawing connections that strengthen understanding. They outscore their peers and earn impressive scholarships to top colleges. Our academic model builds foundations and develops essential skills and habits for success. BASIS DC graduates the leaders and innovators of a global future.

Tier Explanations

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

Tiers and Scores



School Profile (2019–20)

Board Chair
Craig Barrett

Head of School
Jill Garrett

First School Year
2012-2013

Grades Served

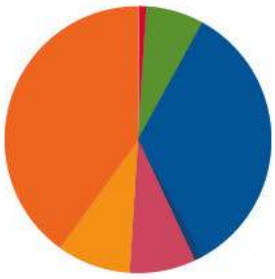
Current Grades | Future Grades

PK3	PK4	K	1	2	3	4	5
☐	☐	☐	☐	☐	☐	☐	■

6	7	8	9	10	11	12	Adult Ed
■	■	■	■	■	■	■	☐

Student Demographics (2018–19)

Total Enrollment
636



American Indian/ Alaskan	0.6%
Asian	7.2%
Black/African American	33.8%
Hawaiian/Pacific Islander	0.2%
Hispanic/Latino, any race	8.6%
Two or More Races	9.1%
White	40.4%

English Learner
0.8%

Special Education
4.2%

At-Risk
8.2%

BASIS DC PCS (High School)

2019 School Quality Report

2018–19 Grades Measured: 9 - 12

KEY: Score; 0 Floor Target 100

	Points Earned	Points Possible
Student Progress (7.5 points): Academic Improvement Over Time		
Growth on the state assessment in English Language Arts — 66.4 (0, 30, 65, 100)	7.5	7.5
Growth on the state assessment in mathematics‡ (0, 30, 65, 100)		
Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards		
PARCC: English Language Arts — Approaching College and Career Ready and Above — 97.8 (0, 26.5, 100)	4.8	5.0
College and Career Ready — 86.7 (0, 9.4, 39.2, 100)	5.0	5.0
PARCC: Mathematics — Approaching College and Career Ready and Above — 84.9 (0, 15.2, 100)	4.1	5.0
College and Career Ready — 46.6 (0, 12.8, 100)	5.0	5.0
Gateway (42.5 points): Outcomes Aligned to College and Career Readiness		
9th Grade on Track to Graduate — 100 (0, 67, 90, 100)	5.0	5.0
Four-Year Graduation Rate — 100 (0, 67, 90, 100)	4.0	4.0
Five-Year Graduation Rate — 100 (0, 67, 100)	6.0	6.0
PSAT Performance (11th Grade)* — 100 (0, 7.1, 50, 100)	5.0	5.0
SAT/ACT Performance (12th Grade)** — 97.6 (0, 21.2, 75, 100)	5.0	5.0
SAT/ACT College and Career Ready: English Language Arts — 95.2 (0, 17.9, 47, 100)	2.5	2.5
SAT/ACT College and Career Ready: Mathematics — 85.7 (04.2, 24.4, 100)	2.5	2.5
College Acceptance Rate — 97.6 (0, 88.2, 100)	4.0	5.0
Advanced Placement, International Baccalaureate, Dual Enrollment Achievement, and CTE Certificate Performance — 100 (04.4, 33.6, 100)	7.5	7.5

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

BASIS DC PCS

2019 School Quality Report

2018–19 Grades Measured: 9 - 12	KEY: 0 Floor Target 100 (Score)	Points Earned	Points Possible
School Environment (22.5 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance	0 — 82 (Floor) — 92 (Target) — 100; Score: 92.0	12.5	12.5
Re-enrollment Percent of students eligible to re-enroll	0 — 74 (Floor) — 91.5 (Target) — 100; Score: 95.1	10.0	10.0
TOTAL SCORE 97.7	**TIER 1**	90.4 *out of*	92.5

‡ The school's state assessment in math, the Integrated Math II assessment, did not include enough students at the state-level to calculate comparative growth scores for the 2018-19 school year.

* Score of at least 850 on Evidence-based Reading and Writing and math combined.

** Score of at least 890 on Evidence-based Reading and Writing and math combined on the SAT or a composite score of 16 on the ACT. SAT/ACT College and Career Ready Measures: A score of at least 480 Evidence-based Reading and Writing and a score of at least 530 on math. These benchmarks are from the College Board and align with students earning a C or higher in a related subject in their first semester of college.

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

Appendix G1

DC PUBLIC CHARTER SCHOOL BOARD

SY 2016-2017 DC Public Charter School Board Compliance Review Report

BASIS DC PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	7/26/16	✔
Student/Family Handbook	**Compliant**	7/26/16	✔
Goals and Assessments	**Compliant**	7/26/16	✔
Fire Drill Schedule	**Compliant**	7/26/16	✔
Monthly Financial Statements - June	**Compliant**	7/31/16	x
Auditor Engagement Letter	**Compliant**	8/16/16	✔
Annual Report	**Compliant**	9/6/16	✔
Charter School Athletics Compliance	**Compliant**	9/14/16	✔
School Calendar	**Compliant**	9/21/16	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/16	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/6/16	✔
Accreditation	**Compliant**	10/6/16	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/6/16	✔
SPED-Continuum of Services	**Compliant**	10/6/16	✔
Employee Handbook: Employment Policies	**Compliant**	10/6/16	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/6/16	✔
Certificate of Occupancy	**Compliant**	10/6/16	✔
ELL	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/6/16	✔
Lease/Purchase Agreement and Right of Entry	**Compliant**	10/6/16	✔
Child Find Policy	**Compliant**	10/6/16	✔
ADA	**Compliant**	10/6/16	✔
Title IX	**Compliant**	10/6/16	✔
Certificate of Insurance	**Compliant**	10/6/16	✔
Litigation Proceedings Calendar	**Compliant**	10/6/16	✔
Staff Preference	**Compliant**	10/6/16	✔
School Emergency Response Plan	**Compliant**	10/6/16	✔
Board Roster	**Compliant**	10/6/16	✔
Quarterly Financial Statements - 1st Quarter	**Compliant**	11/13/16	✔
Student Enrollment Forms	**Compliant**	12/8/16	✔
Fire Drills Conducted	**Compliant**	12/15/16	✔
Facilities Expenditure Data Inputs	**Compliant**	12/15/16	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb org.

Appendix G2

SY 2017-2018 DC Public Charter School Board Compliance Review Report

BASIS DC PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	8/1/17	✔
Fire Drill Schedule	**Compliant**	8/1/17	✔
High School - Course Offering	**Compliant**	8/1/17	✔
School Calendar	**Compliant**	8/1/17	✔
Student/Family Handbook	**Compliant**	8/1/17	✔
Annual Report	**Compliant**	10/2/17	✔
Accreditation	**Compliant**	10/10/17	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/10/17	✔
Board Roster	**Compliant**	10/10/17	✔
Certificate of Insurance	**Compliant**	10/10/17	✔
Certificate of Occupancy	**Compliant**	10/10/17	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/17	✔
Lease/Purchase Agreement and Right of Entry	**Compliant**	10/10/17	✔
Litigation Proceedings Calendar	**Compliant**	10/10/17	✔
School Emergency Response Plan	**Compliant**	10/10/17	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/10/17	✔
Seclusion and/or Restraint Checklist	**Compliant**	10/10/17	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/17	✔
Special Education Packet	**Compliant**	10/10/17	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/10/17	✔
Fire Drills Conducted	**Compliant**	12/12/17	✔
Student Enrollment Forms	**Compliant**	12/12/17	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix G3

SY 2018-2019 DC Public Charter School Board Compliance Review Report

BASIS DC PCS

Requirement	Compliance Status	Due	On Time
Attendance SST Meetings	**Compliant**	7/19/2018	✔
Fire Drill Schedule	**Compliant**	7/19/2018	✔
Student Handbook	**Compliant**	7/19/2018	✔
High School Course Offering	**Compliant**	7/19/2018	✔
School Calendar	**Compliant**	7/19/2018	✔
Charter Board Calendar	**Compliant**	7/19/2018	✔
Q1 Procurement Contracts	**Compliant**	9/30/2018	✔
Annual Report	**Compliant**	10/2/2018	✔
Seclusion & Restraint Checklist	**Compliant**	10/9/2018	✔
Title IX	**Compliant**	10/9/2018	✔
Child Find Policy Checklist	**Compliant**	10/9/2018	✔
Staff Roster and Background Checks	**Compliant**	10/9/2018	✔
Q1 Board Meeting Minutes	**Compliant**	10/9/2018	✔
Board Roster	**Compliant**	10/9/2018	✔
Certified Staff to Administer Medicine	**Compliant**	10/9/2018	✔
Accreditation	**Compliant**	10/9/2018	✔
English Learners Assurance	**Compliant**	10/9/2018	✔
Insurance Certificate	**Compliant**	10/9/2018	✔
Employee Handbook	**Compliant**	10/9/2018	✔
Staff Preference	**Compliant**	10/9/2018	✔
Certificate of Occupancy	**Compliant**	10/9/2018	✔
School Emergency Response Plan	**Compliant**	10/9/2018	✔
Sexual Violation Protocol	**Compliant**	10/9/2018	✔
ADA Assurance	**Compliant**	10/9/2018	✔
LRE Continuum of Services Checklist	**Compliant**	10/9/2018	✔
Fire Drill Schedule (Mid-Year Update)	**Compliant**	12/11/2018	✔
Student Enrollment Forms	**Compliant**	12/11/2018	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix G4

SY 2019-2020 DC Public Charter School Board Compliance Review Report

BASIS DC PCS

Requirement	Compliance Status	Due	On Time
Charter Board Calendar	**Compliant**	7/3/19	✔
Fire Drills	**Compliant**	7/3/19	✔
High School Course Offering	**Compliant**	7/3/19	✔
School Calendar	**Compliant**	7/3/19	✔
Student Support Team Meetings	**Compliant**	7/3/19	✔
Student/Family Policies	**Compliant**	7/3/19	x
Annual Report	**Compliant**	10/1/19	✔
Accreditation	**Compliant**	10/8/19	✔
ADA Assurance	**Compliant**	10/8/19	✔
Board Roster	**Compliant**	10/8/19	✔
Certificate of Occupancy	**Compliant**	10/8/19	✔
Certified Staff to Administer Medicine	**Compliant**	10/8/19	✔
Child Find Policy Checklist	**Compliant**	10/8/19	✔
Employee Policies	**Compliant**	10/8/19	✔
English Learner Services - PK-12 Schools	**Compliant**	10/8/19	✔
Insurance Certificate	**Compliant**	10/8/19	✔
Lease	**Compliant**	10/8/19	✔
LRE Continuum of Services Checklist	**Compliant**	10/8/19	✔
Quarterly Board Meeting Minutes - Q1	**Compliant**	10/8/19	✔
School Emergency Response Plan	**Compliant**	10/8/19	✔
Seclusion & Restraint Checklist	**Compliant**	10/8/19	✔
Staff Preference	**Compliant**	10/8/19	✔
Staff Roster and Background Checks	**Compliant**	10/8/19	✔
Title IX Checklist	**Compliant**	10/8/19	✔
Fire Drill Schedule Mid-Year Update	**Compliant**	12/10/19	✔
ADA Assurance	**Compliant**	10/9/18	✔
LRE Continuum of Services Checklist	**Compliant**	10/9/18	✔
Fire Drill Schedule (Mid-Year Update)	**Compliant**	12/11/18	✔
Student Enrollment Forms	**Compliant**	12/11/18	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Janay Saunders at jsaunders@dcpcsb.org.

