DC
PUBLIC
CHARTER
SCHOOL
BOARD

LOCAL EDUCATION AGENCY (LEA) NAME: BASIS DC PCS

BOARD CHAIR NAME: Craig Barrett

SUBMISSION DATE: May 6, 2024

SUBJECT: School Grade Level Expansion and Enrollment Ceiling Increase ("ECI") Amendment Request

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SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Campus name(s): BASIS DC PCS

Year(s) opened: 2012-Present

Grades served: 5-12

Year the school will undergo its next charter review or renewal: SY2026-2027

Proposal summary: BASIS DC PCS ("BASIS" or "BASIS DC" or "School") is seeking to expand its grade levels to include kindergarten through grade 4 and correspondingly increase its enrollment ceiling to accommodate the added grades. This expansion is intended to establish a primary feeder school to allow all DC students access to the BASIS Charter School Curriculum for the entirety of their K-12 academic experience. BASIS DC PCS is requesting an ECI of an additional 548 seats at full enrollment, beginning in SY2025-2026. BASIS DC PCS believes that adding these additional high-quality seats in primary grades will provide an opportunity for a diverse student population to experience high-caliber educational programs. Students will begin preparation for future success in the earliest possible grades, and the existing middle and high school programs will be strengthened by a true feeder school.

Year the school plans to implement the proposed changes: BASIS DC seeks for the amendment to be effective beginning in SY2025-2026 to allow time for the identification of an appropriate facility for the K-4 program and the submission of a facility amendment application to the DC Public Charter School Board ("PCSB" or "PCS Board") in a timely manner.

When did the school's board approve the proposed changes? The BDC, A Public Charter School, Inc. Board of Trustees ("Board") approved the K-4 expansion initiative on March 23, 2023. The resolution was approved by the Board without opposition. Please see Appendix A meeting notes and resolution documentation.

SCHOOL EXPANSION

All schools seeking to increase their enrollment ceiling or expand their grades served must complete this section.

1. What is the rationale for requesting a school expansion?

BASIS DC is honored to be a part of one of the most dedicated, diverse, and competitive charter school communities in the country authorized by a highly organized and regarded body that represents a full half of the public school students in its jurisdiction. Since its opening 12 years ago, BASIS DC has sought to make a home and a name for itself among DC charter schools and in recent years has doubled down on that commitment, placing an emphasis on building positive relationships with other schools, community organizations, and the Public Charter School Board and its staff. Amongst DC charter schools that offer a wide variety of educational options and approaches, BASIS DC has carved out its niche as an academic leader in the city's middle and high schools. The time has come to bring that educational philosophy and robust academic programming to DC primary students.

Since its earliest days, the School has wanted to one day bring the full BASIS Charter Schools Curriculum model to the city by realizing a complete K-12 school. Groundwork for this endeavor began as long as ten years ago, but disconnects between BASIS and PCSB and then the moratorium on expansions that grew out of Covid-19 response caused delays and breakdowns in the process but never diminished BASIS's desire to ultimately achieve this goal.

School and network staff have been diligently working toward the submission of this application with PCSB staff, researchers, and community organizations for more than a year. We believe that we have a strong application for an enrollment ceiling increase and a grade level expansion to include K-4 in our charter, allowing us to bring more high-quality seats into the charter landscape in the city. We recognize that the sector planning data shows a significant slowing of growth of new students to fill these seats, but we believe in what we do at our school and with our students. While it is true that there are a lot of options, we know that we have something unique and special to offer to DC students, which the School has proven year in and year out with state and national results and rankings that we are proud to shout about.

The BASIS network has successfully opened more than 20 primary schools in three other states and quickly built them into leaders in their communities. Moreover, those primaries became true feeder schools for our middle/high school campuses, which has multiplied the positive impact on those students since they have had both the foundations of learning and student skills training available at a BASIS primary school and the Advanced Placement exposure in high school. While we acknowledge that there are a variety of quality schools in DC and some notable differences between the DC education sector and other states, what's not different is that parents want the choice of good schools for their children no matter where they live. BASIS schools are not just good schools, they are great schools! For parents who believe their children could and should be college bound, we believe it too, and we will help turn that belief

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into a reality. Because when it comes to building great schools that prepare students for college applications, college acceptance, and college success, nobody does it better than BASIS.

Year after year, BASIS schools are among the highest ranked schools in the country, and taken all together, BASIS is the highest performing public school system in America. Taking BASIS Peoria, the best public high school in America, according to the 2024 ranking *U.S. News and World Report* recently released, as the model, those achievements start with a genuine, robust primary feeder system that allows the growth and spiraling of the curriculum in the manner it was intended.

The level of seat quality that will become available to DC primary students with this expansion, as well as the growth and improvement to the quality of the BASIS DC middle and high school programs as those feeder students age into the existing grades, cannot be understated and should not be under-valued. BASIS DC wants to partner with PCSB to provide more opportunities to all students in DC. For these reasons and those set forth in this application, we request that the PCS Board and Staff carefully consider this application, and then ultimately do what is best for DC and vote to approve our ECI and grade level expansion amendments.

2. What do you anticipate will be the challenges of expanding your school? How will you address these challenges?

Growth and expansion always present unique opportunities and challenges for not only the local school but the school sector. Although BASIS DC recognizes that PCSB is responsible for managing the challenges that face the charter school sector, the School believes PCSB should vote to approve this application by weighing the significant and tangible benefits of expanded BASIS offerings.

In February, members of the School's Board and School and network-level leaders met with members of PCSB and PCSB staff leaders to discuss the pending expansion proposals. PCSB highlighted certain overarching challenges (characterized as "headwinds") that it asked the School to consider and address in this application. These are identified and discussed below. In addition, the School, in communication with our own local communities (current and potential families, students, faculty, staff, and local ANCs), have identified a few challenges unique to the School that are also addressed. However, when reviewing each of these challenges, their associated opportunities for growth, and the overall benefits of expansion, we believe it should be clear to the Public Charter School Board that the challenges can be overcome to the great benefit of the sector and the School community.

Demand/Enrollment

BASIS DC understands that the Public Charter School Board is concerned for three reasons around student enrollment and demand. First, that historic data demonstrates that many schools, even top preforming ones, often do not open fully enrolled. Second, there is a limited sector/public school overall market capacity due to decreased birth rates and limited population growth projected. Third, more seats have already been

granted to LEAs than there is anticipated need based on current enrollment and projected market growth These concerns are valid, but they should not stop the PCS Board from voting in favor of expansion for BASIS DC to open a K-4 for three reasons that will be fully expanded on in question four. There is clear and compelling demand from the city's own sector planning document for existing BASIS families, from independent market research (for new grade levels), and because the primary justification for the role of the PCSB is charter authorization (closure, renewal, and accountability) for the explicit purpose of providing parents with the choice for high-quality seats. Quite simply, according to the PCSB's own data accountability systems, metrics, and report cards – BASIS DC is one of the top-performing charter schools in the city. To fail to authorize BASIS DC for expansion would be a failure to meet the unmet demand for high-quality seats, which would be a disservice to all DC families, including particularly those from traditionally underserved communities.

Moreover, the relationship between BASIS DC and the PCSB over the past four years has clearly demonstrated a deep willingness to engage and brainstorm on sector issues and make changes to meet the needs of students, families, and the sector.

Recruiting and Retaining Teachers and Staff

Due to staffing shortages in the city, PCSB has expressed a concern that BASIS DC may not be able to find the necessary talent to open the school fully enrolled. BASIS DC has demonstrated year-over-year capacity to be fully staffed, with an emphasis on teacher retention and quality of life. Therefore, while this concern may be evident in some areas of the sector, the plans that BASIS DC has executed for ensuring high-quality teachers and high rates of teacher acquisition and retention demonstrate the School's ability to overcome this challenge historically and currently. Internal recruitment data for the existing 5-12 campus shows an average of 40 new applicants for each new filled position, with a total of over 2000 applicants for just over 50 positions hired. Thanks to a sophisticated recruiting system and a dedicated team in Human Resources and at the School, inappropriate applicants are quickly screened out and strong candidates are passed onto School leaders who have a stellar track record at sealing the deal with top talent. Indeed, the School's conversion rate on accepted offers is incredibly strong, with an offers made to offers accepted ratio of 1.15 to 1. As such, PCSB should not consider this an insurmountable headwind in its consideration of approving the BASIS DC K-4 expansion.

BASIS DC recognizes that teachers and educational leaders are the most important in-school factor contributing to students' academic success. Early educators create the essential foundation for children's future learning and development, and BASIS is constantly reviewing and improving its systems to attract and retain our educators.

There are two parts to building a high-quality teacher team—attracting and retaining. Attracting talent:

- We have engaged a robust Talent Management team through the network-wide BASIS HR/Talent team. These are mission-critical roles designed to support our growth and expansion needs. Having dedicated staff in place to focus on

research-based best practices with talent acquisition and talent strategy ahead of our growth in year one will put us in a strong position.
- The talent team will put dedicated boots on the ground support for the K-4 expansion process the moment that we are approved, including a nationwide search for the senior leadership for the primary grades.
- We have built out strong and proven market strategies for attracting top talent for the DC market, including strong advertising of our value add for teachers.
- We have revamped our teacher marketing materials, examples of which are included in Appendix G.

Attracting talent is just one part, BASIS DC also must retain top talent to support the K-4 expansion, particularly given the unique and highly-effective two-teacher model.

BASIS DC builds a community of educators in which everyone feels connected to our school mission and supported through a strategic action plan (Please see Appendix J for more information about staff retention strategic goals) starting with survey data. School planning around staff culture includes a regular cycle of action and assessment. Each cycle includes small and measurable tasks such as training, outreach, appreciation, etc., and is informed by the most recent staff survey data.
For example, recent survey data showed teachers felt that transparency around salary and bonuses was one of the most important items for them to stay at BASIS DC. As such, BASIS DC worked hand-in-hand with teachers to develop a new and innovative salary model that prioritizes what the teachers felt was most important: transparency, flexibility, and excellence. (See Appendix G) BASIS DC has historically provided nearly 15% additional compensation to teachers in the form of bonuses set out in three structures: attendance, student performance on AP tests, and discretionary performance (called Annual Teacher Fund "ATF"). However, after listening to teachers, we realized that the attendance bonus was not meeting its desired goals. By and large, teachers reported they would rather have the time afforded to them through paid time off than the attendance bonuses. We diverted those funds to instead hire a pool of substitute teachers to allow teachers the freedom to take time off and feel confident about the person left in charge of their classroom and to dramatically reduce the need for our teachers to regularly sub for their colleagues. Teachers also shared that they wanted more transparency in the ATF bonuses, so we ran several workshops about how these performance-based bonuses worked and tied the bonus amounts into the teacher observation and evaluation rubric for the school.

BASIS DC also ensures the highest level of professional culture through a robust professional development program. BASIS DC teachers, leaders, and staff are provided extensive professional development through summer workshops and week-long summer institutes. Instructional techniques, curriculum planning and resources, and student support strategies are addressed. Workshops cover an array of instructional areas rounding out quality student interaction and engagement.

All teachers participate in ongoing observations and feedback cycles. These observations are centered around short-term and long-term pedagogical goals, classroom best practices, and tier-one strategies for student support. During feedback cycles, instructional staff design rigorous lessons and strategies to encourage students'

higher-order skills. Instructional staff also participate in weekly Professional Learning Communities, during which they dive into conversations about classroom practices and growing their own pedagogy. Weekly staff meetings focusing on both vertical and horizontal alignment provide frequent discussions with grade-level and department teams. These include data reviews of academic performance and behavior. All trainings target improving our teachers' ability to implement the BASIS Charter School Curriculum and the academic standards.

The BASIS team monthly and bi-annually reviews staff feedback and makes critical adjustments to address the staff experience on campus and create more career opportunities to keep top talent growing and thriving at BASIS.

These cycles of listening and acting are what drive high rates of teacher retention. Indeed, BASIS DC has been a sector leader in teacher retention, with typical retention rates over the last five years that are approximately 10% higher than in other charter schools.

While we understand that the PCSB does not want us to rest on our successes alone in justifying the K-4 expansion, with respect to teacher retention, we believe strongly that the best gameplan for the new challenges we will face (and have mitigated in the K-4 schools we have opened nationwide) is a continuation of the best practices currently in place.

Serving Traditionally Underrepresented Students and Students with Disabilities

BASIS DC has always been committed to serving students from historically underserved communities, including students considered "at risk" who may be experiencing economic disadvantages or homelessness, and students with disabilities. Although some in the community have had the mistaken impression that the rigor and academic excellence inherent in the BASIS model excludes those students, that could not be further from the truth. Instead, the BASIS model is built on meeting students where they are and teaching them that with hard work and dedication they can achieve great things. Our School boasts universal graduation and college acceptance, not just for gifted students from privileged backgrounds, but for all students. Students with disabilities get into their colleges of choice and students considered "at-risk" have their share of the thousands of dollars in scholarship money awarded to our graduates each year.

The key to this success is understanding students and their needs and recognizing that all students are not the same. Some need accommodations and even modifications to be successful. Some need access to safe environments and nutritious meals. And still others need to know that their teachers care about them, understand them, and represent them. For these reasons, the timing could not be better to expand our School to include primary grades. These commitments, which have been a cornerstone of our values since the School opened, have been given even more emphasis and support over the last few years.

The School has undertaken a campaign to market directly to families of students with disabilities and has recently added an equitable access preference to its lottery, two programs that will be extended to the primary campus if this expansion amendment is approved. Additionally, in the last couple of years the School has overhauled its special education program to design a system that allows special education teachers the time to get to know and understand their students, but also allows students to maintain access to the regular education environment through robust supplementary aids and services, including direct support, available in the regular classroom. These updates will be able to seamlessly fit the primary school model where there are already two teachers in every classroom who can ensure the availability of such supplementary supports and who can partner with special education teachers to ensure accommodations and modifications, if needed, are fully implemented.

The new primary campus will be located in a similarly safe neighborhood with proximity to public transportation, and the School's established National School Lunch Program will be extended to the primary campus to provide students' who qualify for free and reduced meals with healthy and abundant food because the School understands that students cannot be successful when they are plagued by hunger.

BASIS DC is not naïve to the challenges of serving these students, but we believe strongly that our K-12 educational programs should be available for any family and any student who wants to work hard and succeed, and we are eager to take on these challenges to provide the world-class BASIS Charter School Curriculum to DC primary students.

Facilities & Transportation

BASIS understands that school location significantly influences families' decisions, considering factors such as the convenience of commuting between campuses. Additionally, surveys show the availability of space, including outdoor areas and gym/recreational facilities, is also a key consideration for current family needs. Please see Appendix D for more information regarding survey results from current families.

Although a facilities amendment request is not included in the current request package, we recognize just how critical the facilities decision will be for the long-term viability and success of the primary grades expansion. For this reason, our Growth team has begun to search, in earnest, to ensure the availability of appropriate facilities that will meet the School's expanded needs in SY2025-2026. To effectively mitigate challenges related to facilities, we are prioritizing locations that offer outdoor and recreational spaces. This is important for K-4 students' healthy development, but a space that helps expand the overall offerings for current families doubles as resource for the 5-12 campus.

BASIS DC also gleaned important information regarding potential K-4 families' priorities with regard to campus location and transportation via the survey conducted in partnership with DeliverED. Transportation and accessibility proved to be

overwhelmingly important needs amongst those respondents who expressed the highest levels of interest in a K-4 program (n=70). Sixty-nine percent indicated metro or bus accessibility was important or very important, and 60% indicated walkability was important or very important. Respondents also expressed a strong interest in a school-provided shuttle service. This important information will be used to inform BASIS DC's facility decisions and the determination of the location of the future K-4 program.

Given these responses and that at least 60% of our current community utilizes public transit, the proximity of our new location to public transportation networks is a key consideration. The School's Growth team is looking for facilities within reasonable distance to the current campus as well as ready access to public transportation. Emphasis is being placed on locating within a safe neighborhood where families, students, and School staff will feel safe walking. Additionally, we are investigating the feasibility of providing transportation options in the future to further enhance convenience and address commuting needs between campuses.

3. **Do you meet the performance criteria described in the ECI Policy and the 2023 Temporary Guidance? Explain.**

BASIS DC PCS _meets and exceeds_ the performance criteria as outlined in the *ECI Policy* and 2023 Temporary Guidance.

Since its inception, BASIS DC PCS has ranked among the upper echelon of charter schools in DC. In both 2018 and 2019, BASIS DC middle school and high school achieved Tier 1 status, with the high school achieving the highest score of any DC charter school with a score of 97.7%. Indeed, the BASIS DC high school has consistently scored in the top 90th percentile of the Performance Management Framework (PMF) since 2016, while the middle school has shown exceptional growth from Tier 2 status in 2017 with a score of 59.0% to a return to Tier 1 status in 2018 and 2019 with scores of 70.8% and 84.3%, respectively.

BASIS DC PCS students have also exceeded overall state proficiency rates on the PARCC tests in both Math and English Language Arts (ELA) for SY021-2022 and SY2022-2023. Despite the enormous challenges presented by the COVID-19 pandemic, BASIS DC students and teachers persevered and the results for SY2021-22 were outstanding. A significant majority of students met or exceeded college and career readiness standards (level 4+) across all grade levels in both ELA and Math. Additionally, the majority of students in all subgroup categories scored approaching college and career readiness standards or above (level 3 or better) in ELA and Math. At least 65% of students in all race/ethnicity subgroups achieved level 3 or better in Math and at least 83% of all student race/ethnicity subgroups achieved level 3 or better in ELA. _Most notably, BASIS DC students outperformed their statewide peers in all domains and all subgroups, in some instances scoring at a rate of double to six times the state average_. The BASIS DC results provided in the tables below show a stark contrast with the overall DC state proficiency rates, demonstrating the dramatic impact a high-quality, high-performing charter school can have on students across every demographic category and group.

School Year 2021-2022 PARCC Results

Grade Level	English Language Arts			Math		
	BASIS Students scoring 3+	BASIS students scoring 4+	All DC students scoring 4+	BASIS Students scoring 3+	BASIS students scoring 4+	All DC students Scoring 4+
Middle (5-8)	92.2%	**70.4%**	**30.1%**	87.9%	**65.7%**	**21.3%**
High (9-10)	95.7%	**85.3%**	**33.2%**	84.5%	**59.6%**	**10.4%**
All Grades	92.9%	**73.7%**	**30.7%**	86.9%	**64.0%**	**19.3%**

Students with Disabilities	English Language Arts			Math		
	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+
	65.6%	**34.4%**	**6.9%**	54.3%	**25.7%**	**4.7%**

Students identified as At-Risk	English Language Arts			Math		
	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+
	72.2%	**44.4%**	**15.2%**	53.65%	**31.7%**	**6.1%**

English Language Learners	English Language Arts			Math		
	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+
	73.7%	**26.3%**	**17.1%**	68.4%	**15.6%**	**12.5%**

Race/ Ethnicity	English Language Arts			Math		
	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+	BASIS students scoring 3+	BASIS students scoring 4+	DC students scoring 4+
Asian	87.5%	**74.9%**	**71.9%**	86.5%	**64.9%**	**61.9%**
Black/African American	83.0%	**53.8%**	**20.1%**	65.0%	**29.2%**	**8.0%**
Hispanic/Latino of any race	92.8%	**73.2%**	**30.5%**	82.8%	**53.4%**	**17.2%**
Two or More Races	97.1%	**72.5%**	**63.8%**	90.5%	**67.6%**	**52.0%**
White	96.6%	**81.5%**	**79.7%**	95.9%	**79.24%**	**70.2%**

The SY2022-2023 PARCC results further demonstrate the exceptional performance of BASIS DC PCS. Not only did the majority of BASIS DC students across all grade levels and all student subgroups score 3 or better, BASIS DC student scores significantly outpaced citywide averages in *every* group and subgroup. Results indicated that 33.7% of all DC students who took the ELA assessment and 21.8% of all DC students who took the Math assessment were at- or above- grade level. In sharp contrast, 76.65% of BASIS DC students scored at- or above-grade level on the ELA assessment and 63.28% scored at- or above- grade level on the Math assessment. _For the second year in a row, not only did every subgroup of students at BASIS DC outperform their comparable subgroup citywide, BASIS DC students identified as students with disabilities and At-Risk/Economically Disadvantaged outperformed the citywide scores for All Students in Math and ELA_.

In Math, BASIS DC English Language Learners also outperformed the All Students citywide average in addition to the citywide English Language Learner subgroup. These results are demonstrated in the charts below. This achievement is a testament to the quality of the BASIS Charter Schools Curriculum, the outstanding teachers and staff at BASIS DC, and the hard work and perseverance of BASIS DC students.

School Year 2022-2023 PARCC Results

All Students At- or Above- Grade Level PARCC ELA

	Middle School	High School	All Grades
BASIS DC	72.0%	92.1%	76.7%
DC Overall	36.3%	34.5%	33.7%

Legend: ■ BASIS DC ■ DC Overall

All Students At- or Above- Grade Level PARCC Math

	Middle School	High School	All Grades
BASIS DC	62.4%	66.1%	63.3%
DC Overall	20.7%	11.1%	21.8%

Legend: ■ BASIS DC ■ DC Overall

Students At- or Above- Grade Level PARCC ELA

Subgroup	BASIS DC subgroup	DC subgroup
At-Risk*	55.6%	18.2%
Students with Disabilities	45.3%	8.3%
English Language Learners	26.7%	20.9%

Students At- or Above- Grade Level PARCC Math

Subgroup	BASIS DC Subgroup	DC Subgroup
At-Risk*	27.8%	7.8%
Students with Disabilities	32.1%	5.5%
English Language Learners	26.7%	16.1%

4. **Demonstrate that there will be sufficient demand to sustain the proposed expansion by responding to the data in the Sector Planning Supplement. To inform your case for demand, answer these questions.**

   a. **How does the scope, pace, and need for the expansion reflect DC's current demographics and growth projections?**

Sector Planning Data

- 2024 DC PCSB Sector Planning Supplement indicates birth rates continue to decrease in DC and the number of students leaving public schools has increased. Additionally, cohort retention for PK-5 has decreased in recent years. The DC Policy Center forecasts that enrollment in both traditional and charter public schools will continue to decline. However, the DC Office of Planning has estimated the school-aged population (ages 3-17) will grow by just under 7,000 children by 2030 to a total of just over ~57,000 students in grades pk-5.
- In SY22-23, DC charter schools were authorized to serve 9,755 more students than actually enrolled in the respective LEAs.
- DC PCSB has approved 3,117 new seats in grades PK3-5 between 2020 and 2030. This represents 150% of anticipated growth by 2025 and 295% through 2030. Specifically, PCSB has approved seats for 2,062 more students than are anticipated to enter the PK-5 market by 2030.
- There are currently 60-high quality, high scoring elementary schools (as defined by the DC School Report Card Score) and only 32% have a waitlist-to-seat ratio of >1.
- The 2024 Sector Planning report concludes approved seats already exceed high estimates for anticipated growth, and most existing high-quality schools do not have a favorable waitlist-to-seat ratio.

The PCSB may conclude from these reported and accepted facts that there is simply no space or need for expansion; however, that is simply untrue. While this data demonstrates that enrollment rates sector-wide are not set to expand, the data does not speak to the desire of families to select seats at one school vs another. When considering if there is sufficient demand, the analysis cannot be scope-limited to the number of students, births, or moves. Rather, a showing of demand should include the actual demand from families in the MySchoolDC lottery. District families have demonstrated that in fifth grade alone (part of the 50,000 students in the sector planning document, see page 22), over 500 parents requested to join BASIS in the lottery. That is 1% of the entire planned sector for all of pk-5 enrollment in this school year (2022-2023). Even in assuming a conversion rate of 50% for seat offers vs. enrollment and even projecting a far more conservative interest level for primary seats than the School's current and historical realities for grade 5, BASIS DC meets the necessary demand to support the requested ECI and grade level expansion at the faster to full enrollment level, as well as PCSB's recommended slower growth rate. Even imagining a scenario that is beyond conservative to cut-rate, wherein BASIS DC's K-4 expansion only attracts one-third of the current 5th-grade application rate, it is fair to project at least 80 applicants in each of the K-4 grade levels, accounting for 400 of the 57,000 students in the sector. Therefore, even with highly conservative estimates in comparison to current enrollment trends and demand, the BASIS DC K-4 would easily fill all offered seats outlined in our planned enrollment schedule. Furthermore, such expansion would still only account for a marginal set of the citywide sector planning documents. Therefore, the PCSB must consider more than just total seats, but also factor in that families disproportionally select into the existing, established, and highly performing BASIS network. In considering the clear evidence of current city families' desires, the PCSB should vote to approve this expansion.

Demand Research

BASIS DC understands, however, that current enrollment patterns in the 5-12 model alone cannot justify parent demand for the K-4 expansion. The School requests that PCSB compare the sector planning guide to the independent analysis conducted by BASIS DC and partner organizations to reach a positive outcome vote for expansion. In order to better understand potential demand for a K-4 program, BASIS DC partnered with the independent market research firm Kalibrate to identify "in profile" prospective families based on historical enrollment patterns. This data was then utilized to inform the target audience for the subsequent survey and focus groups conducted by DeliverEd, a local education research firm. In partnership with DeliverEd, BASIS DC sought to determine local levels of interest in the BASIS K-4 program and the educational priorities of perspective families. Please see Appendix B for a complete analysis of survey and focus group results, as well as the foundational data and market profiles developed by Kalibrate. These extensive, multi-year data projections conducted by third party vendors using scientific research methods demonstrate substantial demand potential for the K-4 BASIS model of a conservative estimate of 2,301 students who would be likely to seek enrollment.