Appendix G5

SY 2020-2021 DC Public Charter School Board Compliance Review Report

BASIS DC PCS

Requirement	Compliance Status	Due	On Time
Charter Board Calendar	**Compliant**	7/7/20	✓
Fire Drill Schedule	**Compliant**	7/7/20	✓
School Calendar	**Compliant**	7/7/20	✓
Student Support Team Meetings	**Compliant**	7/7/20	✓
Student/Family Policies	**Compliant**	7/7/20	✓
Policy to Prevent and Address Sex Abuse in Schools Assurance	**Compliant**	9/30/20	✓
Annual Report	**Compliant**	10/1/20	✓
Accreditation	**Compliant**	10/8/20	✓
ADA Assurance	**Compliant**	10/8/20	✓
Certificate of Occupancy	**Compliant**	10/8/20	✓
Child Find Policy Checklist	**Compliant**	10/8/20	✓
Employee Policies	**Compliant**	10/8/20	✓
English Learner Services - PK-12 Schools	**Compliant**	10/8/20	✓
Insurance Certificate	**Compliant**	10/8/20	✓
Lease	**Compliant**	10/8/20	✓
LRE Continuum of Services Checklist	**Compliant**	10/8/20	✓
Seclusion & Restraint Checklist	**Compliant**	10/8/20	✓
Staff Preference	**Compliant**	10/8/20	✓
Staff Roster and Background Checks	**Compliant**	10/8/20	✓
Title IX Checklist	**Compliant**	10/8/20	✓
Board Roster	**Compliant**	10/8/20	✓
Quarterly Board Meeting Minutes - Q1	**Compliant**	10/8/20	✓
School Emergency Response Plan	**Compliant**	10/8/20	✓
Certified Staff to Administer Medicine	**Compliant**	11/6/20	✓
Fire Drill Schedule - Midyear Update	**Compliant**	12/10/20	✓
Student Enrollment Forms	**Compliant**	12/10/20	✓
DC Non-Profit Status	**Compliant**	N/A	✓
Basic Business License	**Compliant**	N/A	✓

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Janay Saunders at jsaunders@dcpcsb.org

Appendix H

Division of Specialized Education
Office of Quality Assurance & Monitoring
Glossary

APR: *Annual Performance Report* – Measures and reports on the District of Columbia's progress in meeting the targets and goals specified in the District of Columbia's State Performance Plan to the **Office of Special Education Programs (OSEP)**.

AYP: *Adequate Yearly Performance* – A measurement defined by the No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

BIP: *Behavior Intervention Plan* - Written plan that describes how an educational setting will be changed to improve the behavioral success of a student. The intervention must be based on the hypothesized caused (function) of the student's behavior which is found in his or her **Functional Behavior Assessment (FBA)**.

COA: *Certificate of Approval* - All nonpublic schools must receive a COA from OSSE prior to accepting any referral or placement of a District student with a disability or ward of the District with an IEP funded by the District government. Before receiving a COA, a non-public school must demonstrate to the satisfaction of OSSE that the health and safety of the students is protected and that the school is able to implement the provisions of each student's IEP.

DC CATS: *District of Columbia Corrective Action Tracking System*

Disproportionality: When there are more children from a particular racial or ethnic group who are experiencing a given situation more than would be expected, based on the group's representation in the general population.

Due Process Hearing: Procedure to resolve disputes between parents and schools; administrative hearing before an impartial hearing officer or administrative law judge.

Early Childhood Transition: All children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community and receive services by their third birthday.

EDGAR: *Education Department General Administrative Regulations* – The established regulations that the United States Department of Education (DOE) must adhere to; the guidelines that the state and local agencies must follow when working with the DOE.

EIS – *Early Intervention Services* – Education and services provided to support young children who have a diagnosed physical or mental condition, an existing delay, or who are at risk of developing a delay or special need that may affect their development or impede their education.

FAPE: *Free Appropriate Public Education* – The **IDEA** requires that a free appropriate public education is made available to all children with disabilities residing in the State between the ages of 3 and 21, including children with disabilities who have been suspended or expelled from school.

FBA: Functional Behavior Assessment - Process of identifying the cause of a student's behavior before developing an intervention plan for him or her.

FFY: *Federal Fiscal Year*

Focused Monitoring: Monitoring process in which priority areas are purposefully selected to be examined for compliance and results, with a focus on identifying the root cause of noncompliance or poor results.

GEPA: *General Education Provision Act*

IDEA: *Individuals with Disabilities Education Act* – Federal law that governs how states and public agencies provide early intervention, special education and related services to children with disabilities. Infants and toddlers with disabilities (birth to 2 years old) receive early intervention services under IDEA Part C, and children and youth (3 to 21 years old) receive special education and related services under IDEA Part B.

IEP: *Individual Education Plan or Program* – Plan developed for every student with a disability who is found to meet the federal and state requirements for special education. The **IEP** must be designed to provide the child with a **Free Appropriate Public Education (FAPE)**.

LEA: *Local Educational Agency* – An educational agency responsible for providing free public elementary and secondary instruction or education support services within a U.S. state or territory.

LRE: *Least Restrictive Environment* – Requirement to educate special needs children with children who are not disabled to the maximum extent possible.

Mediation: One method of resolving disputes between parents and schools; must be voluntary, cannot be used to deny or delay right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Non-Public: Schools which serve District of Columbia students with disabilities that are not part of the District of Columbia Public Schools or any other public school or public charter school system. All nonpublic schools must receive a **Certificate of Approval (COA)** from OSSE prior to accepting any referral or placement of a District student with a disability or ward of the District with an IEP funded by the District government.

ODR: Office of Dispute Resolution - OSSE office which is responsible for the conduct of special education due process hearings. ODR ensures that parents of children with disabilities and public educational agencies have an opportunity to seek due process hearings to resolve disagreements over the identification, evaluation, educational placement of a child with disabilities, or the provision of a free appropriate public education to the child.

OMB: *Office of Management and Budget for the United States*

OSEP: *Office of Special Education Programs for the United States Department of Education*

Performance Improvement Plan: Tool to monitor and measure the results and practices, processes and/or behaviors of a particular **LEA** in an effort to improve performance.

Post-Secondary: Institutes of higher learning beyond secondary schools, e.g. colleges, universities and professional schools.

QSR: Quality Service Review – Established system review used to evaluate the way that individual students are provided services by the District.

Re-Evaluation: Procedure to determine whether a child has a disability and the nature and extent of the **special education** and **related services** that the child needs; re-evaluations shall occur at least once every three years, unless the parent and LEA agree that a reevaluation is unnecessary; reevaluations shall not occur more frequently than once a year, unless the parent and LEA agree otherwise.

Related Services: Services necessary for the child to benefit from special education; includes speech language pathology and audiology services, behavior support services, physical and occupational therapy, etc.

RSMR: *Related Service Management Report* – Report which allows LEAs to proactively manage related service delivery.

SEA: *State Educational Agency* – Formal government label for the **state**-level government agencies within each U.S. **state or territory** responsible for providing information, resources and technical assistance on educational matters to schools and residents; OSSE is the SEA for the District of Columbia.

Secondary Transition: When the child turns 16 (or younger if determined appropriate by the IEP Team), and updated annually thereafter, the IEP must include:

1. Appropriate measureable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills; **and**
2. Transition services (including courses of study) needed to assist the child in reaching those goals.

SEDS: *Special Education Data System* – Electronic data system for developing and recording Individualized Education Programs and evaluations and reevaluations within the District of Columbia.; SEDS is the **system of record** for the District of Columbia.

Self-Assessment: Process that allows an organization to clearly discern its strengths and areas in which improvements can be made, and culminates in planned improvement actions which are then monitored for progress.

Special Education: Specially designed instruction, at no cost to parent, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals, institutions and other settings.

SPP: *State Performance Plan* – Plan developed by OSSE with 20 indicators for improving outcomes of children with disabilities in the District of Columbia; the SPP serves as a road map that outlines performance goals and annual targets that ensure accelerated reform.

TA: *Technical Assistance* – Assistance in carrying out policy studies, providing advice, supporting project preparation and implementation, and enhancing capabilities of an organization.

US ED: United States Department of Education – Cabinet-level department of the United States government. Created by the Department of Education Organization Act (Public Law 96-88), it was signed into law by President Jimmy Carter on October 17, 1979 and began operating on May 4, 1980.

Appendix I

Special Education Factsheet for Review and Renewal Reports
(Terms listed in order of appearance)

Individuals with Disabilities Education Act (IDEA)
IDEA is a federal law, codified as 20 U.S.C. §§ 1400 et seq. It ensures students with disabilities are provided with free, appropriate public education that is tailored to their individual needs. Each students' needs are captured in their Individualized Education Program (IEP).

Section 504 of the Rehabilitation Act of 1973
The Rehabilitation Act of 1973 is a federal law, codified as 29 U.S.C. § 701 et seq. Section 504 of the law prohibits discrimination against people with disabilities in programs that receive federal financial assistance (e.g., public elementary and secondary schools). Section 504 protects students with disabilities from exclusion and unequal treatment in schools.

Annual Determinations
Each year, IDEA requires OSSE, as the state education agency (SEA), to make determinations annually about the performance of LEAs with special education requirements. OSSE publishes its findings in an Annual Determination report, as required by the Code of Federal Regulations (34 C.F.R. § 300.600). Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2017-18, OSSE published its 2015 Annual Determination reports based on FFY 2015-16 performance. OSSE must use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

On-Site Monitoring
OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). OSSE selects LEAs for on-site monitoring visits based on its Risk-Based Monitoring Guidance and assigns a risk designation to each LEA based on several criteria, including IDEA Part B performance. OSSE then uses the risk designation (typically "high-risk") to determine if an LEA will receive on-site monitoring. During the visits, OSSE reviews documents; interviews staff, families, and students; and examines fiscal records. After each visit, OSSE produces an On-Site Monitoring Report. Each LEA is responsible for being fully compliant with student-level indicators and LEA-level indicators in the report. If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be corrected retroactively, OSSE would identify the point of

noncompliance as an LEA-level violation and give the LEA 365 days to correct the finding.

IDEA Procedural Timeliness Monitoring
OSSE monitors schools in three areas related to timeliness of creating and maintaining compliant IEP for students: 1) Initial Evaluation, 2) Reevaluation, and 3) Part C to B Transition.

1) *Initial Evaluation*
   An initial evaluation is a process used to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs. Under District of Columbia law (D.C. Code § 38-2561.02(a)(2)(A)), each LEA must make reasonable efforts to obtain parental consent for initial evaluation within 30 calendar days of referral. Each LEA must complete initial evaluations within 60 calendar days of receiving parental consent.

2) *Reevaluation*
   Conducted after an initial evaluation, a reevaluation is used to determine whether a student with an identified disability still has a disability. Each LEA must conduct a reevaluation for each student with a disability at least once every three years. The LEA must conduct a reevaluation whether or not the student's needs have changed, unless the parent and the LEA agree that a reevaluation is unnecessary.

3) *Part C to B Transition*
   The IDEA requires that for all children who receive early intervention services in Part C (birth through age two) and who are potentially eligible for Part B special education services (age three to 21), there is a smooth and effective transition from one system to the next. Specific regulations for Part B and for Part C of IDEA set forth the programmatic requirements that must take place by a child's third birthday (34 C.F.R. 300.124).

Secondary Transition Monitoring
The IDEA requires that transition planning for students who receive special education services and have an IEP must begin by age 16.[1] This process involves the

[1] On July 1, 2018 the Enhanced Special Education Services Amendment Act of 2014 took effect and required that secondary transition planning in DC must be in effect after a child with a disability turns 14. However, OSSE's Secondary Transition Monitoring currently aligns with the age requirement of the IDEA, 16 years and up.

development of a plan with goals that will transition students from high school to postsecondary employment, education/training, and independent living.[2]

Child Find Monitoring
Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. Each LEA must have policies and procedures designed to ensure child find takes place. OSSE conducts desktop reviews of all LEA child find policies to ensure they are compliant with the law and do not adversely affect special education identification rates. Additionally, starting in SY 2018-19 and consistent with a judicial order (*D.L. v. The District of Columbia* (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017)), OSSE compares every LEA's special education enrollment rate to the target special education enrollment rate (8.5%) for all students and specifically for students age 3-5 years old, if applicable.

Disproportionate Representation Review
Each year, OSSE reviews whether LEAs have inappropriately identified students as having a disability. OSSE also reviews whether LEAs have disproportionately identified students of a particular race or ethnicity as having a disability. OSSE bases its review on a given school year's enrollment audit and child count data. (Child count refers to activities an LEA completes to accurately count all students ages 3-21 receiving special education services, identify their educational environments, and appropriately identify service levels to comply with federal and state reporting requirements.) OSSE only reviews LEAs with an enrollment of 40 or more students with disabilities and five or more students with disabilities in the qualifying racial or ethnic subgroup. LEAs found to have disproportionate representation must complete and submit a self-study to assess its own policies and practices related to child find, evaluation, and eligibility. An LEA will be cited for non-compliance if the disproportionate representation was found to be the result of inappropriate identification.

Significant Discrepancy Review
OSSE annually reviews LEAs rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. This review is based on the prior school year's data. OSSE will annually define what constitutes 'significant discrepancy' between these two rates. For those LEAs found to have significant discrepancy, OSSE requires the LEA to complete and submit a self-study to review its own policies and practices related to the development and implementation of individualized education programs (IEPs), procedural safeguards, and the use of positive behavioral interventions and supports. An LEA will be cited for significant

[2] 34 C.F.R. 300.320(b)-(c).

discrepancy noncompliance only if the school's policies and practices do not comply with regulatory requirements.

Significant Disproportionality Review
Each year, OSSE reviews LEAs for significant disproportionality when students in a racial or ethnic group are more likely to be:

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; or
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.

Under this rule, if a state identifies significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions, the LEA must reserve 15 percent of IDEA funds for Comprehensive CEIS to address factors contributing to the significant disproportionality.

Beginning with its review of the 2019-2020 school year, OSSE is implementing the multi-year flexibility to identify LEAs having significant disproportionality. Under this flexibility, OSSE continues to examine LEAs for significant disproportionality annually, but will only identify LEAs that exceed the risk ratio thresholds in the same analysis category for multiple years.

Hearing Officer Determination (HOD) Implementation Review
Per IDEA, OSSE must ensure parents of students with disabilities have an opportunity to seek an impartial due process hearing to resolve disagreements over specific student-level issues. After each due process hearing, OSSE's Office of Dispute Resolution issues a written HOD, detailing its findings along with any actions the LEA must fulfill. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews and renewals, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA. OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database), that tracks the timely implementation of actions required by HODs.

> ***Due Process Complaint***- Due process typically involves legal counsel in the District but an attorney is not required. The process involves a hearing and address student specific issues. Systemic issues, or issues across an entire school may not be addressed through a due process complaint. The parties

have multiple opportunities during the process to resolve their concerns through agreement or a hearing officer issues a decision on the issues after the hearing.

State Complaints – The state complaint process is an administrative investigation process where any person may file a complaint with OSSE requesting the investigation of student specific or systemic (across the LEA issues). The complaint must include facts regarding the specific student violations or systemic violations to allow the agency to investigate. OSSE will interview the complainant and school staff, investigate records, and issue a written decision determining if the school violated special education law.

Appendix J1

Initial Evaluation Q1 and Q2 (July 1, 2018 - December 30, 2018)

Agency: **Basis DC PCS**
In t a Re ease Date: **2/7/2019**
Date of Not f cat on: **2/25/2019**
Days Rema n ng: **-513**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300 303(c)*	1	0	1	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix J2

Initial Evaluation Q2 (Oct. 1, 2019 - Dec. 31, 2019)

Agency: **Basis DC PCS**
In t a Re ease Date: **5/6/2020**
Date of Not f cat on: **6/10/2020**
Days Rema n ng: **N/A**
Date of Ver f cat on: **6/10/2021**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300 303(c)*	5	0	5	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix J3

Initial Evaluation Q3 & Q4 (SY 2018) (Jan. 1, 2019 - Jun 30, 2019)

Agency: **Basis DC PCS**
In t a Re ease Date: **10/3/2019**
Date of Not f cat on: **10/22/2019**
Days Rema n ng: **-274**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300 303(c)*	5	1	4	0	20.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix J4

Initial Evaluation Q4 (SY 2020) (April 1, 2020 - Jun 30, 2020)

Agency: **Basis DC PCS**
In t a Re ease Date: **7/24/2020**
Date of Not f cat on: **8/27/2020**
Days Rema n ng: **37**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300 303(c)*	1	0	1	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix K1

Reevaluation Compliance May 2017 (October 1, 2016 - March 31, 2017)

Agency: **Basis DC PCS**
In t a Re ease Date: **3/19/2018**
Date of Not f cat on: **4/23/2018**
Days Rema n ng: **-821**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300 303(b)(2)*	3	3	0	0	100.00%	Comp ete the eva uat on and up oad nto SEDS

Appendix K2

Reevaluation Compliance May 2018 (October 1, 2017 - March 31, 2018)

Agency: **Basis DC PCS**
In t a Re ease Date: **6/12/2018**
Date of Not f cat on: **7/2/2018**
Days Rema n ng: **-751**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300 303(b)*	2	0	2	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix K3

Reevaluation Compliance August 2018 (April 1, 2018 - June 30, 2018)

Agency: **Basis DC PCS**
In t a Re ease Date: **11/6/2018**
Date of Not f cat on: **11/20/2018**
Days Rema n ng: **-610**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300 303(b)*	3	0	3	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix K4

Reevaluation Compliance May 2019 (October 1, 2018 - March 31, 2019)

Agency: **Basis DC PCS**
In t a Re ease Date: **4/29/2019**
Date of Not f cat on: **5/13/2019**
Days Rema n ng: **-436**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300 303(b)*	3	0	3	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix K5

Reevaluation Q4 (SY 2018) (April 1, 2019 - June 30, 2019)

Agency: **Basis DC PCS**
In t a Re ease Date: **10/3/2019**
Date of Not f cat on: **10/22/2019**
Days Rema n ng: **-274**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300 303(b)*	1	0	1	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix K6

Reevaluation Q3 (Jan. 1, 2020 - Mar. 31, 2020)

Agency: **Basis DC PCS**
In t a Re ease Date: **6/16/2020**
Date of Not f cat on: **7/21/2020**
Days Rema n ng: **N/A**
Date of Ver f cat on: **7/22/2021**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300 303(b)*	1	0	1	0	0.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix K7

Reevaluation Q2-Q3 (SY 2020) (Oct. 1, 2020 - Mar. 31, 2021)

Agency: **Basis DC PCS**
In t a Re ease Date: **4/21/2021**
Date of Not f cat on: **6/1/2021**
Days Rema n ng: **314**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300 303(b)*	4	1	3	0	25.00%	Comp ete eva uat on and up oad nto SEDS.