A diverse population of 187 respondents were recruited to participate through various online posts and in-person at the local Safeway in Ward 7. Overall, the survey respondents' demographic profile generally reflects the community's composition. It also aligns with the targeted audience suggested by the marketing profile developed by Kalibrate.

- Respondents included participants from all 8 Wards, with the highest participation from Ward 5 (35%), followed by Ward 4 (17%), Ward 7 (16%) and Ward 6 (11%).
- 45% of respondents identified as White and 40% identified as Black or African American.
- A plurality of respondents (44%) reported achieving a Master's degree or higher, with 19% reporting achieving a Bachelor's degree. Educational attainment has proven to be the best predictor of parent interest in BASIS Charter Schools across the BASIS Network, and as such the results of the survey align with our expectations of high interest in our program among parents with advanced degrees who are seeking K-12 schools that will set their children up for similar future academic success.
- Respondents' level of familiarity and affiliation with the school was of near equal distribution, with 27% indicating they were affiliated with the school (e.g., a current or former BASIS family), 38% unaffiliated but familiar, and 35% unaffiliated and unfamiliar. This distribution indicates a nuanced approach is necessary when interpreting respondents' perceptions of BASIS DC and whether that perception is tied directly with personal experience with the school.

The perception of BASIS DC among respondents of all levels of familiarity and affiliation was generally positive and often linked to the School's rigorous academic standards and notable achievements of its students. This is demonstrated by 62% of respondents reporting a favorable opinion of BASIS DC, with 23% reporting a neutral opinion (n=114)

The majority (53.8%) of respondents with an elementary-aged child in the household indicated they were likely or very likely to enroll their child in a BASIS K-4 program. This represents at least 70 families. An additional 23% were neutral or unsure as to whether they would enroll their child (n=130).

The significant segment of participants with a neutral response regarding their opinion of BASIS DC and their likelihood of enrolling in a BASIS K-4 program can be characterized as a "moveable middle" and represents an opportunity for BASIS DC to engage with additional prospective families regarding the opportunities available in a BASIS K-4 program.

Ultimately, BASIS DC believes the level of interest and likelihood of enrollment expressed in the survey results viewed in conjunction with the market research data demonstrates there are approximately 2,301 students in DC who may be interested in a BASIS DC K-4 program. We recognize that the survey conducted by DeliverED is not a statistically representative sample. However, when extrapolating the findings from the comprehensive demand research to the larger DC population, the results indicate notable demand for a high-quality K-4 program. The BASIS Charter Schools offer such a program in dozens of high performing primary schools spread across three other states and justifies the proposed expansion.

Seat Quality

Lastly and most importantly, in considering demand, we request that the PCS Board consider not only seat availability, historical trends, and independent market research – but also its role as a policy-making and regulatory body. The PCS Board states that its mission is to (1) Approve, monitor, and evaluate schools, with an emphasis on equity and academic excellence, to, (2) Create policies and conditions to empower educators to do their best work in service of students, and to (3) Actively engage families, schools, and communities to inform our decision-making. Further the PCS Board's pertinent stated strategic priorities include (1) Excellent Schools. Ensure that DC PCSB decision-making **responds to citywide need and results in improved outcomes for all DC students,** especially those in historically marginalized groups and (2) Effective Organization. **Align our internal structure, processes**, and culture with our strategic plan to allow DC PCSB **to create the conditions for student success in DC**. (Emphasis added)

In this expansion application, BASIS DC clearly demonstrates it is a school that provides high-quality academic excellence and has engaged families that want expanded opportunities for enrollment. The School's PARCC subgroup scores highlighted herein is a clear data point based on standardized measures that show the School's capability to help students of all types across all student groups perform at uniquely high levels. The School sees these core values and characteristics and this historical success as directly aligned with PCSB's second stated goal of creating policies and conditions that empower educators to serve students, as well as its strategic priorities to improve outcomes for all DC students and create conditions for student success. Thus, the School and its Board respectfully but strongly requests that the PCS Board focuses its

decision-making authority on voting to approve BASIS DC's expansion amendment requests. To do otherwise raises the question of what message a vote to deny would send as a policy decision to educators and parents alike. If a school like BASIS DC cannot expand when we are already offering the highest quality seat for our current grades and given a proven track record of successfully opening dozens of high performing primary schools in a wide variety of diverse markets – is the PCS Board meeting its commitment to optimizing conditions for educators to serve students? What does that mean for its other goals and responsibilities? It seems unlikely that PCSB could be indicating that the sector planning report must be accepted on its face without nuanced and circumstantial analysis or no charter schools could expand no matter how good or how excited the potential families are to be served. If that were the case, what would it mean for the Public Charter School Board's role as authorizer if there were no more seats to authorize? We, therefore, urge the PCS board to vote to approve expansion not just because demand is evident but because demand for a high-quality seat should be met and prioritized by the sector as a policy.

   b. **For schools serving grades PK3 – 12, discuss, at minimum, the waitlist-to-seats offered ratios and enrollment trends at all campuses. For alternative and adult schools, discuss, at minimum, mobility data.**

BASIS DC's historic lottery data reflects the high demand for the BASIS Charter Schools Curriculum in DC. BASIS DC's seat offerings, total number of applications and waitlist-to-seats offered ratio is reflected in the table below. Based on the School's curricular model, seats are typically only offered for the 5th grade entry year. As demonstrated here, demand for the current BASIS DC program far exceeds the available seats. Indeed, the overall demand for the past four school years is three times the available seats, with an average ratio of 3.3 to 1. Please see Appendix C for comprehensive analysis of historic BASIS DC application, waitlist, and enrollment trends.

School Year	Grade Level	Total Applications	Total seat offers	Waitlist to Seat Offer Ratio
SY 2020-2021	5	448	134	**3.34:1**
SY 2021-2022	5	374	131	**2.85:1**
SY 2022-2023	5	438	136	**3.22:1**
SY 2023-2024	5	509	134	**3.8:1**

Of additional note is the percentage of lottery offered seats enrolled. For the past four school years, most matched offers result in subsequent enrollment as shown in the table below.

School Year	Grade Level	Lottery Offers	Lottery Offers Enrolled	Lottery Offers to Enrolled Rate	Waitlisted	Waitlist Offers Made	Waitlist enrolled	Waitlist to Enrolled Rate
SY 2020-2021	5	135	75	56%	218	133	59	44%
SY 2021-2022	5	150	108	72%	114	61	22	36%
SY 2022-2023	5	135	102	76%	155	53	34	64%
SY 2023-2024	5	150	95	63%	188	75	38	51%

Applicants also ranked BASIS DC very highly in their preference. As reflected in the table below, the majority of applicants to BASIS DC ranked the school as their first or second choice. Most notably, the number of applicants who indicated that BASIS DC was their number one choice school exceeded the number of available seats.

School Year	Grade Level	Total Lottery Applications	Rank 1 #	Rank 1 %	Rank 2 #	Rank 2 %	BASIS DC as a Top 2 Choice
SY 2020-2021	5	411	147	36%	183	45%	**80.3%**
SY 2021-2022	5	323	134	41%	138	43%	**84.2%**
SY 2022-2023	5	383	158	41%	72	19%	**60.1%**
SY 2023-2024	5	441	190	43%	57	13%	**56.0%**

Additionally, historically strong demand has not caused BASIS DC to forego efforts to recruit students for its high-quality seats. The School's Marketing team make persistent efforts to drive enrollment. Moreover, BASIS DC is committed to recruiting a diverse student population, which in recent years has included marketing efforts to target students with disabilities and students who are considered "at-risk." During the 2023-2024 school year, the School requested, and was granted, the opportunity to add an equitable access preference to the lottery, helping to ensure that the diverse learners have a pathway to attend the School.

5. **Describe how the school has engaged its internal community in its decision to expand. Submit documentation of the school's communications with its staff and families or adult students regarding the proposed expansion. Identify the internal community's concerns and how the school is responding to their needs.**

BASIS DC has been interested in and working towards expansion to primary grades in order to establish a full K-12 presence in DC for many years. During these previous expansion efforts, the School has regularly engaged its families and staff regarding the process and their thoughts, hopes, and concerns. Because the School has been working on this goal for some time, it has had the opportunity to learn about questions and concerns around expansion and take proactive action to mitigate those issues, such as building the need for reasonable proximity between an incoming primary feeder campus and the existing school site into its facilities search.

Since the decision to pursue primary expansion following the lifting of the moratorium on expansion requests, BASIS DC has engaged its internal community in its plans to expand to a K-4 through many different avenues. School leadership has sent internal correspondence and announcements to families, held town halls dedicated specifically to the topic of expansion, and posted internal surveys to gather feedback from families. Please see Appendix D for documentation of internal community engagement efforts. Through these efforts, School leaders have learned that families largely favor expansion, but want to ensure that it does not diminish existing programs. Please see Appendix I for a compilation of letters from current families in support of the proposed expansion. Fundamentally, BASIS DC families would like the larger city to understand the benefits of BASIS and the BASIS model. They wish to see expanded opportunity for families who want what BASIS has to offer without a reduction in the quality of service for existing families, which means no reduction in seats, services, or facilities for the existing school. Instead, the expansion should be able to support and sustain itself through the addition of necessary seats and staff. We hope we will be able to meet the expressed needs of the BASIS DC community given a positive outcome to this expansion amendment application.

We first informed our families of our intention to expand through internal messages a year ago in May of 2023, on May 3rd and May 17th, respectively. These messages included an invite to a town hall for the internal community of families and staff, as well as of the management company's senior management and current K-4 BASIS Charter school teachers and school leaders. This allowed engagement and an educational opportunity for current families and staff about the BASIS primary model. Since that message, we held our first Town Hall dedicated to expansion on May 24, 2023. Since the initial Expansion Town Hall, families have been given the space to ask questions and pose concerns at every subsequent Town Hall that addressed the current state of school for BASIS DC 5-12.

Furthermore, in open meetings of the BDC Board of Trustees, expansion conversations explored multiple pathways and opportunities for growth. We partnered with DeliverED a local education non-profit that helps schools think through growth and supports with research. We also partnered with national market research group Kalibrate to help the board level set of demand considering/contrasting the PCSB sector analysis guide.

Proactively Addressing Community Concerns

While we have been forthcoming with families in explaining that the burden of the expansion would not fall on the current staffing team at BASIS DC and that the purpose

of the expansion would leverage economies of scale, enhancing resources and outcomes for all members of the BASIS DC community, there were issues centered on two major themes: location accessibility and facilities, and the impact an expansion would have on enrollment of 5th grade students moving forward for families who chose not to enroll in a BASIS K-4.

Many of our families raised concerns centered around our current facilities and its lack of a gym, outdoor space, and classroom space for students. The concern was not just centered in the current state of the building but their belief that our expansion efforts would be better suited in finding a facility that is large enough for a K-12 or a location in proximity for a shared recreational space.

This concern would be addressed with the expansion of the second location as we are exploring facilities that can be used as a shared space between both campuses. Additional information regarding local school community concerns and how BASIS DC will address those concerns can be found in the answer to question 2.

Continual Communication

BASIS has worked to find ways to communicate with and involve the internal community keeping them informed of key updates and considering their feedback when appropriate. We have completed the following steps to assess our plans for growth and engage our community in the planning process:
- o Internal Staff Message on May 17th, 2023, to inform our community about our initial plans to expand to a K-4 model.
- o Through the initial communication, internal staff and families were invited to take a survey on May 17th, 2023, and encouraged to send the survey to friends and family.
- o We then held an internal community only expansion info session on May 24th where families could address their concerns, hear from the BASIS team, and learn more from current teachers at the K-4.
- o We updated the Internal community both teachers and staff via a message on September 20, 2023 to inform them of key information and updates.

In addition to these more pointed communications, we have updated our internal community about our expansion efforts during our whole school townhalls for the 2324 SY:
- • 9/20- Whole School Town Hall: **https://www.youtube.com/watch?v=3hZILOJNSbw&feature=youtu.be**
- • 11/30 - Whole School Town Hall: **https://youtu.be/AGnbZKXjYZA**
- • 3/8 - Whole School Town Hall: **https://www.youtube.com/watch?v=Fc_xePV-rvA**

BASIS DC has done extensive internal planning work to assess the interest, feasibility and likely success of expanding our campus to serve more students. In 2023, BASIS engaged DeliverEd to conduct a strategic analysis of our school's growth plans and engaged Kalibarte to do market research on the demand profile of potential k-4 families in DC. Between 2014-2024, BASIS DC school, in partnership with our board and with network leadership completed the following steps to assess our plans for growth and engage our community in the planning process:

- Parent and staff surveys to assess interest in student growth and feedback on various approaches to expanding our campus (replication, expansion, transportation, facilities, etc).
- An architectural assessment on multiple locations.
- Growth messaging and community meeting with families and staff.
- Engagement with our school community through town hall-style meetings.
- Advocated for, received, and implemented the Equitable Access Preference.
- Developed a multi-year strategic plan for school and community growth and managing community concerns.