Appendix L

Secondary Transition Compliance May 2019 (October 1, 2018 - March 31, 2019)

Agency: **Basis DC PCS**
In t a Re ease Date: **4/10/2019**
Date of Not f cat on: **4/25/2019**
Days Rema n ng: **-454**

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

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Secondary Transition						
12) Postsecondary Goal Addresses Education or Training *§300 320(b)*	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to deve op appropr ate goa .
13) Postsecondary Goal Addresses Employment *§300 320(b)*	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to deve op appropr ate goa .
14) Postsecondary Goal Addresses Independent Living *§300 320(b)*	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to deve op appropr ate goa .
15) Postsecondary Goal(s) Updated Annually *§300 320(b)*	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to deve op appropr ate goa .
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments *§300 320(b)*	1	1	0	0	100.00%	Conduct age appropr ate trans t on assessment(s) and convene IEP meet ng to revew resu ts.
17) Transition Services Assist Student to Meet Postsecondary Goals *§300 320*	1	0	1	0	0.00%	Convene IEP team, or amend IEP, to dent fy trans t on serv ces.
18) Transition Services Include Courses of Study *§300 320(b)(2)*	1	1	0	0	100.00%	Convene IEP meet ng, or amend IEP, to dent fy trans t on serv ces, nc ud ng courses of study.
18a) Annual Goal(s) Related to Transition Service's Needs *(20 U S C 1416(a)(3)(B))*	1	1	0	0	100.00%	Convene IEP meet ng, or amend IEP, to add or correct annua goa (s).
19) Student Invited to IEP Meeting *§300 321(b)*	1	0	1	0	0.00%	In student's next annua IEP, nv te and document the nv tat on of the student to the IEP meet ng.
20) Representative Participating Agency Invited to IEP Meeting *§300 321(b)*	1	0	0	1	0.00%	If appropr ate n student's next annua IEP, nv te a representat ve of any part c pat ng agency to the IEP meet ng w th pr or consent of parent or student (who has reached age of major ty).

Appendix M

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.

Appendix N

DC PUBLIC CHARTER SCHOOL BOARD

Date: 6/8/2020
Final Outcome:
☐ Request for more information
☒ No further action
☐ Other:

Special Education Audit Form

LEA: BASIS DC PCS
Campus: BASIS DC PCS
DC PCSB Point of Contact: Abby Getzel

Trigger(s):		
☒ Enrollment of SWD under 8.5%	☐ Expulsion rate	☐ Out-of-school suspension rate
☐ Community complaint	☐ Disproportionality of singular disability classification (>75%)	☐ Disproportionality of special education levels of need (>75%)
☐ Underrepresentation of SPED Level 3 and 4	☐ Rate of transfers	☐ Rate of mid-year withdrawals
☐ OSR – Special Education instruction	☐ Manifestation Determination Hearing not held	☐ Other

Procedures Following Potential Trigger(s):
☐ Desk audit in which school offers justification or explanation for trigger
☐ On-site audit in which DC PCSB examines documentation and/or conducts observations
☐ Request to complete a Special Education Quality Assurance Review (QAR)
☐ Communication between DC PCSB and OSSE to determine if school has resolved trigger
☐ DC PCSB Issues a Notice of Concern
☒ Other: DC PCSB originally planned on completing an on-site audit and requested that the school provide several types of documents at that time. Due to the COVID-19 school closures, DC PCSB conducted an in-depth audit and evaluated the documents provided remotely.

Summary:

As noted in an email from 2/19/2020, DC PCSB contacted BASIS DC PCS for their special education enrollment being less than 8.5%, which is the enrollment threshold in DC PCSB's Special Education Audit Policy.[1] Specifically, as of 2/11/2019, 3.8% of students enrolled at BASIS DC PCS are students with disabilities (SWD).

DC PCSB requested the following documentation from the school:

- Any documents already submitted to OSSE through the Child Find data review in SY 18-19

[1] Special Education Audit Policy

- Evidence of procedures outlined in DC PCSB's Child Find Policy Checklist submitted through Epicenter
- Complete roster of students currently in SST process
- Evidence of progress monitoring of students in SST process
- Complete files of students with 504 plans
- Roster of students referred for a special education evaluation and status upon the completion of the evaluation for SY 18-19 and SY 19-20 YTD
- Roster of midyear withdrawals in SY 18-19 and SY 19-20 YTD with following information included:
    - Percentage of students with disabilities
    - Percentage of students in the SST process
- Any updates on how there are implementing the SST process and/or Child Find practices during this period of distance learning.

In response to the request, BASIS DC PCS provided the documents. Prior to their submission of documents, BASIS DC PCS noted that not all evidence of progress monitoring would be available due to the COVID-19 school closure. DC PCSB and school staff then engaged in a meeting on Tuesday, 6/2/2020 to discuss conclusions from the document review. Below is a table with original conclusions from the document review and the school's further explanation of the information provided:

DC PCSB Conclusion	**BASIS DC PCS's Further Explanation**

504 Plans
• The school has an unusually high percentage of 504 plans – 9.5% compared to the 3.8% of students with IEPs
• It is unclear from the data how the school team determined that all 61 students required a 504 plan.
  ○ 32 504 plans showed the origin of information that informed the 504 plan (e.g. Medical/Health Record), whereas 29 omitted those details completely.
  ○ 22 of the 61 students 504 plans read that they "exhibit symptoms" or "have tendencies" associated with a diagnosis, but it is unclear whether they have been diagnosed or not.
  ○ Based on the information provided, we were unable to determine for 16 students of the 61 total students with 504s if they 1) had an outside medical diagnosis or if 2) they were evaluated internally.
• The SY 19-20 504 presentation materials offer a broad overview of the 504 process for a general teacher's perspective.
Based on a review of the training materials, we were unable to determine the processes/steps for how 504 multidisciplinary teams deem a student eligible for protections under section 504.
	The school stated that there was some information that they were unable to provide at the time of the request due to the COVID-19 school closures. Regarding DC PCSB's concerns of their 504 identification process being unclear, the school stated that they would provide a 504 checklist that shows the process that the school takes to deem a student eligible for a 504 plan.
	
	The school also provided general points on their 504 plan process:
	• When a student is not eligible for special education services, they are considered for a 504 plan.
	• There is a 504 coordinator who oversees the 504 plan determination process. The coordinator does not join the original eligibility meeting for determining special education services, and instead a separate meeting is scheduled to begin the 504 plan determination process once the student is deemed ineligible for an IEP.
	
	Following the meeting the school provided DC PCSB with the 504 plan checklist, which consists of the following elements:
	• Source of evaluation
	• Whether the impairment is mental or physical
	• The impairment's impact on major life activities
	• Whether the impairment substantially limit one or more major life activities
	• Whether the school finds the student eligible under section 504

	• Parent consent
Child Find • Of the 23 process elements selected on your Child Find Policy Checklist, we found that there were 5 with clear evidence provided. • We were unable to substantiate 18 process elements and whether you are implementing these components of the Child Find process.	Although DC PCSB was unable to substantiate evidence for 18 of the process elements, the school believes that they are in fact carrying out these tasks associated with the process elements. DC PCSB acknowledges that in the future providing the school examples of documents that could serve as evidence of the process elements would be helpful to the school. Additionally, this information might be better collected an interview process or in-depth conversation, rather than only evaluating the documents submitted through Egnyte. The school requested a more detailed list of which process elements had clear evidence and which did not. The table below contains the details on whether the school provided evidence for a process element or not.

SST Process
• SY 2018-19
  o Of the 17 students in the SST process 5 were found eligible for special education services, 6 were given 504 plans, and 6 were not found eligible for services.
  o Of the 17 students, 2, according to the school's records were deemed eligible for special education services were not found in SEDS (names were provided to school during the meeting)
• SY 2019-20
  o Of the 13 students in the SST process 2 were found eligible for special education services, 4 were given 504 plans, and 7 did not move forward with a special education evaluation, due to not being eligible, parent not consenting, or unenrolling from the school.
  o Of the 13 students in the SST process, 4 do not have the most recent Prior Written Notice (PWN) uploaded to SEDS to reflect the information provided through the special education audit.
	SY 2018-19: The two students who did not appear in SEDS have unenrolled
	
	SY2019-20: The school provided an explanation for each of the 4 students who appeared to not have the most recent PWN concluding the eligibility determination uploaded to SEDS:
	• 2 students were still undergoing the evaluation process.
	• Due to the timing of evaluation and school closure, the school was unable to upload a PWN for 2 students

Below is a table with the conclusions based on the evidence that the school provided regarding their Child Find policies and procedures:

Policies and Procedures for Child Find	Process Elements	Evidence Provided
	School Handbook and Calendars	Yes

Parents are notified regarding how to access the special education (SPED) evaluation process if they are concerned that their child may have a disability	Brochures available in main office of school	Yes
	Information posted on the LEA's website	No
	Information provided at Parent/Teacher Conferences	No
How do you train your staff, including staff that is hired after the school year starts, to recognize when a student may have a disability and the process to determine when/how to access the evaluation process	Annual Professional Development training sessions	Yes
	Training to all/certain staff as needed	No
	Providing written training materials	Yes
What universal screening processes does your school use to determine which students should be referred for a special education evaluation	Multi-tiered problem-solving approach	No
	Review of attendance, grades, and/or scores of universal norm-referenced assessments such as NWEA MAP, ANET testing, etc.	No
Identification of a child with a disability under Part B (must include all three elements below)	A process for both parents and staff to request evaluations	Yes
	A process that ensures that a child is evaluated in all areas of concern	No
	Evaluations are conducted by qualified trained professional(s) as specified by the producer of the formal assessment tool	No
Procedures to ensure the ability to make sound determinations about whether the student's failure to progress results from inappropriate instruction and/or LEP status. A group of qualified professionals must meet following a referral to review	Existing data (educational, behavioral, attendance, health, etc.)	No
	Information from the parent	No
	Pre-referral interventions and strategies	No
	Current classroom-based assessments	No
	Observations by teachers and related service providers	No
A set of procedures and assessments to determine whether a child has a disability and, if so, the nature and extent of special education and related services that the child needs	These procedures allow the school to make eligibility determinations as determined by the timelines established by State policy (i.e., procedures should ensure that the timer frame between from referral and an eligibility is no longer than 120 days).	No
Reevaluations - Procedures in place to ensure timely and appropriate reevaluations	Procedures should include process to complete reevaluations when written parental consent to reevaluate is not available.	No

Once a child has been identified with a disability, his/her IEP is fully implemented and revised as required. (Must include all four elements below	Timely development and implementation of the IEP	No
	Hire and retain qualified professionals to implement all IEP services	No
	Implement routine procedures to conduct ongoing IEP progress monitoring and determine appropriateness of IEP services	No
	Determine appropriate settings for services within the Least Restrictive Environment (LRE)	No

The information BASIS DC PCS provided through the current audit reflect consistency with the responses provided in the SY 2018-19 special education audit. In SY 2018-19, the school highlighted that they made the change to divide the special education and 504 caseload coordination between two staff members, rather than one staff member doing both. BASIS DC PCS reported that they have enhanced their RTI Tier 1, 2, and 3 supports through implementing a social-emotional curriculum, increasing parent outreach, providing more flexibility on classroom-based assessments, and regular small-group interventions. A detailed list of the Tier 1-3 supports was provided in the SY2018-19 special education audit and are listed below:

Tier 1 Support

- 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

Tier 2-3 Support

- 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 adjustments, such as the allowance of extended time and/or special materials*
- Check-in/Check-out
- Social skills groups, BIPs, attendance plans, etc.

Recommendations:

DC PCSB recognizes BASIS DC PCS's ongoing improvements to its 504, Child Find, and SST practices. We encourage the school to utilize the 504 checklist that they referenced in the meeting on 6/2/2020 with all 504 eligibility determinations and maintain record of the completed checklist with notes in every student's file. Each student's 504 Plan should indicate the type of document used by the team to

determine whether the student had a physical or mental impairment that substantially limits one or more major life activities and each student's file should contain a readily available copy of the referenced documentation. This will ensure that the same 504 plan eligibility process is followed for all students. DC PCSB also recommends that the school examines their Child Find Assurance Checklist submitted to DC PCSB through the compliance review process and ensures that they can demonstrate evidence for each process element selected. Finally, DC PCSB recommends that the school maintains and implements a well-documented SST process. This includes maintaining up-to-date PWNs on file for the most recent step in the eligibility process.

Given the accelerated academic model and rigorous graduation and promotion requirements, DC PCSB encourages BASIS DC PCS to consider the reasons why students with disabilities in particular may self-select out of BASIS DC, and for the school to develop a student recruitment and retention plan in response. While this point was not discussed in the most recent meeting with the school, it was mentioned in their responses to DC PCSB in the SY 2018-19 special education audit. DC PCSB will continue to monitor this school's special education enrollment, but presently no further action is required.

Appendix O

DC PUBLIC CHARTER SCHOOL BOARD

Date: 5/17/2019
Final Outcome:
☐ Request for more information
☒ No further action
☐ Other:

Special Education Audit Form

LEA: BASIS DC PCS
Campus: BASIS DC PCS
DC PCSB Point of Contact: Abby Getzel

Trigger(s):		
☒ Enrollment of SWD under 8.5%	☐ Expulsion rate	☐ Out-of-school suspension rate
☐ Community complaint	☐ Disproportionality of singular disability classification (>75%)	☐ Disproportionality of special education levels of need (>75%)
☐ Underrepresentation of SPED Level 3 and 4	☐ Rate of transfers	☐ Rate of mid-year withdrawals
☐ OSR – Special Education instruction	☐ Manifestation Determination Hearing not held	☐ Other

Procedures Following Potential Trigger(s):
☒ Desk audit in which school offers justification or explanation for trigger
☐ On-site audit in which DC PCSB examines documentation and/or conducts observations
☐ Request to complete a Special Education Quality Assurance Review (QAR)
☐ Communication between DC PCSB and OSSE to determine if school has resolved trigger
☐ DC PCSB Issues a Notice of Concern
☐ Other:

Summary:

As noted in an email from 4/22/2019, DC PCSB contacted BASIS DC PCS for their special education enrollment being less than 8.5%, which is the enrollment threshold in DC PCSB's Special Education Audit Policy.[1] Specifically, as of 4/11/2019, 3.8% of students enrolled at BASIS DC PCS are students with disabilities (SWD).

In response to the desk audit questions posed by DC PCSB, BASIS DC PCS provided responses. BASIS DC PCS provided an update from their last Special Education audit regarding the enrollment of SWD and explained changes that were made for SY 18-19. These changes include enhancing their Child Find policy, updating their SST supports and services, and adhering to the Office of the State Superintendent of Education's (OSSE) Child Find recommendations.

[1] Special Education Audit Policy

In SY 17-18, BASIS DC PCS reported that 17% of students were involved in the SST process. Since that time, 20 of those students have been referred for evaluation. The students who were not referred for evaluation remain on various levels of intervention with progress monitoring. The school broke down the specific status of all 20 students who were referred for evaluation. Three were found eligible for special education services, three students are still undergoing evaluation, three students have since withdrawn from the school, one student's parent refused the evaluation, three students did not qualify for IEP services, and seven students qualified for a 504 plan. The students who did not qualify or who were not evaluated did not move forward in the eligibility process due to the inability to obtain consent. These students continue to receive interventions and progress monitoring through the SST.

BASIS DC PCS provided information on the changes that the school has made for SY 18-19 in relation to Child Find. These changes include dividing the special education and 504 caseload coordination between two staff members, rather than one staff member doing both. The school has also added an interventionist to the special education team to oversee Tier 2 and Tier 3 interventions. The school has also increased SST meetings and the data they review through a more streamlined data collection process. BASIS DC PCS reported that they have enhanced their Tier 1, 2, and 3 supports through implementing a social-emotional curriculum, increasing parent outreach, providing more flexibility on classroom-based assessments, and regular small-group interventions.

BASIS DC PCS provided an update on how they have followed OSSE's recommendations from SY 17-18 Child Find Monitoring Report. All staff attended training on Child Find prior to the first day of school. Training for school staff also covered Section 504 and Individuals with Disabilities Education Act (IDEA). Staff members who work on the special education team are encouraged to hold office hours that allow for staff collaboration.

Finally, the school also explains their accelerated academic program and rigorous academic graduation and promotion requirements. They state that the students and families who choose to enroll at BASIS DC are informed about their program and therefore may self-select our school and/or choose to remain at BASIS DC PCS based on their perception of fit for their students.

Recommendations:

DC PCSB recognizes BASIS DC PCS's ongoing improvements to its Child Find and SST practices. We encourage the school to review the options of how to proceed with its obligation to locate, identify, and evaluate a student suspected of a disability in cases where the school is unable to obtain parental consent. More information is available in DC's IDEA Part B Procedural Safeguards. Moving forward, DC PCSB encourages BASIS DC PCS to continue to implement their updated Child Find practices and provide training to all staff members.

Given the accelerated academic model and rigorous graduation and promotion requirements, DC PCSB encourages BASIS DC PCS to consider the reasons why students with disabilities in particular may self-select out of BASIS DC, and for the school to develop a student recruitment and retention plan in response. DC PCSB will continue to monitor this school's special education enrollment, but presently no further action is required.

Appendix P

DC PUBLIC CHARTER SCHOOL BOARD

Date:	2/16/18
Final Outcome:	
☐ Request for more information	
☒ No further action	
☐ Other:	

Special Education Audit Form

LEA: BASIS DC PCS
Campus: BASIS DC PCS
DC PCSB Point of Contact: Hannah Cousino, Equity and Fidelity Specialist

Trigger(s):		
☒ Enrollment of SWD under 7%	☐ Expulsion Rate	☐ Out-of-school suspension rate
☐ Number of exclusionary incidences	☐ Disproportionality of singular disability classification (>75%)	☒ Disproportionality of special education levels of need (>75%)
☐ Underrepresentation of SPED Level 3 and 4	☐ Rate of transfers	☐ Rate of mid-year withdrawals
☐ IEP timeliness	☐ Manifestation Determination Hearing not held	☐ Other:

Procedures Following Potential Trigger(s):
☒ Desk audit in which school leader or data manager offers justification or explanation for trigger
☐ On-site audit in which DC PCSB staff visits school, examines documentation, and/or conducts observations
☐ Request to complete a Special Education Quality Assurance Review (QAR)
☐ Communication between DC PCSB and OSSE to determine if school has resolved trigger
☐ Other:

Summary:

As noted in an email from 1/16/18, DC PCSB audited BASIS DC PCS for two reasons: enrollment of students with disabilities (SWD) is under 7%, and Level 1 of need comprises more than 75% of its total population of SWD. According to DC PCSB analysis of student-level data from the October 5th Count Day roster, SWD represent 3.5% of total enrollment, and 76.2% of SWD received Level 1 of specialized services. The school's data were outliers in the K-12 public charter sector, thus triggering a special education desk audit.

In response to the audit, BASIS DC PCS provided responses to DC PCSB-posed questions related to the trigger. The school explained its robust Student Support Team (SST) and Child Find processes. Furthermore, all students receive or are eligible to receive a variety of

academic and behavioral supports. Within the last year, BASIS DC PCS has revised its SST and Child Find processes, hiring a new SST Director, purchasing new software, partnering with Restore DC/School Talk, holding additional staff trainings, and developing an automated monitoring system that determines when a student should initiate the SST process. As a result, the school reports that 17% of all students are engaged in the SST process, and several have been referred for special education eligibility.

After reviewing the response, DC PCSB required additional information to close the audit, as noted in a 2/20/18 email. BASIS DC provided a supplementary explanation for the disproportionality of level of need data. The school explained that its program incorporates supports and services, such as learning specialists, assistive technology, aides, and special education professional development for general educators, to best serve SWD in inclusive settings. Through the SST process and regular progress monitoring, staff determines if a student requires a Level 2 or higher of specialized services in order to make progress within the BASIS DC curriculum.

Recommendations:

Presently, no further action is required. Moving forward, DC PCSB encourages BASIS DC to continue observing best practices pertaining to identifying and serving students with disabilities at all levels. DC PCSB will continue to monitor this campus' special education enrollment data over the next few months.

Appendix Q

DC PUBLIC CHARTER SCHOOL BOARD

Dr. Michelle Walker-Davis
Executive Director

June 14, 2021

Craig Barret, Board Chair
Alexander Rose-Henig, Head of School
BASIS DC Public Charter School

Dear Mr. Barret and Mr. Rose-Henig,

Thank you for meeting with us on June 3, 2021. We appreciated the discussion between BASIS DC Public Charter School (BASIS DC PCS) board member Tony Axam; BASIS DC PCS staff Katie Porter and DeAnna Rowe; BASIS.ed staff Shannon Chavez, Audrey Hagopian, and David Hubalik; DC Public Charter School Board (DC PCSB) board members Saba Bireda and Jim Sandman; and DC PCSB staff Rashida Young, Melodi Sampson, Hannah Cousino, Abby Getzel, Clarissa Heartsfield and me. The purpose of the meeting was to discuss 1) the school's low special education enrollment, and 2) potential elementary expansion plans.

We began by discussing your special education enrollment, which represents 4.8% of your total student population. The average special education enrollment for charter middle and high schools is 20.9%. You shared that in response to last year's desk audit, you improved your Child Find and 504 Plan processes and hired additional special education staff to increase student support services. We also asked about your recruitment efforts for students with disabilities. You shared that while BASIS PCS emphasizes that it is a school for anyone who wants to attend, your recruitment strategies do not specifically target certain demographics.