6. **Describe how the school has engaged the surrounding external community. Submit documentation of communications with neighbors, Advisory Neighborhood Commission (ANC) Commissioners, Councilmembers, and other community groups, notifying them of the school's plans.**

BASIS DC has yet to identify a facility, and therefore has not informed a particular ANC of plans to locate in its neighborhood. Nevertheless, the School has attended multiple ANC meetings in neighborhoods that are being considered as potential locations.

The School has notified the State Board of Education for Ward 2, as well as the Ward 2 and Ward 6 City Council members. In addition the School, has informed the DC Charter Alliance, the DC Special Education Cooperative, and PAVE about its interest in expansion.

a. **When did the school inform the ANC of its proposed expansion? Has the school already presented its expansion plans during an ANC meeting? If not, when will it do so?**

The School will notify the appropriate ANC once it has received approval from PCSB for this expansion amendment and identified the facility in which to locate the primary campus.

b. **Summarize the external community's concerns, if any, and describe the school's response with specificity.**

In our meetings with ANCs, the usual concerns are with how the School will impact traffic patterns, construction, and impact to the existing local schools. BASIS DC is committed to working with ANCs and local community groups to make sure our final location is one that makes sense and is beneficial to both the School and community.

7. **Which, if any, of the 10 additional indicators did the school not meet? For each indicator missed, explain why. What evidence suggests that you are improving in these areas?**

BASIS DC meets all 10 additional indicators under the Enrollment Ceiling Increase policy, as confirmed by DC PCSB staff.

8. **Complete and submit DC PCSB's [Five-Year Operating Budget](#) template in accordance with its instructions. Explain the financial objectives supported in the attached Five-Year Budget.**

The Five-Year budget template is attached as Appendix H. The budget shown in the "base case" sheet is designed for the School's desired expansion model to open with grades K-4 in year one with an initial K-4 enrollment of 318 students. Also included in the workbook is the slow-growth model contingency budget requested by DC PCSB, which includes an expansion of two grades per year with 150 students per year.

a. **Describe contingencies if per-pupil funding is lower or outlays are higher, any planned fundraising efforts, and cash flow management.**

BASIS DC K-4 will have contingency plans in place if funding is lower than expected. In the case of lower funding each layer of costs will be examined to streamline and reduce costs while not affecting the education in the classroom. Costs would be reduced to ensure the viability moving forward. BASIS employs a strict cash flow management process which includes budgeting and review of budgets throughout the year with school staff to make sure all goals are met.

The School's grants team regularly searches for available grants that can supplement the School's funding and applies for grants available from public and private sources in order to bring in additional revenue. Over the last few years the School has been fortunate to bring in more grant money than anticipated, some of which was tied to federal Covid-19 relief funding, but also found private grant funds that helped to improve student outcomes through increased availability of summer programming and technology, etc.

In addition to appropriate contingency planning described above, BASIS has a variety of methods of fundraising throughout the school year. Parents and members of the community regularly donate to the School in small and large amounts through various fundraising campaigns. One such campaign that the School has historically been able to count on to bring in additional funding that goes to its teachers is Annual Teacher Fund, which supplements the School with performance bonuses for its teaching staff.

ENROLLMENT CEILING INCREASE

Schools seeking an ECI must also complete this section.

9. **Describe the school's current and proposed enrollment matrices. Complete the proposed enrollment matrix below.**

The school is seeking to add 548 K-4 seats to its current offering. As BASIS DC's current enrollment ceiling is 711 seats, the school wishes to increase it by 516 students to a total enrollment ceiling of 1227. BASIS DC's preferred rate of growth is reflected in the first table below in which the LEA will reach full enrollment within three years. Alternatively, as provided in the second table, is a growth schedule that adheres to the PCSB

definition of conservative growth (e.g., adding no more than 150 students and two grade levels per year) in which BASIS DC would reach full enrollment over a period of four years.

Proposed Enrollment Schedule – Preferred Growth					
	SY 2024 – 25	SY 2025 – 26	SY 2026 – 27	SY 2027 – 28	SY 2028 – 29
PK-3	-	-	-	-	-
PK-4	-	-	-	-	-
K	-	75	100	100	100
1	-	75	112	112	112
2	-	56	83	112	112
3	-	56	83	112	112
4	-	56	83	112	112
5	135	135	135	135	135
6	115	117	119	120	118
7	100	92	98	99	106
8	94	88	84	87	87
9	65	70	60	57	61
10	55	53	67	58	55
11	74	50	50	63	56
12	47	70	47	48	61
Adult	-	-	-	-	-
LEA Total	685*	993	1121	1215	1227

Proposed Enrollment Schedule – Conservative Growth					
	SY 2024 – 25	SY 2025 – 26	SY 2026 – 27	SY 2027 – 28	SY 2028 – 29
PK-3	-	-	-	-	-
PK-4	-	-	-	-	-
K	-	75	75	100	100
1	-	75	75	100	112
2	-	0	75	83	112
3	-	0	75	83	112
4	-	0	0	83	112
5	135	135	135	135	135
6	115	117	119	120	118
7	100	92	98	99	106
8	94	88	84	87	87
9	65	70	60	57	61
10	55	53	67	58	55
11	74	50	50	63	56
12	47	70	47	48	61
Adult	-	-	-	-	-
LEA Total	685*	825	960	1116	1227

10. Describe the staffing plan for the proposed expansion. Include the anticipated number of academic staff, non-academic, special education and EL staff, and mission-specific staff required for the ECI.

The value 685 represents the PCSB-approved BASIS DC enrollment projections for SY2024-25. While BASIS DC's current enrollment ceiling is 711 and despite significant demand for seats, BASIS DC does not enroll to the maximum of 711 due to facility constraints.

The BASIS Charter Schools staffing model is rooted in the principle of diversity and inclusivity, ensuring a mix of individuals from varied backgrounds and experiences to provide the students we serve with the resources needed to achieve exceptional academic outcomes. Our utilization of subject experts in the classroom provides students with teachers who are passionate about the material and have real-world experience with the subject presented. The outcomes for the students we serve exemplify the dedication and commitment that our teachers and support staff provide. We are committed to a fair and unbiased hiring process, valuing open-minded intellectualism and community collaboration as our core values. The table below reflects BASIS DC's proposed staffing plan for both the preferred and conservative growth models.

Staffing Model: BASIS DC Expansion

	Conservative Growth Model				Preferred Growth Model			
	2025-2026	2026-2027	2027-2028	2028-2029	2025-2026	2026-2027	2027-2028	2028-2029
Managers	Count	Count	Count	Count	Count	Count	Count	Count
HOS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
HOPS	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0
Director (DSA)	1.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0
Director (DAP)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Operations Director	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0
Total Managers	*3.0*	*4.0*	*6.0*	*6.0*	*4.0*	*5.0*	*6.0*	*6.0*
Instruction	Count	Count	Count	Count	Count	Count	Count	Count
Early Education Teacher	3.0	3.0	4.0	4.0	3.0	4.0	4.0	4.0
Early Education Teaching Fellow	3.0	3.0	4.0	4.0	3.0	4.0	4.0	4.0
Learning Expert Teacher	3.0	9.0	13.0	16.0	9.0	13.0	16.0	16.0
Subject Expert Teacher	4.0	10.0	17.0	21.0	13.0	17.0	21.0	21.0
Teaching Fellow	1.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0
Total Instruction	*14.0*	*26.0*	*40.0*	*47.0*	*29.0*	*39.0*	*47.0*	*47.0*
Support Staff	Count	Count	Count	Count	Count	Count	Count	Count
Dean of Students	1.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0
Auxiliary Programs Assistant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Auxiliary Programs Coordinator	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
College Guidance Coordinator	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LEA Data Manager	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Curriculum Coordinator	0.5	0.5	1.0	1.0	0.5	1.0	1.0	1.0
English Language Coordinator	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Custodian	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Facilities Coordinator	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Front Office Assistants	0.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0
Front Office Coordinator	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Health Coordinator	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Math Specialist	0.0	1.0	1.5	1.8	1.0	1.5	1.8	1.8
Reading Specialist	1.0	1.0	1.5	1.8	1.0	1.5	1.8	1.8
Registrar	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Registrar Assistant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
School Counselor	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Special Ed Coordinator	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Special Ed Assistant	1.0	3.0	4.0	5.5	3.0	4.0	5.5	5.5
Special Ed Specialist	1.0	1.0	2.0	2.5	1.0	2.0	2.5	2.5
Special Ed Teacher	0.0	1.0	2.0	3.0	1.0	2.0	3.0	3.0
Technology Coordinator	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Monitors - FT	1.0	2.0	3.0	4.0	2.0	3.0	4.0	4.0
Monitors - PT	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Support Staff	*14.0*	*22.5*	*29.0*	*34.5*	*22.5*	*29.0*	*34.5*	*34.5*

a. How will you attract and retain high-quality staff for the proposed ECI?

During the preparation phase, a dedicated DC talent recruiter will work with the DC school leaders to develop a targeted recruiting message that highlights our commitment to attract a diverse group of high-quality candidates who are passionate about providing a world-class education that is accessible to every student in the classroom.

Diverse Recruitment Strategy: We will utilize targeted job ads and actively seek candidates from diverse backgrounds through platforms like LinkedIn and Handshake.
1. Participation in Job Fairs and University events: Our recruiter and designated school staff will attend and participate in job fairs focused on recruiting a diverse staff, such as the spring Diversity in Education job fair.
2. Referral Program: We will utilize our existing referral program to encourage current team members to refer candidates from similar backgrounds and will continue to pay referral bonuses to incentivize this process.
3. Student Teaching: We have found much success in our existing student teaching program that allows us to recruit top candidates to do their student teaching in our schools and frequently convert to a full-time teaching position after they graduate. In DC, we will continue to foster relationships with universities and promote student career and development opportunities.

Talent Selection and Hiring:
1. Hiring Team: We will select a hiring team made up of the current and future school leaders, high performing teachers from the existing DC campus, and, as needed, early education experts from our network schools. This team will implement a comprehensive selection process, including screening, interviewing, and making offers, ensuring each step aligns with our commitment to diversity and inclusivity.
2. Interview Process: Candidates will participate in a total of three interviews for this role. The initial contact will consist of a phone screening with the DC recruiter followed by a formal interview with the hiring team. Most interviewees will participate in an in-person interview at our current DC campus, but virtual, on-line interviews will be accommodated. Teachers will then participate in a demo-lesson as their final step in the interview process; the details will be adjusted based on the grade and subject they are teaching but will be in-person at our DC campus.
3. Ongoing recruitment: The recruiter and hiring team will remain in role and be committed to maintaining a full staff throughout the school year. As positions become available, we will immediately begin sourcing for the best candidate using the same process described above. Our existing DC campus currently has an average of forty applicants for every position filled and we expect that ratio to continue to increase as we expand our grade levels and provide increasingly transparent salary and benefits information.

Retention: Attracting and retaining high-quality staff for the proposed grade expansion aligns with the commitment to excellence and equity as outlined in the DC PCSB strategic roadmap. To achieve this goal, we will implement several strategies focusing

on professional development, data-driven instruction, and fostering a supportive work environment.

Professional Development Opportunities: We recognize the importance of investing in our staff's growth and development. Our strategic plan emphasizes providing ongoing professional development opportunities tailored to the unique needs of our educators. By offering on-site training programs, PD workshops, classroom observations, weekly staff meetings, formal evaluations, and one-on-one mentorship opportunities, we aim to empower our staff to excel in their roles and contribute effectively to student success. An example of one such training program is included in Appendix G which shows the summer training schedule for teachers from 2023.

Our teachers are part of one of the nation's most collaborative and professional learning communities. All our schools use the acclaimed BASIS Charter School Curriculum and are supported by a network of curriculum mentors as well as the support they receive on from their school-based leadership teams.

Every new teacher attends a Summer Institute prior to the start of the school year. The Summer Institute is designed to effectively introduce each teacher to our internationally benchmarked curriculum and philosophy and provides teachers with the foundational tools needed for a successful and fulfilling teaching experience. During this training, teachers will be interacting with hundreds of educators from across the country and around the world who are joining our network for the first time.

Data Driven Instruction: We are committed to exceptional student outcomes through individual, student-focused support that is analyzed and adapted through a data-driven, collaborative process.

Supportive Work Environment: Our school prioritizes creating a supportive and inclusive work environment where staff feel valued, respected, and empowered. By promoting a culture of collaboration, open communication, and mutual respect, we aim to retain high-quality staff and foster a sense of belonging within our school community.

Recognition and Rewards: Recognizing the contributions of our staff is integral to our efforts to attract and retain high-quality educators. Our program includes initiatives to acknowledge and reward exemplary performance, such as employee recognition programs, performance-based incentives, and opportunities for career advancement.

Feedback and Continuous Improvement: Feedback mechanisms are essential for continuous improvement and staff engagement. Our model emphasizes the importance of soliciting feedback from staff through surveys, focus groups, and regular check-ins. By listening to the needs and concerns of our educators, we can make informed decisions to enhance the overall staff experience and retain top talent.

b. How will the proposed ECI affect student-teacher ratios?

With both the preferred growth and conservative growth plans noted above, the student-teacher ratios will be reduced because our schools utilize a two-teacher model in K-4th grade. The current 5-12 K program has a teacher-student ratio of 13:1;with the addition of primary students at either the conservative growth or preferred growth levels, the student-teacher ratios will be 12.60 or 12.34, respectively.

2025-2026 Added Instructional Roles

Role	Conservative Growth (150 students)	Preferred Growth (318 students)
Early Education Teacher	3	3
Early Education Teaching Fellow	3	3
Learning Expert Teacher	3	9
Subject Expert Teacher	4	13
Teaching Fellow	1	1
Total Instructional Staff Added:	14	29

BASIS seeks and hires elementary teachers who are knowledgeable, passionate and believe in transforming education. Our K-4 classrooms are co-taught with not one, but two elementary school teachers co-creating with students at all times.

Our Kindergarten classrooms are led by a Early Education Expert Teacher (EET) who has a degree and background in Early Childhood education and is responsible for delivering engaging lessons to their students. The Kindergarten Expert Teacher works collaboratively with a Teaching Fellow to co-teach all core subjects.

Early Education Teaching Fellows are degreed and collaborate with the EET on all aspects of lessons and learning in our kindergarten classrooms, working under the mentorship of the Expert Teacher. They build and maintain a positive learning environment for our students.

The instruction in grades 1–4 is rooted in a co-teaching, or "two-teacher" model as well. In these grades, students are supported in the classroom by a Subject Expert Teacher (SET) as well as a Learning Expert Teacher (LET).

Our SETs are degreed experts in their subject matter, bringing their passion and experience to the classroom (e.g. English Language Arts, Math, Science, Mandarin, Fine Arts, etc.). LETs, on the other hand, are specialists in pedagogy and typically are degreed in Elementary Education. They travel from class-to-class with their core group of students and support them through the day. LETs monitor students' individualized progress as they participate in the grades 1–4 curriculum, and communicate that

progress to parents. This co-teaching model maximizes student-teacher engagement and gives us the ability to provide extra support to students.

Our SETs are responsible for cultivating and implementing grade and subject specific lessons plans. The SET is also in charge of daily instruction and will collaborate with the LETs to ensure students' needs are met academically.

Teaching Fellows are degreed and serve multiple instructional functions on campus. Working under the mentorship of the Director of Student Affairs and in collaboration with the SETs and LETs, they build and maintain a positive learning environment for our students by providing substitute teaching coverage, providing academic support to assigned students, assisting with interventions, and assisting with tutoring support during after-school care.

c. **What impact will the grade expansion have on the school's leadership team and reporting structure? If the ECI requires the school to hire a new leader, please provide an updated organizational chart and describe the expertise necessary for the role.**

2025-2026 BASIS DC Org Chart
Conservative Growth Model

2025-2026 BASIS DC Org Chart

Preferred Growth Model

School Managers:

Head of School: The Head of School is responsible for all activities involving students and faculty at the school site. Their primary duties include hiring, training, mentoring and developing the faculty team. This person is accountable for building strong relations with the community in order to facilitate the fundraising necessary for teacher incentive and booster participation. With the help of the Head of Operations/Operations Director, the Head of School is tasked with making key personnel and financial decisions for the school. They are also ultimately responsible for the implementation of curriculum and charter school compliance at the campus.

Head of Operations: The role of the Head of Operations is primarily responsible for the finance and facilities functions for the school site. Responsible for vendor selection and management, purchasing and accounting, and facilities and technology management. This person serves as the onsite human resources contact and partners with the Head of School to ensure that academics meet BASIS standards. Our current DC campus has both a Head of Operations and an Operations Director. In the smaller, conservative growth model, this role will be replaced with an Operations Director who will report directly to the Primary Program Head of School. As we grow, this position will be added to the primary program and, eventually both roles will be filled.

Operations Director (Preferred Growth Model Only): The Director of Operations is responsible for the day-to-day operations of the school. This person is responsible for vendor selection and management, assists with purchasing and accounting, and helps facilitate technology management. The Operations Director ensures that the teachers and students have all supplies necessary, and that the facility is in the best working order to ensure the best possible academic outcomes.

Director of Student Affairs (DSA): The Director of Student Affairs role is to support a culture of academic excellence and ensure the success of every one of our students. This position is highly focused on academics and is responsible for establishing student support programs that lead to exceptional student outcomes. Through elevated expectations of student capabilities and a willingness to ensure that all students have the support they need to be successful, our Director of Student Affairs will take a data driven approach to assessing student needs, and thus allocate the resources needed to enhance their educational experience. Together with the Dean of Students, the DSA ensures that the social-emotional learning program is implemented and that all students are receiving the necessary resources to succeed. This person is also responsible for student discipline and works closely with the Head of School to ensure that the campus culture supports an academics-focused environment.

Director of Academic programs (DAP): The role of the Director of Academic Programs is primarily to organize and run all school-related events and programs to support a culture of academic excellence and ensure the success of students. This person designs and manages afterschool programs and other afterschool events, supervises student registration and curriculum, and creates and maintains teacher schedules and the school calendar. In the conservative growth model, this role will be covered by the Primary School Director.

Key Support Staff:

Registrar: The Registrar is primarily responsible for managing all systems related to student enrollment and records. They provide support to the faculty in ensuring all reporting requirements are met. The Registrar oversees the enrollment process, maintains physical student files and maintains attendance records.

Exceptional Student Services (ESS) or Special Education Coordinator: The role of the Special Education Student Services Coordinator is to oversee all aspects of the Special Education (SPED) program at the school site, including programs under IDEA, Section 504, and EL such as identifying the need for, planning, and executing all standardized and child-specific testing for students suspected of having a disability. The ESS Coordinator ensures that school special education practices are aligned with all pertinent regulations and laws, maintain open communication channels with all parties involved, and provide school-site training. The ESS Coordinator may also work directly with students to identify and fulfill needed educational services and supports as part of a student's Individualized Education Program (IEP). With the addition of a primary campus, this role may also be deployed at the regional level to ensure that the primary campus and the upper campus both have solid and consistent special education programs that are compliant with federal and DC requirements and offer continuity of services when transitioning from the primary to the upper school.

Special Education Teacher or Specialist (SPED Specialist): The role of the SPED Specialist is primarily to work directly with students to identify and fulfill needed educational services and supports as part of a student's IEP or 504 plan. This role is filled with a certified special education teacher and requires experience working with primary students. The primary functions include providing specially designed instruction to students with disabilities, being the primary author of IEPs as developed by IEP teams and serving as case manager for students with disabilities. This specialist also serves as case manager for students with 504 plans and ensures that accommodations and related aids and services described in 504 plans are made available to students. . Ensures that school Special Education practices are aligned with all pertinent regulations and laws.

Special Education Assistant (SPED Assistant): The role of the SPED Assistant is to assist in all aspects of the Special Education Program at the school's site. This role helps maintain communication channels with parents, peers and supervisors regarding all Special Education items. They may provide paraprofessional support for individual students.

Please see the position descriptions in Appendix G for additional qualification information on these roles.

GRADES SERVED

Schools seeking to expand their grades served must also complete this section.

11. How does the proposed grade expansion align with the school's mission and goals?
   If the school proposes a revised mission statement and/or goals, skip this question and complete the [Mission Amendment Application](#) and/or the [Charter Goals Amendment Application](#).

The Mission of BASIS Charter Schools and BASIS DC is to empower students to achieve at globally competitive levels with a transformative K–12 academic program. Our Schools

hold students to the highest possible academic standards, ask them to take responsibility for their own work, and do so with the guidance of teachers who are both highly qualified and highly motivated to help students in every way possible. We understand that the time a student has to prepare for college is exceedingly short; it is our goal to make the most of that time by providing the best, most focused college preparatory education possible. By expanding to serve students in K-4 BASIS DC will have more time to support each student in getting them access to, into, and through the colleges and universities of their dreams!

As a member of the BASIS Charter Schools network, BASIS DC K-4 will provide an accelerated, high-achieving, and revolutionary liberal arts and sciences education for all students, consistent with the same program of instruction already in use in BASIS schools that are recognized as some of the best in the country, including BASIS DC. The program of instruction is rooted in the belief that advanced coursework is for all students, not just those identified as gifted. To that end, the BASIS Charter School Curriculum is designed to help students develop autonomy and organizational skills, as well as academic success. High academic standards and an emphasis on student accountability combine to help our students achieve unparalleled academic excellence.

Each campus uses the world-acclaimed, STEM-focused, liberal arts and sciences BASIS Charter School Curriculum, which fuels critical thinking, problem-solving, and creativity. Classes are led by knowledgeable Subject Expert Teachers who design challenging and engaging lessons that appeal to different learning styles. As a result, BASIS Charter Schools students achieve excellent academic outcomes and become self-motivated learners.

Since it opened in the fall of 2012, as the first BASIS Charter School outside of Arizona, BASIS DC has quickly become one of the best charter schools in Washington, DC. In 2021, we were named one of three DC National Blue-Ribbon schools from the U.S. Department of Education. In its recently released 2024 rankings, *U.S. News & World Report* ranked BASIS DC #400 in National Rankings out of 24,000 schools, #3 in District of Columbia High Schools, and #81 in Charter High Schools in the nation. We have a 100% college acceptance rate, and each graduating senior earns an average of over $190,000 in merit-based scholarships. (True across all student demographics including at-risk and special education). We are proud to have impressive results across all student groups. Our students are motivated, hard-working individuals who are always ready to step up to a challenge and put in the extra effort it takes to meet or exceed our high academic standards. We are incredibly proud of our diverse learning community and our positive school culture of respect and intellectual drive. This data alone demonstrates that BASIS DC works hard to meet its mission-specific goals. By expanding to K-4 we can serve even more students at even higher levels of achievement.

By expanding to K-4, BASIS DC will better be able to support more students, we will also be in a position to support each student and the collective student body with better educational services. Serving students from an earlier age will mean losing fewer students to attrition in the 5-8 grade levels by starting younger to build a strong

academic foundation. It will mean having better access to the critical age groups for identifying students with disabilities and providing needed services and access to high-quality education earlier. Furthermore, it will mean building a student body holistically aligned to the BASIS pedagogy and curriculum – improving the overall quality of the BASIS experience for all. Therefore, expanding to K-4 aligns with the BASIS DC mission by providing a better, more enhanced, globally competitive education, and is able to provide that education to more students. Therefore, the PCS Board should vote to approve the expansion application.

12. Describe how the school will recruit and retain students in the proposed new grades served.

BASIS Charter Schools marketing leverages a fully integrated marketing strategy to recruit new students.
- Awareness is driven by advertising programs across high-visibility physical and virtual platforms, tailored for parents of preschool and primary age students. For example, we leverage transit advertising customized for our parent population, depending on their primary mode of transportation, so we are there where our parents are. Across digital platforms, we leverage a broad range of ad placements, while ensuring that all of our digital elements are mobile-friendly and meet digital accessibility standards. Our school team engages with the community by attending outreach events where they can interact with prospective students and their families, address needs and questions.
- BASIS DC most strongly recruits families through word-of-mouth channels within the broader DC community and we believe that our obligation is to educate those families about our offerings and work hard to bring them into our school building and our community. Each year we offer over 40 tours (400 people), 60 shadow days for students (350 students), four open houses (usually attended by 60-150 people.
- Interest is driven by our website and email channels, where we have the opportunity to communicate with prospective families, to educate them about our unique programs and to answer their questions. In addition to the information on our website, we actively engage with prospective families through school tours, information sessions, virtual information sessions and one-on-one enrollment consultations. Our website offers frequently asked questions, timelines, downloadable guides and phone/email support from our enrollment team.
- Enrollment is a guided experience that we strive to support throughout each family's journey. We send out reminders for key dates as well as helpful advice and ways to connect with us, to make sure all of our families have the information they need to manage deadlines. Our registrars work with families one-on-one to ensure that they complete all the necessary steps of the process.
- Retention is driven by the close partnership between our internal marketing, enrollment, school management and in-school teams. Our marketing team communicates on a regular basis across email and social media channels, spotlighting our amazing students and teachers, and celebrating networks successes. In addition to the student support they offer, our school team also establishes an active community of family involvement, through events and celebrations.

a. What evidence suggests that prospective, eligible students or families are interested in the school's expanded program? Submit documentation that shows prospective, eligible DC students or families have expressed a level of commitment to attend the expanded program.

Many of our current BASIS DC 5-12 families have already expressed interest in the opportunity to enroll siblings and friends in a K-4 program. Our most recent internal survey of 119 current BASIS families found at least 35 families had students eligible to enroll at least one sibling in an expanded K-4 BASIS option. Of those 35 families, 60% or 21 said that they would probably or definitely enroll at a BASIS K-4 campus. Please see Appendix D for internal community survey results demonstrating the interest of current families in the BASIS K-4 program, as well as Appendix I for a sampling of support letters from current families.