Given your persistently low special education enrollment rate over time, we urge you to explore recruitment strategies for students with disabilities. Please note that per DC PCSB's Special Education Audit Policy, if a school continues to meet one or more criteria outlined in the policy, the Board may issue a Notice of Concern "if the issue demonstrates a lack of compliance with local and federal special education laws, and/or if the school's actions are deemed systemic." If you have any questions about this policy, please contact us.

We also discussed your potential grade level expansion. You explained your broad plan to apply for a charter amendment to serve elementary grades in alignment with your national model. You asked about our standard for approval of expansion applications, and we encouraged you wait until you have gotten through the charter review process to apply. We recommend that you ensure that all parts of your application demonstrate how you can recruit and serve all students, including students with disabilities and historically marginalized populations.

Thank you for all of your hard work during this challenging time.

Sincerely,

[redacted]

Dr. Michelle Walker-Davis

Appendix R1

DC PUBLIC CHARTER SCHOOL BOARD

BASIS DC PCS

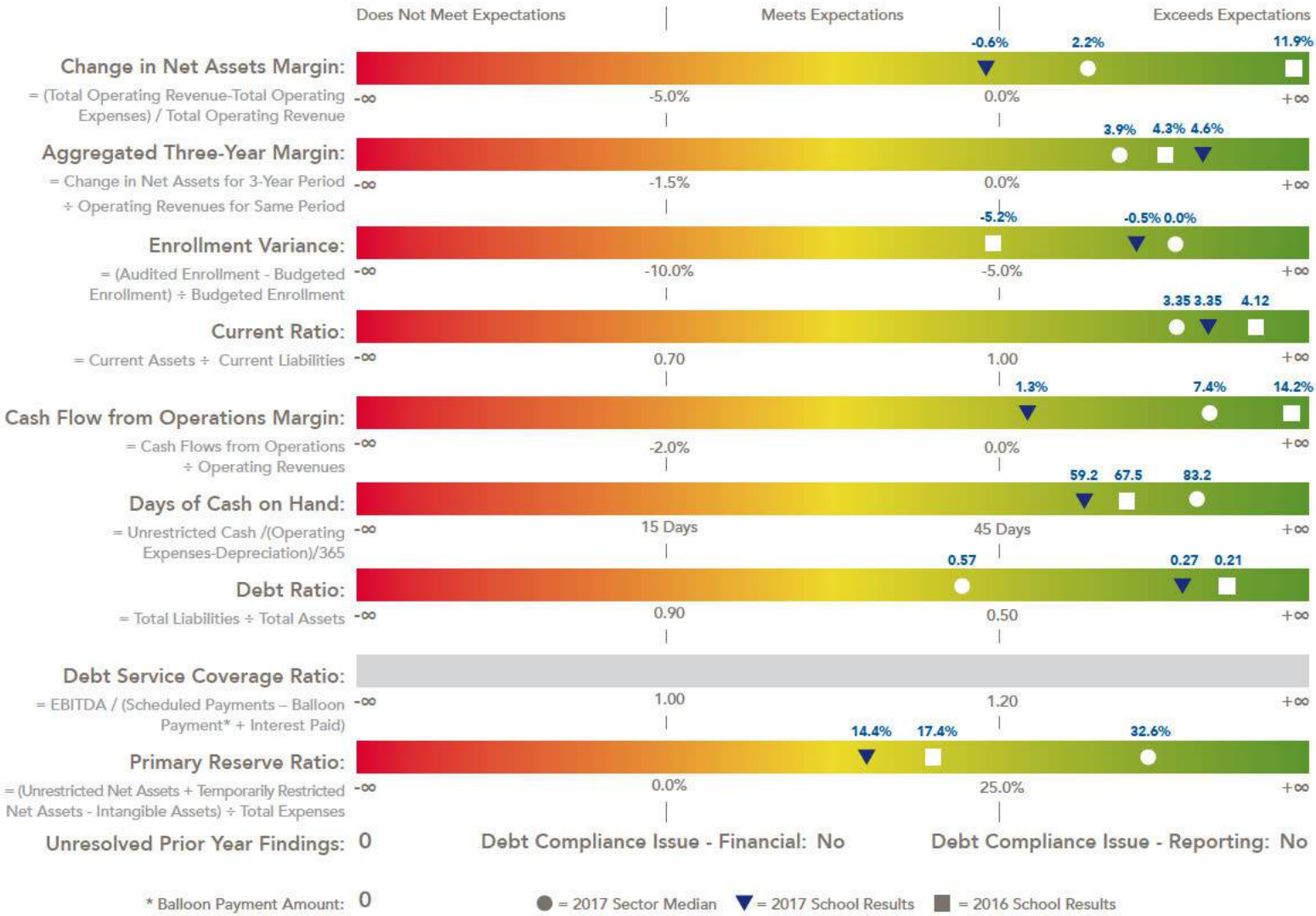
FY2017 Financial Analysis Report

Opened: 2012 - 2013

Audited Enrollment: 597

Operates with a Management Organization: BASIS ED

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

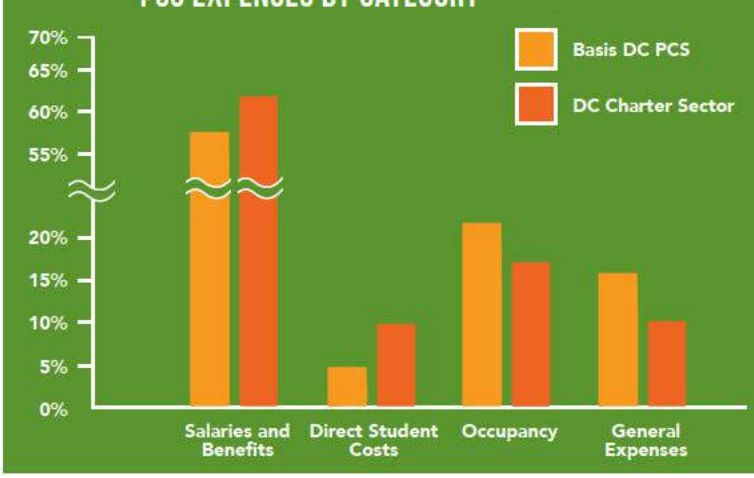
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BASIS DC PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,819,912	$1,769,806
Current Assets	$1,620,698	$1,552,209
Total Liabilities	$484,447	$376,710
Current Liabilities	$484,447	$376,710
Net Asset Position	$1,335,465	$1,393,096

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$9,221,215	$9,097,704
Expenses	$9,277,183	$8,014,901
Non-operating Revenues (Expenses)	-$1,663	$0
Surplus (Deficit)	-$57,631	$1,082,803

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$14,544	$14,250	$18,019
Grants and Contributions Per Student	$357	$366	$298
Total Revenues per Student	$15,446	$15,188	$20,790
Expenses per Student	$15,540	$13,381	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are at or above the meets-expectations range. The school's current ratio, a measure of the financial resources available to meet short-term obligations, remains strong at 3.35 versus a meets-expectations range of 0.7 to 1.0. The school also has 59 days of cash on hand against the range of 15 to 45 days, indicating that it has adequate cash to meet operating expenses in the event of unexpected expenses or delays in cash receipts. The school has a management contract with BASIS Educational Group (BEG).

Although the school has metrics that currently meet or exceed expectations, many of these key metrics declined year-over-year. For example, the school had a deficit of ($58K) compared with a surplus the prior year of $1.08M, driven by a $568K increase in personnel costs and a $582K increase in rent. This led to an increase of $2,115 in the average cost per student. The school also experienced declines in its current ratio, cash flows from operations margin, and days cash on hand, though they continue to exceed expectations. While not a cause for concern, the school should monitor these numbers to ensure the downward trend does not continue, especially given that enrollment has been essentially unchanged for the past three years.

The school leases its current facility from BASIS School, its management organization. Rent expense for the year ended June 30, 2017, was $1.7M compared with $1.1M the prior year. Lease payments are based on the amounts that BASIS School is obligated to pay for debt service on the loans on the property, as well as taxes, insurance, etc. Future lease obligations are $1.9M in 2018 and increase up to $2.0M by 2022.

School Name	FY17 Revenues	FY17 Operating Result
BASIS DC PCS	$9,221,215	$(57,631)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
BASIS Educational Group (d.b.a. BASIS.ed)	For Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Peter Bezanson	CEO	Unknown
Services Provided	**FY17 Payment**	**% of School Revenue**
Leased employees	$5,236,640	56.80%
Management fees	$992,839	10.77%
Total	**$6,229,479**	**67.57%**

DC PCSB Comments

BASIS Educational Group (BASIS.ed), a for-profit organization that provides comprehensive educational and support services to charter and independent schools, is the school's management organization. The board chairperson of BASIS DC is also the board chairperson of BASIS Schools, Inc. In addition, two of the BASIS DC board members serve together in a business capacity with a separate and unrelated not-for-profit 501 (c)(3) corporation.

School Comments

School Name	FY17 Revenues	FY17 Operating Result
BASIS DC PCS	$9,221,215	$(57,631)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
BASIS Schools, Inc.	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Unknown	Unknown	Unknown
Services Provided	**FY17 Payment**	**% of School Revenue**
Rent	$1,711,507	18.56%
Total	**$1,711,507**	**18.56%**

DC PCSB Comments

BASIS Schools, Inc., an Arizona nonprofit organization that operates multiple charter schools, is the sole member of Basis DC PCS. The School entered into a lease agreement with BASIS Schools, Inc. for the rental of office space located at 410-412 Eighth Street NW, which expires on June 30, 2042. Base rent payments have been defined as the amount equal to the amount the Lessor is obligated to pay for the debt service of the loans on the occupied property as well as any other taxes, insurance, etc. on the leased property.