In addition to demand from current families, there is notable community demand as well. As reflected in the data outlined in response to Question 4, 62% of survey respondents reported a favorable opinion of BASIS DC and the majority (53.8%) of respondents with an elementary-aged child in the household indicated they were likely or very likely to enroll their child in a BASIS K-4 program.

b. What specific recruitment and retention strategies will you use to be inclusive of students with disabilities (SWD), English learners (EL), at-risk students, and students who are academically struggling or advanced?

Our Inclusive Recruitment Strategy focuses on informing potential students and families about the options we offer for SWD, EL, at-risk students and those who are struggling or who are academically advanced. Our focus is on making that communication accessible and available to our target audience in methods and locations that are convenient to their discovery, engagement and decision journey.

BASIS DC specifically works hard to recruit and retain students from traditionally underserved backgrounds. This includes advocacy for and participation in the equitable access preference. Additionally, in the last three years, a specific focus area has been a heightened commitment to spreading the word to families of students with disabilities about our dedication to meeting the needs of SWD through the availability of a free appropriate public education that has led to the highest performance among the SWD subgroup in the city. We have worked hard to inform families about the great things we offer and how their students can access our programing. That has included:
- BASIS DC updated marketing materials to address the needs of the DC community with a focus on highlighting the BASIS DC special education program. (See Appendix E) BASIS DC did a complete overhaul of the presentation of the BASIS DC program in promotional and marketing materials in order to avoid language that has been erroneously interpreted as exclusionary in the past or as discouraging to families of students with disabilities. Materials now promote the types of academic supports available for all students, while stressing

the robust services available for students with disabilities. Particular importance **is** placed on personalizing the experience of students with disabilities at BASIS in order to give families a better understanding of how their child will be supported through curriculum. In Appendix E please see materials that include exemplar student narrative profiles, and "day in the life" staff profiles that personalize the BASIS experience.

- BASIS DC established strategic partnerships with local organizations to address community questions and perceptions. The School has spent several years working with the Special Education Cooperative, engaging in open dialogue around community perception of the BASIS DC curricular model, special education service provision, audits of special education service delivery and program design, and more.
- BASIS DC substantially expanded communication and engagement strategies with current families of students with disabilities. BASIS DC seeks regular opportunities for feedback such as a special education family focus group, surveys about service provision that comes with each trimester's IEP progress updates, and weekly phone calls or emails for all students with disabilities (at a minimum) to share not only IEP service goal updates, but also overall curriculum map updates, missing work, and narrative updates.
- BASIS DC has driven awareness through our very successful transit ad campaign, placing ads on Washington Metropolitan Area Transit Authority Metrobuses.
- BASIS DC digital advertising has the ability to target searches that includes terms associated with special education, English learning and academic challenge. In addition, we have the ability to target affinity audiences who are interested in special education. These ad placements then lead to dedicated website content spotlighting our support capabilities, community events and other ways to connect with our team for help.

These updates have meant that our special education re-enrollment rates are *higher* than our overall student re-enrollment rates this year. Furthermore, our overall students with disabilities enrollment rate (as of our last quarter report to the BDC Board) is 9.2%, with several additional students currently engaged in the evaluation process. This growth also clearly demonstrates that BASIS DC is more than willing to work alongside DC PCSB staff to achieve joint goals for the overall sector health.

The awareness of our program offering is driven by advertising. For these targeted audiences, we focus on advertising assets that meet an array of accessibility goals. We incorporate multiple language options into our advertising development to message various learner communities. In addition, we also leverage multimedia advertising methods such as video, illustration and data visualization. To ensure our message reaches our target audience, we use geotargeting as well as targeting to affinity groups that correlate with SWD, EL at-risk and struggling or advanced learner audiences. We expand upon that reach by leveraging traditional physical advertising placements such as out-of-home advertising in public transit networks. We partner with local media to reach neighborhood audiences, particularly with media partners who serve non-English communities of readers.

Our content marketing strategy is centered around ensuring that relevant and explicit information is readily available to interested families. At the center of this initiative is our enrollment website, which will offer multilingual options. The website provides guidance on how and when to enroll, answers to frequently asked questions and access to the MyschoolsDC website for application submission. We also offer multiple avenues for assistance, including one-on-one guidance sessions. We work to distribute informational materials through neighborhood access points such as non-profits, local business and municipal support services.

Our experiential marketing strategy encompasses in-person outreach. We focus on interaction with local communities to share, listen and inform. We leverage informational materials such as brochures and flyers in multiple language options. We attend and exhibit at local events located in and geared towards audiences with significant communities of SWD, EL and at-risk students. We host information sessions in community centers, in our own location and virtually, to offer an array of access points. We also offer multiple access points across technologies, to accommodate different types of access, such as leveraging SMS communication to reach mobile users with limited data access. For those with limitations on computer access, we provide publicly available computers for enrollment, along with in-person guidance from our Registrar and enrollment team.

In order to ensure all students may persist successfully through the BASIS Charter School Curriculum, BASIS School utilize benchmarking assessments to identify students who may be struggling academically and thus provide those students with targeted support. Specifically, BASIS Schools utilize FastBridge Screening Assessments three times each year for all students in Kindergarten through 4th Grade - within the first 6 weeks of school (Fall), Winter, and Spring. Any student who is identified as approaching benchmark goals in reading or math or below benchmark goals in reading or math are given additional diagnostic tests to provide additional information in areas the students are struggling. Using that information, as well as teacher observation and in-classroom work and assessments, students are placed in Response to Intervention (RTI) and receive interventions, using a research-based intervention program, several times each week to address the skill and/or knowledge gaps they may be experiencing.

Parents are notified of their students' FastBridge scores and informed of the additional supports their students will receive, as well as given guidance on ways the students may be supported in their home environments. If a student scores as "High Risk" in Reading or Math Screening or Diagnostic Assessments, they receive 45-90 minutes of intervention 4-5 days per week. Any student who scores as "Some Risk" in Reading or Math receive 20-30 minutes of intervention 3-5 days per week. These minutes often include mandatory student hours before or after school with the teachers in the courses with areas of growth. These students are regularly progress monitored to track their growth in the areas of concern and to ensure the intervention tools are addressing their individual needs.

In addition to the FastBridge testing and progress monitoring, teachers and support staff are in regular communication with parents regarding their student's progress in the classroom. Teachers are required to write the tests scores in the Communication

Journals of any student who scores a 75% or below on an assessment and parents must sign below the score to acknowledge that they are aware of the grade. BASIS Schools also send home progress reports several times throughout the trimester, providing parents with information about the grade the student is currently receiving in the class, any missing or late classwork or homework assignments, and ways for the student to improve the grade moving forward.

Beginning in 4th Grade, BASIS Schools begin implementation of the Academic Support Program. Any student receiving a C or below and/or any student who scores as at risk on FastBridge assessments is assigned an Academic Support Mentor to help each student achieve their goals. This mentor checks in with the student at a minimum of once per week to go over assignments, upcoming assessments or projects, to confirm the student is attending all mandatory student hours, and to assist with organizational skills or study needs that the student may be experiencing. The Academic Support Specialist communicates with the parents after each meeting to include them on what was discussed and any ways that the student may need assistance at home in addition to the classroom.
These Intervention and Academic Support Programs have proven to be extremely valuable in retaining struggling students and allowing them to gain the skills and confidence needed to be successful in the BASIS Program moving forward.

For students who show they are advanced academically, BASIS has an unlimited number of resources to keep the students engaged and growing in their knowledge and skills. Students may be pulled to receive higher levels of math instruction, may be given additional projects that dive deeper into material that is being covered with their peers, are given leadership opportunities to tutor both their classmates and younger students, or are provided opportunities to be in a small group of other advanced students for extra programs such as Book Club, Math Club, Mentorship Programs, etc.

13. **What curriculum—including standards, resources, methods of instruction, resources, and formative assessments—will the school use in each subject for every new grade level served?**

Primary Grades Instructional Model

All BASIS charter schools use the proprietary BASIS Charter Schools Curriculum which is made up of a course scope and sequence used across our network. These courses are structured by a rigorous set of standards across all grade levels and all content areas. All instruction at BASIS DC Primary will be aligned to the Common Core State Standards and the Next Generation Science Standards as a minimum bar of rigor and will further be guided by internationally recognized network standards. Within these parameters, schools have the autonomy to choose from high quality materials that the network makes available to them.

The BASIS model in the primary grades is achieved through our course sequence and curriculum, as well as through our co-teaching model.

Method of Instruction: Co-teaching

In grades 1–3, BASIS employs a unique co-teaching model. With two full-time teachers in each core subject classroom, students benefit from a more robust co-teaching model than is seen in most elementary schools. Both teachers are fully qualified instructors who work together throughout the lesson, as opposed to a mentor and student teacher who alternate instruction, or a teacher-and-aide staffing scenario. Our teachers work together to provide an equally strong focus on content and the effective delivery of that content for all students.

In a BASIS co-taught classroom, all students experience the benefit of being taught by two specialists: the Learning Expert Teacher (LET), who possesses a deep knowledge of effective pedagogical techniques, and the Subject Expert Teacher (SET), who possesses a deep knowledge of the content being delivered to students. Additionally, the daily schedule, which requires LETs to accompany their students from classroom to classroom and SET to SET, provides students with consistency and continuity in support and expectations while also modeling flexibility in acquisition of knowledge.

This is not to say that the BASIS LET/SET relationship is a complete departure from all the benefits afforded by more conventional co-teaching models. For example, LETs and SETs use the advantage of having two teachers in the classroom to pull students aside and work individually with them in areas where they may need differentiated instruction. Unlike the typical differentiated classroom, though, the BASIS co-taught classroom provides individualized support both for students who need extra support to master the curriculum, and for those students who master the curriculum easily and need further challenges. This multi-level differentiation is only one of the hallmarks of the BASIS co-taught classroom. Most notably, SETs and LETs work together to plan lessons that are both rich in content and effective in delivery of that content. In doing so, they lean on and learn from each other's areas of expertise.

Another important benefit of the co-teaching model is that it allows students to develop into independent actors and thinkers while providing them emotional, social, and psychological support to do so with confidence. Accompanying students throughout the day, the LET can prompt them to use the tools that will foster independence: to write in their communication journals, to keep track of class materials, and to complete homework. At the same time, the LET is also able to deliver positive reinforcement for acceptable behaviors and help students manage their abilities to express themselves appropriately and with success.

The BASIS Kindergarten program utilizes the co-teaching model as well, albeit with some differences. Our Kinder classes are taught in self-contained classrooms; students do not travel to their different classes throughout the day as students in grades 1–4 do. In every Kinder classroom there is a Lead Teacher as well as a Teaching Fellow (TF) who aspires to become a Lead Teacher—this is not an aide or a paraprofessional, but rather a co-teacher who facilitates lessons and helps students throughout the entire day. The Lead Teacher is responsible for most of the instruction; however, in specialized disciplines,

such as Mandarin, an SET (with expertise in the subject matter) may replace the Lead Teacher. All BASIS Kindergarten teachers are professionals who are experienced and passionate about educating young children. They are experts, highly qualified in Early Childhood/Elementary Education, and are equally focused on the social, emotional, physical, and academic development of their students. As with the LET/SET model for grades 1–4, having two caring professionals in the classroom ensures that every student's needs are met, that learning will be appropriately differentiated, and that students can proceed along our accelerated curriculum with the support they need to flourish.

The synergy of the SET and LET (and of the Lead Kindergarten Teacher and Kinder Teaching Fellow) supports a relatively rapid transition from instruction in foundational skills and knowledge, to independent thinking and active learning in the primary grades. Our teachers highlight connections between disciplines as students progress from acquiring knowledge to applying that knowledge.

Course Sequence and Curriculum

The BASIS Curriculum uses a collection of curricular materials. This includes internally developed proprietary content and procured curricular resources. Our in-house team of curricular developers and instructional designers leverage their collective expertise to adapt and infuse our proprietary curricular resources to work alongside those resources procured from outside vendors. Used together, we deliver the highest quality of instruction.

Kindergarten Curriculum

The BASIS Kindergarten curriculum provides a rich, enjoyable, and intentional learning environment that encourages the use of imagination and creativity to ask the questions that help children relate to the world around them. Kindergarten at BASIS DC Primary will lay the foundation for academic success, based not only on comprehension of concepts, but also on the adoption of scholarly habits in a culture that values learning above all other endeavors. Accordingly, we call our Kinder courses "Foundations." These Foundations courses will serve as the base of the spiraled curriculum; learning and organizational habits will be reinforced and concepts will be revisited in greater depth and complexity through the primary, middle, and high school years. Throughout their years, students utilize curricular materials for the grade level ahead of their current grade; teachers are trained to scaffold instruction to this level.

Math Foundations will be DC students' first experience with the curriculum BASIS uses in primary math courses: Saxon Math. Saxon Math provides students with structured lessons that are cumulative and spiraling in nature and are complemented by "morning meetings" that prompt students to recall what they have previously learned in preparation for new content. BASIS scaffolds students into using Saxon Math Grade 1 as a primary text in Kindergarten, which focuses on number writing, number recognition, word problems, word sentences, patterns, geometry, money, tallies, graphing, time, fractions, skip counting, number grouping, addition, subtraction, fact families, one-to-

one correspondence, and problem solving. Each lesson has a guided teaching portion to introduce or review a topic, and hands-on activities to help apply the new topic. After the lesson, the students will have a class math facts sheet to complete, and a class lesson worksheet to complete as a group with the teachers. On the back of each of these worksheets is a lesson that the students will complete after school as homework. Chunking and spiraling the lessons, and doing a mix of individual, small-group, whole class, and homework time, allows students to move at a more accelerated pace and get through many first-grade math standards simultaneously with the kindergarten standards.

Language and Literacy Foundations is a rigorous and engaging program teaching phonics, whole language, writing, grammar, reading strategies, and reading. The teachers will use many tools when teaching these concepts through centers, small groups, whole groups, songs, dances, rhymes, reading and more. Having two teachers in the room will provide differentiated learning based on students' levels and allows for more frequent individual assessments of oral fluency, reading comprehension, and writing skills. All BASIS DC Primary Kinder students will be given both internally developed diagnostic tests along with a nationally used benchmark exam called Fastbridge (more information below to assess their literacy skills and progress throughout the year.

Our core Phonics curriculum is provided by Logic of English Foundations, an ESSA approved literacy curriculum which covers phonics instruction, reading, spelling, handwriting, vocabulary, composition, and grammar. The Phonics course sequence is based upon the understanding that the English language is a code, which students must learn to decode to become fluent readers. As such, students will develop and master the decoding and spelling skills needed to read increasingly difficult texts and compose complex compositions. Additionally, our teachers use an incredible variety of books, materials, and manipulatives to supplement the phonics texts that are used for instruction. By the end of the year, students will have mastered not only Kindergarten standards, but many first-grade standards as well.

In **Civics, History, and Science Foundations**, teachers introduce topics using a proprietary curriculum that will be reintroduced at a deeper level later throughout their BASIS journey. It is an integrated block in which students learn about the world and peoples around the world. This course is an essential Foundations course because it helps students see the connections between the natural world, human needs, our uses for natural products, economics, governments, and civics, both today and throughout history.

Movement & Health Foundations: Students will practice building their fine and gross motor skills in the physical educational environment. They will continue to cultivate the foundations of coordination, strength and flexibility, good sportsmanship, sports and game play, rules & procedures, equipment use, and teamwork. Students will learn the basics of body parts and functions, healthy habits, safety practices during activities, what to do when they are hurt or feel threatened, and the links between daily physical activity and optimal health and well-being.

Engineering & Technology Foundations teachers guide children to investigate, innovate, build, and use natural and manmade materials to explore science, technology, engineering and math concepts. Beyond problem-solving, students will also learn to evaluate their decisions to find better solutions, which cultivates a real-world knowledge of trial and error (including the learning opportunities inherent in initial failures of design and implementation). Students explore engineering vocabulary and techniques and develop logic and relationship skills through unique and meaningful projects with their classmates.

Mandarin: BASIS DC Primary students begin their second language education as early as possible, which is developmentally the best time to begin. BASIS chose Mandarin in part to take advantage of the cognitive benefits of introducing a language so different in character, intonation, and pronunciation than English. An expert teacher in Mandarin will create an interactive environment to cultivate students' appreciation for the language and culture. The Mandarin SET will introduce the language through songs, holiday celebrations, writing and reading characters, and learning the different pronunciations in the language. This early introduction will also provide a foundational familiarity with Mandarin that will be useful to students choosing it as their foreign language option in middle and high school at BASIS DC.

In **Performance Arts, Visual Arts, and Music Foundations,** teachers plan hands-on, creative, and artful ways to build on the content of the core courses (such as creating colorful hats depicting the life cycle of frogs, performing songs about historical figures, etc.). These creative classrooms will allow students to build on their fine and gross motor skills as they express themselves artistically.

1st-4th Grade Curriculum

In grades 1–3 at BASIS charter schools, most courses, specifically the core subject areas, are taught in blocks of integrated content, spiraled throughout the primary years. These blocks include Humanities, Math/Science, and Fine Arts. The integrated blocks are supplemented by a unique program of enrichment courses, including Reading Enrichment, Math Enrichment, Computer Enrichment, Engineering and Technology, Visual Arts, Mandarin, and P.E./Health which build on the content presented in the integrated blocks. Starting in 4th grade, students begin receiving instruction through individualized separate blocks specific to each core subject area (e.g., English, Writing, Math, Science, and History). Students receive instruction from their subject expert teachers and will continue with this standard model of teaching through 12th grade. The goal behind our integrated-course approach is to reinforce the logical connections that exist between different courses. We have found that integration of courses can increase topic retention and comprehension, improve critical thinking skills, and make abstract topics more relevant and concrete for students of all ages. Too narrowly focused courses early in a child's education can cause confusion, as younger students often have difficulty applying topics taught in one course to another course. Course integration can strengthen areas where students struggle by drawing on the areas where students are strong within an integrated topic.

Educational research shows the importance of teaching skills and concepts connected with the purposes, the models, and the arguments that make them meaningful, that weave them into a larger tapestry of flexible and functional knowledge. The BASIS Ed curriculum refines this by adding that important concepts must be revisited often, in new contexts and in increasing depth, so that students can add complexity and nuance to the knowledge they can already demonstrate. By having students in the same core and specials courses in grades 1st–3rd, we can revisit key material from the previous year's course, increase the comprehensiveness of students' understanding of that key material, and allow opportunities for meaningful applications of that material in new contexts. We assert that the integration and spiraling of courses allows students both to learn concepts at a greater depth, preparing them for rigorous middle school and high school programs.

While students in 4th grade receive instruction specific to the core subject area from a subject expert teacher versus the integrated content seen in earlier years, the BASIS curriculum is still designed to spiral and integrate concepts to further build and strengthen the foundational connections assembled in the earlier grades. The spiraling aspect of our curriculum continues well into high school to further prepare them for the challenging course work seen in the AP curriculum provided by College Board. The BASIS academic model has been developed to hold teachers accountable for students' progress, while allowing them the autonomy to select the instructional materials most appropriate for meeting the objectives of their course(s). Instructional materials commonly used in core primary courses include but are not limited to: Pearson Interactive Science 1-4/Pearson Elevate Science 1-4, Saxon 2 and 3, Saxon Math Intermediate 4, Saxon Math Course 1, Logic of English Foundations and Essentials, Journeys Common Core Reading, Easy Grammar, My First Chinese Reader, and Chinese Made Easy for Kids.

The following are descriptions of BASIS primary (1st – 4th Grade) courses:

Literacy, grades 1-3 only, is a phonics course that focuses on developing students' reading skills. Students study the relationship between spoken and written language, identify word patterns, and improve comprehension strategies. Lessons engage students in whole class, small group, and individual instruction. Major topics include phonics, word study and sight words, handwriting instruction, vocabulary and reading comprehension.

In **Humanities**, grades 1-3 only, students access their prior knowledge as they review concepts learned in previous years and build on this with more advanced content—this is the spiraling of content that is one of the hallmarks of BASIS instructional strategy. Lesson Units include instruction on and review of reading comprehension skills and phonics instruction, vocabulary, author's purpose, sequence and structure of texts, and features and genres of fiction and nonfiction. Historical fiction, primary and secondary sources, biographies and autobiographies, and poetry and drama that are related to the social studies topics deeply engage students in the material. Individual and small group research assignments with components of peer feedback, in which students help each other with making lists of sources (paving the way for works cited pages in 5th

grade and above), foster interpersonal relationships in the BASIS Ed community among diverse learners, and help students learn the conventions of the research paper. Students strengthen the essential tools of reading and writing needed to succeed at a high level of English Language Arts in the middle school program at BASIS DC.

In the social studies component of Humanities, students develop an understanding of the relationships among concepts and events in history (including the specific history, culture, and key figures of Washington, DC, especially in grade 3), geography and map skills, government, citizenship, culture, social studies skills, economics, and science/technology/society. They will develop problem-solving and critical-thinking skills throughout the course, and understand the explicit vocabulary associated with critical reading and thinking (analyze, interpret, evaluate, etc.) as important parts of thinking like an historian.

Third grade Humanities is also the first course subject in which students will complete our internally developed baseline and benchmark assessments we call BLTs. The BLT exams are administered in ELA, Math, and Science and are designed to provide teachers insights into students' readiness and progress through the BASIS curriculum. More information can be found towards the end of this section under Formative Assessments.

In **English 4**, students continue to build upon the ELA concepts and skills from Humanities with a larger focus on four major components: reading, writing, conventions, and scholarship. In reading, students will learn how to recognize basic genre differences and demonstrate comprehension of a variety of texts by identifying the main idea. Using multiple novel studies, students will continue to be guided towards mastering their ability to make predictions, discuss elements of plot, and make inferences from a variety of genres. Writing skills will be developed through the use of short fictional and nonfictional written works, demonstrate mastery of basic paragraph organization, and respond to text-dependent questions by providing specific textual evidence. In conventions, students will be able to recognize and correctly use capitalization, basic punctuation, and basic grammar. In scholarship, students will be able to build vocabulary skills using textual context, dictionaries, and thesauri, and perform simple research. Students will also be able to take notes and use graphic organizers.

Alongside English 4, 4th grade students will also take a writing specific course called **Writing Enrichment**. The content covered works alongside that which is learned in English with a larger emphasis on helping students develop sentence, paragraph, and multi-paragraph level writing skills through content-focused writing. Additionally, students will begin to build connections with their other subject specific core courses by practice how to write about concepts including the nature of science, the geosphere, hydrosphere, and the atmosphere along with archaeology, and United States History and Geography.

A similar cross-disciplinary approach in **Math & Science**, grades 1-3 only, teaches students that math is a powerful tool necessary to understand and change the world.

While significant time is devoted to the instruction of mathematics, the connections between math and science are highlighted in science labs and other quantitative applications of science lessons, during which students may be asked to collect, record, and interpret data; apply measurement skills; and use graphs to organize and present information. The use of manipulatives and hands-on approaches occur as much as possible, promoting a deeper understanding of topics while nurturing multiple learning styles including kinesthetic and tactile learning. Students see that science and mathematics are used in everyday life, and they develop critical-thinking skills as they design experiments and practice mathematics skills.

The Math & Science block utilizes the Saxon Math Curriculum as the foundation for math instruction. Saxon's incremental learning style, spiraling topics, and cumulative homework problem sets not only give students the practice they need, but also strengthen fundamental skills. Although we accelerate the Saxon sequence in the early years, we do not skip topics or alter homework assignments within the texts. For students to master the material, we cultivate a classroom environment that is student-centered, where the majority of class time is devoted to correcting and completing homework under the guidance of our expert teachers.

4th grade Math is formally called **Arithmetic A** in the BASIS curriculum and is the first of two year long courses in which students master basic arithmetic skills including, but not limited to: number sense, understanding place value up to millions and decimal place values up to ten thousandths along with concepts such as the Greatest Common Factor, the Least Common Multiple, and prime factoring. Students also build their arithmetic foundation by practicing addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers, and decimal numbers with the goal to help them be able to apply these skills to solve word problems, which help them develop critical thinking. Ratios and proportions are also introduced, and students apply them to solve simple ratio and rate word problems. The course also introduces students to the U.S. customary and metric systems of units and will do simple conversions within each system. Students will understand basic geometry concepts such as lines, angles, and polygons before finally learning how to find the perimeter and area of quadrilaterals and triangles.

Science 4 is the first non-integrated science class BASIS students will see. The course builds upon the foundational knowledge taught in the earlier grades such as measurement, patterns and data analysis, but begins to explore topics in chemistry, biology, physics, ecology, atmospheric, earth and even space science. Frequent in-class activities teaching how to implement the scientific method, study lab safety and best classroom practices for accurate, safe scientific investigations which will include the behavioral expectations, management of supplies and classroom resources, working with partners, and use various scientific apparatus.

The **Mandarin**, grades 1-3 only, course continues to introduce students to a language other than English. Students develop listening, reading, writing, and speaking skills. Our Mandarin courses involve the use of both Pinyin and Chinese characters. Students also learn about life and culture in China, sing songs, and make art using their increasing knowledge of Mandarin. BASIS students are introduced to Mandarin as a complement to their studies in other disciplines. Given the emphasis on ordering, grouping, and distinguishing between similarities and differences in character writing and intonation, Mandarin causes students to stretch their mathematical and logical abilities.

In **P.E./Health**, grades 1-4, students enjoy traditional games and sports; learn about health, nutrition, and safety; and participate in martial arts lessons to improve strength, coordination, and flexibility. P.E. courses improve students' locomotor skills, stability skills, and manipulative skills, as well as teach teamwork, and provide daily vigorous activity.