School Comments

Appendix R2

BASIS DC PCS

FY2018 Financial Analysis Report

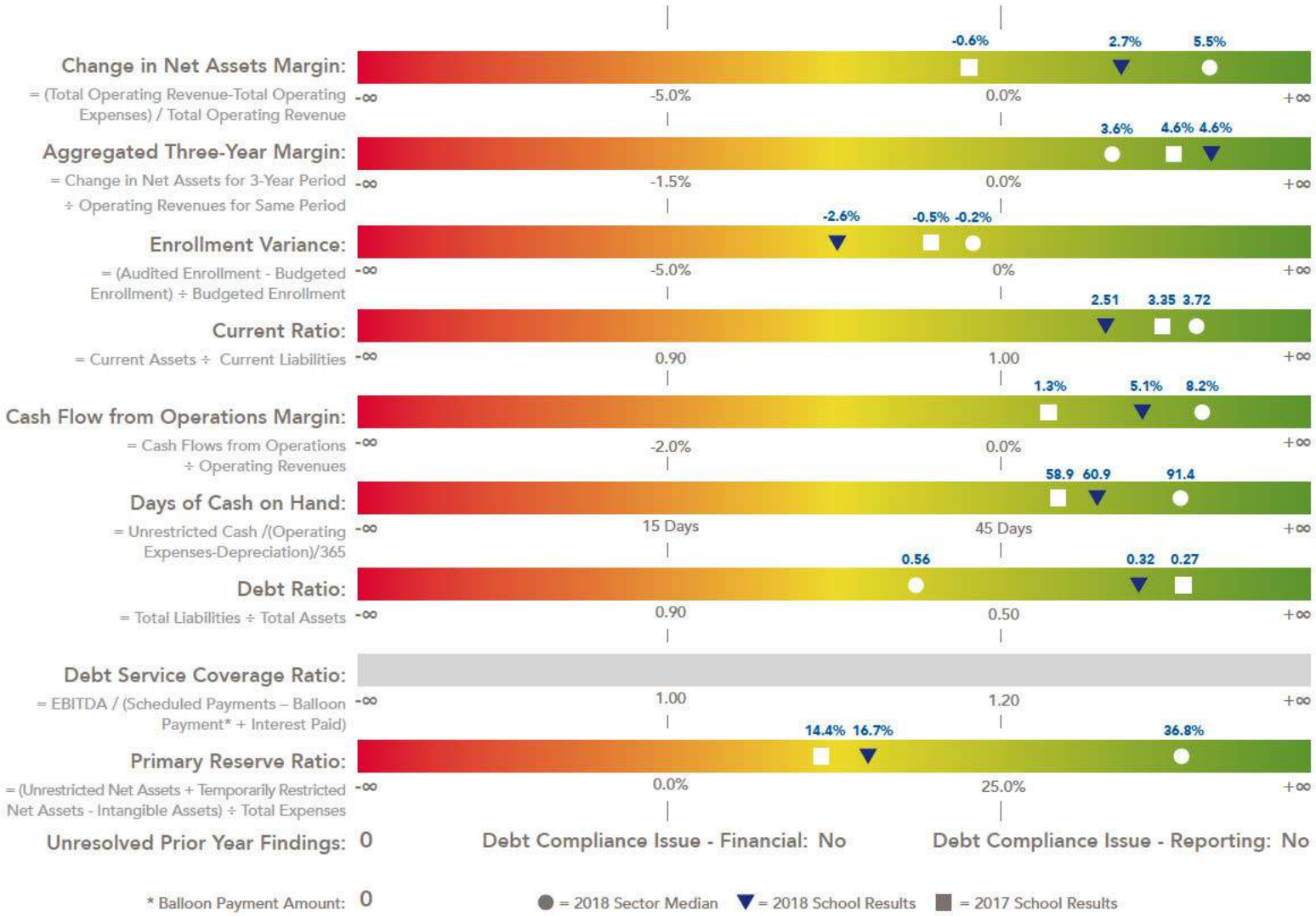
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2012 - 2013

Audited Enrollment: 596

Operates with a Management Organization: BASIS ED

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

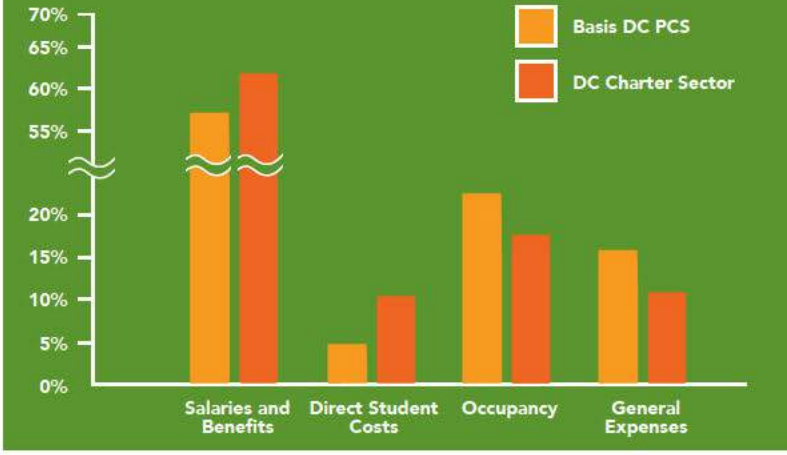
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BASIS DC PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$2,344,385	$1,819,912
Current Assets	$1,860,906	$1,620,698
Total Liabilities	$742,133	$484,447
Current Liabilities	$742,133	$484,447
Net Asset Position	$1,602,252	$1,335,465

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$9,878,939	$9,221,215
Expenses	$9,612,152	$9,277,183
Non-operating Revenues (Expenses)	$0	-$1,663
Surplus (Deficit)	$266,787	-$57,631

AUDIT FINDINGS

	2018	2017
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs		
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2018	2017	2018 Sector Median
DC Funding per Student	$15,527	$14,544	$19,243
Grants and Contributions Per Student	$319	$357	$492
Total Revenues per Student	$16,575	$15,446	$22,382
Expenses per Student	$16,128	$15,540	$21,375

PCSB OBSERVATIONS

Overall, the school's financial performance was healthy, outperforming all but two of DC PCSB's benchmarks. The school's days of cash on hand increased to 61 in FY 2018 as a result of efficient operations for the year; the current ratio also remained strong at 2.5 in FY 2018. The school continued to maintain low leverage, with a debt ratio of 0.3, which indicates strong long-term sustainability. The school has a management contract with BASIS Educational Group (BEG).

BASIS DC entered into a lease agreement on February 29, 2012, with BASIS Charter Schools for office space at 410-412 Eighth Street, NW. The lease term expires June 30, 2042. Rent expense related to this lease for the year ended June 30, 2018, was $1.9M.

Appendix R3

DC PUBLIC CHARTER SCHOOL BOARD

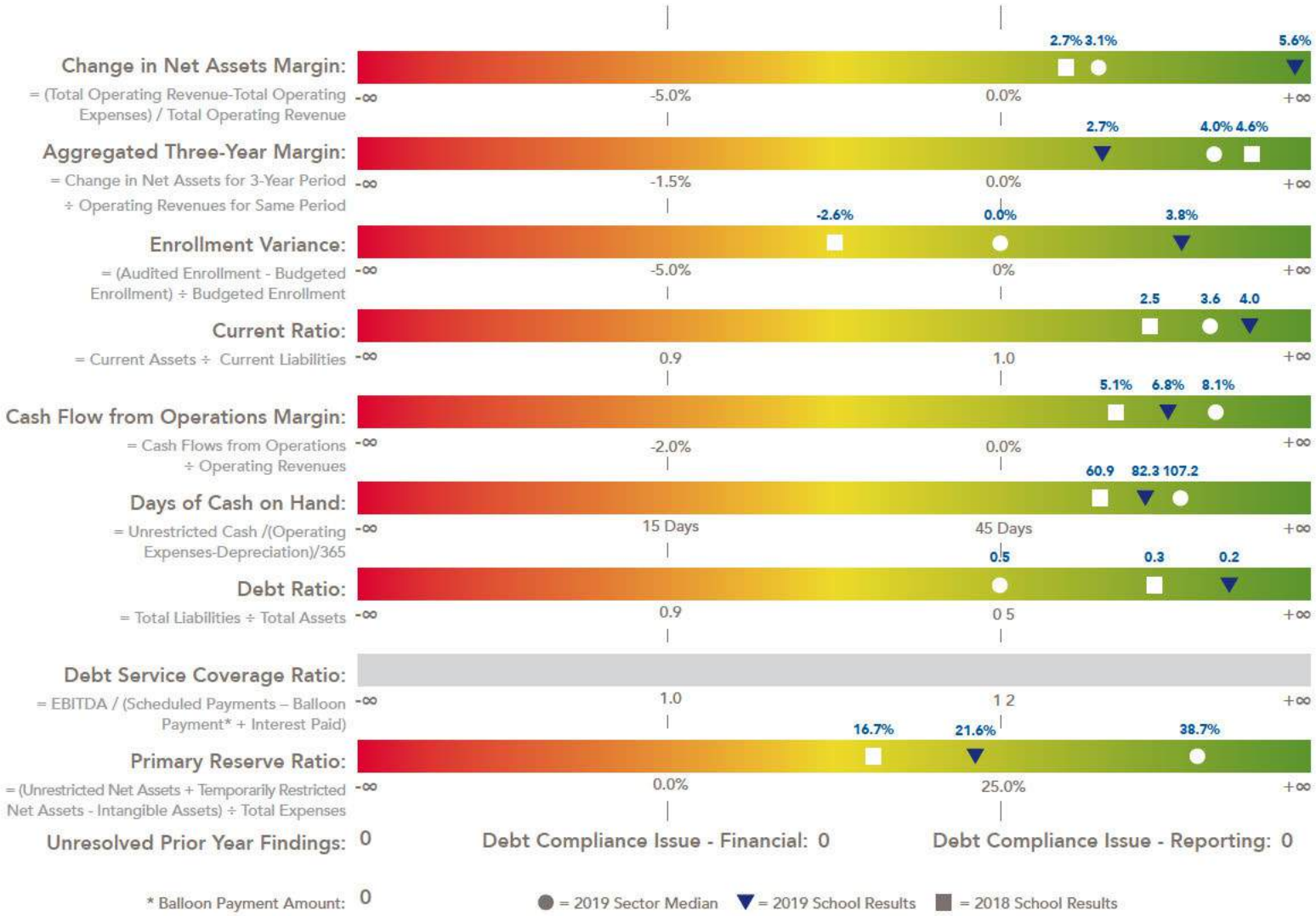
BASIS DC PCS

FY2019 Financial Analysis Report

Opened: 2012-2013

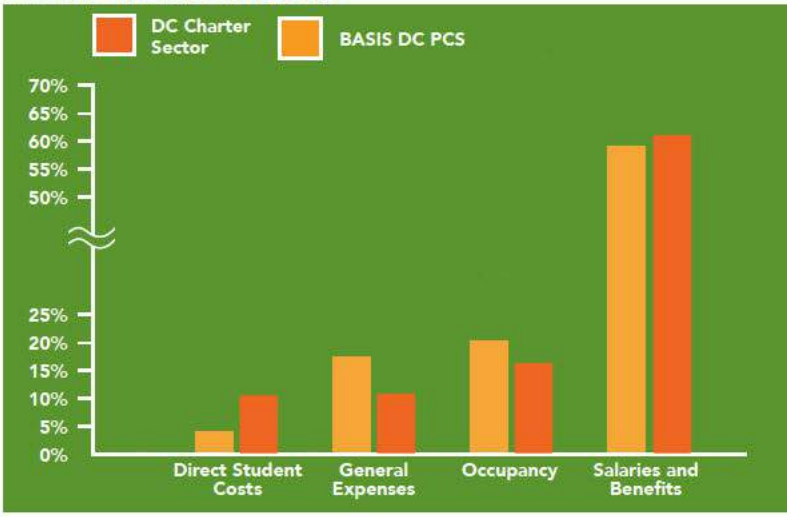
Audited Enrollment: 636

KEY FINANCIAL INDICATORS



Comments from the School

PCS EXPENSES BY CATEGORY



BASIS DC PCS

FY2019 Financial Analysis Report

FINANCIAL POSITION

	2019	2018
Total Assets	$2,792,698	$2,344,385
Current Assets	$2,372,794	$1,860,906
Total Liabilities	$589,103	$742,133
Current Liabilities	$589,103	$742,133
Net Asset Position	$2,203,595	$1,602,252

FINANCIAL ACTIVITIES

	2019	2018
Revenues and Support	$10,807,145	$9,878,939
Expenses	$10,205,802	$9,612,152
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$601,343	$266,787

AUDIT FINDINGS

	2019	2018
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2019	2018	2019 Sector Median
DC Funding per Student	$15,933	$15,527	$19,863
Grants and Contributions Per Student	$316	$257	$346
Total Revenues per Student	$16,992	$16,575	$23,270
Expenses per Student	$16,047	$16,128	$22,981

PCSB OBSERVATIONS

The school had a strong financial position. The school improved on all financial metrics. Liquidity measures improved significantly: days of cash on hand (from 60.9 last year to 82.3), current ratio (2.5 to 4.0) and cash flow from operations margin (5.1% to 6.8%). These are signs of a school's ability to meet any unexpected expenses and focus on education. The school continued to grow primary reserves to 21.6%.

Property Lease:
BASIS DC entered into a lease agreement on February 29, 2012, with BASIS Charter Schools for office space on Eighth St. that expires in 2042. Rent expense related to this lease for the year ended June 30, 2019, was $1.8M.

School Name	FY19 Revenues	FY19 Operating Result
BASIS DC PCS	$10,807,145	$601,343
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
BASIS Educational Group (d.b.a. BASIS.ed)	For Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Peter Bezanson	CEO	Unknown
Services Provided	**FY19 Payment**	**% of School Revenue**
Management and School Development Fee	$1,297,447	12.01%
Leased Employee Related Costs	$5,850,150	54.13%
Total	**$7,147,597**	**66.14%**

DC PCSB Comments

BASIS Education Group (BASIS ed.), a for-profit organization that provides comprehensive educational and support services to charter and independent schools, is the school's management organization. As of June 30, 2019 and June 30, 2018, $3,879 and $53,662, respectively, was payable to BASIS.ed for management fees.
In addition, $288,776 and $287,209, respectively, was payable to BASIS.ed for accrued leased employee wages and benefits.

In FY 2019, the school made payments to BASIS.ed in the amount of $1.2MM and $5.8MM for management fees and wages and benefits.

School Comments

School Name	FY19 Revenues	FY19 Operating Result
BASIS DC PCS	$10,807,145	$601,343
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
BASIS Charter Schools, Inc.	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
DeAnna Rowe	Executive Director	$121,921
Services Provided	**FY19 Payment**	**% of School Revenue**
Rent	$1,800,198	16.66%
Total	**$1,800,198**	**16.66%**

DC PCSB Comments

BASIS Charter Schools, Inc., an Arizona nonprofit organization that operates multiple charter schools, is the sole member of BASIS DC PCS. BASIS Charter Schools, BASIS Baton Rouge and BASIS DC share an Executive Director and Assistant to the Director. The Board Chair of BASIS Charter Schools is also the Board Chair of BASIS DC PCS.

BASIS Charter Schools has issued Education Facility Revenue Bonds through the Industrial Development Authority of the City of Phoenix, Arizona. A portion of the proceeds of this financing were used to refinance the costs of acquiring, constructing, and equipping the BASIS DC Campus as well as five other BASIS Charter Schools. The portion of the bond applicable to the BASIS DC Campus is secured by an assignment of the lease agreement and a first lien position on the security interest in the BASIS DC campus and through an assignment of the DC per pupil funding received by BASIS DC. BASIS DC entered into a lease agreement with BASIS Charter Schools Inc. for the rental of the school facility located at 410-412 Eighth Street NW, which expires on June 30, 2042. Base rent payments have been defined as the amount equal to the amount the Lessor is obligated to pay for the debt service of the loans on the occupied property as well as any other taxes, insurance, etc. on the leased property.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

Appendix S

Financial Definitions and Examples

Type	Metric or Element	Measures	Source
Revenue	**Enrollment Ceiling**	Percentage of audited enrollment to enrollment ceiling trends are indicative of long-term health	Charter and Charter Amendments
Revenue	**Audited Enrollment**	Trends reflect student attraction and retention that drive growth and stability of state and local revenues	Audited enrollment for prior fiscal years Pre-audited October count for current fiscal year
Revenue	**Operating Revenues**	State and local funds based on Uniform Per Student Funding Formula (UPSFF), federal funds, government grants, additional grants and contributions, and other income	(Applicable UPSFF x Enrollment) + Federal Funds + Government Grants and Contributions + Other Income
Revenue	**Facilities Revenue**	State and local funds based on UPSFF attributable to occupancy expenses	Applicable UPSFF x Enrollments
Revenue and Expense	**Occupancy Expenses as a Percentage of Facilities Revenue**	Indicator of portion of facilities revenue spent on occupancy expenses; generally, less than 100% is favorable because the excess revenue can be applied to other school costs; greater than or equal to 100% generally is unfavorable because additional funds are needed to cover occupancy expenses	Occupancy Expenses / Facilities Revenue
Expense	**Operating Expenses**	Personnel salaries and benefits, direct student, occupancy, and general expenses	Personnel Salaries and Benefits, Direct Student, Occupancy, and General Expenses
Viability	**Cash Flow from Operations Margin** Target >$0 Floor <-2%	Net operating cash flow as a percentage of operating revenues; indicator of financial strength and viability	Net Cash Provided by (Used In) Operating Activities / Operating Revenues

Financial Definitions and Examples (continued)

Type	Metric or Element	Measures	Source
Viability	**Surplus (Deficit)** Target >$0	Indicator of financial strength and viability	Operating Revenue – Operating Expenses + Nonoperating Income (Loss)
Viability	**Change in Net Assets** Target >$0	Indicator of financial strength and viability	Surplus (Deficit) + Other Increases (Decreases) in Net Assets
Liquidity	**Working Capital**	Indicator of financial strength and liquidity	Total Current Assets - (Total Current Liabilities – Next Year's Scheduled Balloon Payments Refinanced by December 1st)
Liquidity	**Current Ratio** Target >=1.0 Floor <0.9	Ability to meet obligations that will come due in the following year	Total Current Assets / (Total Current Liabilities – Next Year's Scheduled Balloon Payments Refinanced by December 1st)
Liquidity	**Days of Cash on Hand** Target >=45 Floor <30	Approximates number of days of expenses that can be paid with cash on hand	(Unrestricted Cash and Cash Equivalents + Short-Term Investments) / (Operating Expenses – Total Depreciation and Amortization) / 365)
Liquidity	**Solvency** Target Solvent	Ability to meet all obligations, including closure costs, if school were to close	Audited and unaudited financial statements

Financial Definitions and Examples (continued)

Type	Metric or Element	Measures	Source
Debt	**Debt Ratio** Target <=0.5 Floor >0.9	Reliance on borrowed funds to finance operations. A low ratio indicates that operations are financed by a relatively low amount of debt compared to assets	Total Liabilities / Total Assets
Sustainability	**Net Assets** Target >$0	Indicator of solvency and reserves to sustain operations	Total Assets – Total Liabilities
Sustainability	**Primary Reserve Ratio** Target >=0.2 Floor <0.0	Indicator of financial strength that compares net assets to operating budget. For example, a ratio of 1.0 would indicate that there are sufficient net assets to continue operations for a full year without receiving any additional revenue.	Net Assets / Operating Expenses
Internal Controls	**Modified Statement Opinion (GAAP)**	Auditor has not gathered sufficient and appropriate evidence to provide a basis for the opinion that the financial statements are presented fairly in all material respect in accordance with GAAP	Audit Completion
Internal Controls	**Material Weakness (GAS)**	Deficiency in internal controls such that there is a reasonable possibility of material misstatement in financial reports	Audit Completion
Internal Controls	**Significant Deficiency (GAS)**	Deficiency in internal controls less severe than a material weakness, yet important enough to merit the attention of those charged with governance	Audit Completion
Internal Controls	**Noncompliance Material to the Financial Statements (GAS)**	Noncompliance with certain laws, regulations, contracts, and grants that could have a material effect on financial statement amounts	Audit Completion

Financial Definitions and Examples (continued)

Type	Metric or Element	Measures	Source
Internal Controls	**Modified Opinion on Major Federal Programs (Uniform Guidance)**	Auditor performs extended review and issues opinion on federal programs noncompliance	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Program Material Weakness (Uniform Guidance)**	Reasonable possibility of material federal program noncompliance due to material weakness in internal controls	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Significant Deficiency (Uniform Guidance)**	A significant deficiency in internal control indicates noncompliance that is less severe than a material weakness, yet important enough to merit attention by those charged with governance	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Findings & Questioned Costs (Uniform Guidance)**	Audit findings important enough to merit attention by those charged with governance, with documentation of corrective action plans	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Unresolved Prior Year Findings**	Auditor discloses prior year audit findings that have not been corrected	Audit Completion
Internal Controls	**Going-Concern Issue**	The audit opinion letter questions the financial strength of the school to continue as a going concern	Audit Completion
Internal Controls	**Debt-Compliance Issue**	The school's audited financial statements disclose the school's non-compliance with certain financial indicator or reporting debt covenants required by its debt agreements that may prelude insolvency	Audit Completion