The BASIS Primary **Fine Arts**, grades 1-4, block allows students to experience a variety of artistic disciplines:

- The **Music** program is sequentially designed to provide essential experiences in the five conceptual areas of music: rhythm, melody, harmony, form, and expression. Each elemental area of music is taught through a wide range of musical processes: moving, speaking/singing, listening, playing, reading/notating, and creating/improvising. Students are given an opportunity at various grade-level performances throughout the school year to present material and concepts they have learned in class. The goals of our primary music courses are to develop good musicianship and provide each child with a solid foundation for further music study, appreciation, and participation, to enrich their lives, aesthetically, socially, academically, and personally.
- In **Theatre**, students explore the magic of theatre while building confidence and public-speaking skills. With a focus on improvisation and performance, the students are engaged from day one. We explore different styles of theatre, puppetry, improvisation, movement, and performance.
- The **Visual Arts** course exposes students to a wide range of visual art techniques and provides students with an introduction to art history. This course is taught thematically, exploring the answers to an overarching question each grading period. Students develop and refine fine motor skills by working with a variety of materials while making cross-cultural connections through the arts. Visual Arts inspires students to explore and develop creative and innovative ideas, preparing them for a variety of future interests, as well as establishing an overall appreciation for the arts.

The **Engineering and Technology**, grades 1-4, courses in the BASIS Primary program introduce students to a variety of engineering techniques through a focus on the

engineering design process. Students develop problem-solving, logic, and relationship skills through unique and meaningful projects that also incorporate math skills. Solutions created by the students are analyzed, reported, and communicated using a variety of media. Students engage in hands-on, real-world projects to gain an appreciation for social and political needs and technologies. This course's emphasis on process, rather than product, and analysis of the outcomes rather than evaluation of them, allows students an opportunity to develop an academic mindset. The ability to step back from an assignment, plan the materials and process needed, adapt timelines and resources, and reflect on the successes and setbacks of a project are mature academic skills. BASIS Ed students practice these daily and master them early, to benefit from tackling advanced coursework independently and resourcefully.

The **Reading and Math Enrichment**, grades 1-3 only, courses will be built into the school day multiple times per week. In general, these courses will be designed to reinforce and provide students additional instruction to practice, master concepts and further develop specific skills covered in other core courses: Literacy, Humanities and Math. Time in class will be spent completing a variety of centers based activities with a focus on cross-curricular projects and group work emphasizing collaboration, discussion, critical thinking, and creativity. These courses will also be structured in a way to provide teachers added flexibility to modify their lessons to match the needs of their students to support their success in their core subject courses as well as with mandated standards. The **Computer Enrichment**, grades 1-4, will introduce students to touch typing, but also allow for Cross-Curricular typing projects, Lessons which cover Digital Citizenship and Communications along with internet safety.

Formative Assessments

As mentioned previously, the BASIS Charter Schools Curriculum employs the use of both internally designed and externally developed, nationally-normed assessments to monitor and track students as they progress.

The ESSA approved literacy screener, Fastbridge, has been developed for educators to not only track their progress but also to provide valuable data to identify at-risk students and their instructional needs. Fatsbridge is administered three times each year (i.e., Fall, Winter and Spring) providing instructors with a valid and reliable core screening, diagnostic, and progress monitoring assessments capable of identifying students' academic and social-behavioral needs. This assessment also aids our instructors with the alignment of the correct interventions at the appropriate time, and measure whether differentiated interventions are helping those students who may have fallen behind.

Fastbridge is typically used throughout our network in Grades K-4, but schools may opt into using it for Grades K-10. The three time a year baseline/benchmark assessment measures student progress in English Language Arts and Math and has an assortment of

different types of assessments to help identify a wide spectrum of student skills and abilities.

Our internally developed Baseline and Benchmark Test, called BLTs, are designed to provide insight into students' readiness, progress, and year-end level of competency and are administered to grades 3-5 in the core subjects of Humanities/English, Math and Science (grades 4-5 only). To reflect the curriculum, the baseline/benchmark tests pull topics directly from the syllabus topics that will be taught in the current school year and are updated each year thereafter. This means that topics tested, even in the first administration, include those that are taught later in the school year. This allows us to measure student growth between the first, second, and final administrations; we fully expect students to be unable to answer some items in the first administrations, as they have not yet been taught those topics. Provided alongside the exams are additional resources such as guidance on data analysis and a listing of the individual learning objectives on the exam which support teachers with the redesign, differentiation, and new curricular resources that may be necessary to support all students with their educational needs.

a. Explain how and why you selected these curricula.

BASIS DC has selected the curricula herein because it aligns with our mission and philosophy while including the Common Core State Standards, the Next Generation Science Standards, the newly adopted DC Social Studies standards for grades K-12, and the Health and PE Standards as minimum guidelines of what students should know and be able to do at the end of each course. The proprietary BASIS Charter Schools Curriculum includes supplemental content that aligns with our own curricular standards where appropriate. All of our adopted standards are internationally benchmarked to ensure all students master the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

Alignment to the BASIS Mission and Academic Philosophy

The mission of BASIS Charter Schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.
We are a school for all students regardless of background, disability status, neighborhood, or creed. We offer a world-class, STEM-infused, liberal arts curriculum with a strong student support system. Everyone at the BASIS DC campus is there to cultivate a love of learning, natural curiosity, and the desire to excel in every student. The BASIS educational philosophy rests on several key tenets:

- **Creating and reinforcing a belief that learning is exciting, rewarding, and worthwhile.** The BASIS school culture makes high academic achievement and intellectual engagement the norm. The goal of all BASIS faculty is to give students the overall sense that learning is exciting, rewarding, and worthwhile—and not

just now, but for a lifetime. Our teachers model this high-achieving community, both by demonstrating passion for their subject -matter expertise, but by showing students that synthesizing the content and skills from various courses is the key to a comprehensive education.

- **Teaching personal responsibility.** BASIS affirms that students who develop skills to hold themselves accountable for setting and meeting their own goals are well-equipped to be confident and high-performing in the face of academic challenges. Student autonomy is built gradually over a number of years, and it is critical that it begins in the primary grades. BASIS students learn that they are responsible for information disseminated in class, for homework, and for assessments; our students are inspired to take their educations seriously and learn how to "own it."

- **Teaching good study habits and providing support.** One of the fundamental methods of developing student responsibility is teaching strong study habits. As an integral part of our model, students learn how to take notes, manage their time, and organize their work. These skills, when learned early with consistent reinforcement, are among the fundamental advantages of a BASIS education and enable students to consistently and successfully meet the challenges of the middle and high school grades. Furthermore, our Academic Support Program ensures that any student who may struggle with these challenges is provided one-on-one guidance and advocacy. As students advance through the grade levels, they become models for younger students and help create a culture of positive and purposeful peer encouragement.

- **Mastery of the basics.** Students at BASIS schools learn that mastering the basics is the precondition for moving beyond them. To help our students master the basics, we have crafted a curriculum that spirals content downward from Advanced Placement courses, all the way to Kindergarten. This type of backward planning allows for our teachers and students to know exactly where they are headed, what they will need to know and be able to do to get there. Our approach not only allows students to achieve high scores on the AP Exams early enough to take specialized post-AP and capstone courses before they graduate, but also provides primary students with the ability to practice difficult concepts and high-stakes testing environments for many years. While the AP-level content spirals down, age-appropriate social, emotional, and physical benchmarks spiral up to ensure that students' needs are met at every age. BASIS students feel comfortable encountering new information and using what they already know to meet new challenges head-on. Perhaps most importantly, this approach helps students understand that each course they take is not an island of isolated content but is rather a steppingstone on a path of integrated education.

- **Consistency of Standards Across the BASIS Network.** At BASIS, we pride ourselves on the consistency of the curriculum across our growing BASIS network, which we have built to give students all over the country access to a world-class education. Part of this network consistency rests on the advanced nature of our curriculum; our students are at least a grade level ahead of their peers. However, while the curriculum across the network is built upon the highest state and national standards, we recognize the importance of integrating the standards of each local jurisdiction into the BASIS program. For the primary grades at BASIS DC, our minimum standards are the Common Core Student and Next Generational Core Standards, although our teachers are also held accountable for teaching to our own rigorous internal standards. These standards incorporate additional topics, skills, and competencies so that our students are appropriately challenged, while they are also being thoroughly prepared for success on international, state, and internal assessments. All BASIS schools use consistent tools and strategies across the curriculum to ensure access for our English Language Learners and students with disabilities.

  Especially in the primary grades, and particularly at the kindergarten level, many standards are based on instructional strategies that are designed to create a supportive, welcoming environment for students, and on fostering skills and an academic mindset, rather than a list of topics to cover. We view these as the responsibilities of all high- quality primary programs. While we always stand prepared to adjust as necessary to ensure our students' success, we regard this expansion as a tremendous opportunity to offer a BASIS education to meet a need beyond our current capacity in Washington D.C., and not as an offshoot of our existing model that would require heavy alterations.

Standards

As previously mentioned, we will use the Common Core State Standards, the Next Generation Science Standards, the newly adopted Washington, DC Social Studies standards for grades K-12, and the Health and PE Standards, which include sexual and menstrual health education requirements, as minimum guidelines of what students should know and be able to do at the end of each course. We then supplement with our own curricular standards where appropriate. All of our adopted standards are internationally benchmarked to ensure all students master the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. The BASIS Ed Curriculum Support Specialists who plan the course curriculum templates and scope and sequence documents that help to align a crosswalk between our own adopted standards and local, state and/or national standards may cover content in earlier grades than the standards specify but cannot cover content in a later grade than the standards require. The BASIS Primary curriculum allows for autonomy and

flexibility of individual classroom teachers to provide the most appropriate unit plans to their students and use the most appropriate instructional materials, so that students can reach their potential in each course, while resting on a foundation of shared best practices and high standards.

While Kindergarten at BASIS schools provide an accelerated, content-rich experience for students, we are cognizant that students must also meet age- appropriate social, emotional, and physical benchmarks for their overall development. Therefore, it is our priority to provide an environment in which all students are valued as unique learners; where students are enabled to form positive relationships with their teachers and peers irrespective of background, educational experience, or abilities; and where they are prepared for the exciting challenges and opportunities of the BASIS Ed Primary curriculum. Our Kindergarten teachers are all trained to ensure the smoothest possible transition for our students from their Pre-K institutions to Kindergarten, with a focus on Approaches to Learning, Cognitive Development and General Knowledge, and Social-Emotional Development.

For students to meet our selection of the most advanced, thorough, and internationally benchmarked standards for the primary grades, the quality of instruction and commitment to student learning must also be of the highest caliber. Our curriculum is also arranged so that important topics are revisited in subsequent years in a spiral of academic foundations, upon which students build and grow until they reach post-AP and capstone courses in 12th grade at BASIS DC. Our instruction must be such that students are not overwhelmed with varied and disparate course content, which is why we present our primary curriculum in integrated blocks of content, with a co-teaching model for support as discussed previously. The final and most important set of standards are the organizational and study-skill standards that we require our students to adhere to. In these ways, and by these standards, BASIS students are well-equipped to succeed in their classes, to demonstrate mastery on assessments, to exceed the goals set in our charter, and to succeed in life pursuits beyond their time spent at BASIS.

> b. **If a school proposes serving high school grades for the first time, complete the [Graduation Requirements Amendment Application](#).**

N/A

14. How will you ensure that SWD, ELs, at-risk students, and students who are academically struggling or advanced have access to the curriculum?

BASIS DC aims to teach students that success is the result of hard work. Regardless of academic standing, every BASIS DC student is supported and encouraged to improve and to reach for his or her highest academic potential. This includes holistic school level support for all students and specifically targeted support for students from historically marginalized backgrounds. Because education, including special education, is not limited to actions *outside* of the larger school support continuum – in this response, we

will demonstrate how the whole school structures of support engage students with disabilities, EL, and at-risk students in general support programming. Additionally, we will explain ways the school specifically engages those populations to provide enhanced support, accommodations, and, where appropriate, modifications to the curriculum.

Holistic Approach – Full School Supports

Teaching students to take responsibility starts from day one. Beginning in Kindergarten and continuing through middle and high school, teachers focus on helping students build organizational skills, proper note-taking techniques, and good study habits. As our students progress from one grade level to the next, they become models for younger students and help reinforce the culture of personal responsibility and positive peer support.

The two baseline supports that are available to all students are "student hours" and the "CJ." BASIS DC students can usually be found in tutoring sessions with their teachers during "student hours," before, during and after school. In addition, the "CJ" (Or, Communication Journal) is a planner that teaches students the basics of organization and time management. However, it 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. In Kindergarten and 1st Grade, students are guided through adding assignments and information in the CJ during direct instruction– utilizing their growing vocabulary and handwriting skills. As students progress in grade level and ability, they take responsibility and ownership with their CJ, and can appreciate the clarity that comes with planning out their assignments for the week in a pen-and-paper agenda book.

One of the central tenets of our School's educational philosophy is to create independently motivated students. The Academic Support Program is one of the general education tools BASIS DC uses to support the growth of academic independence in students. Academic Support Advisors work closely with students each week to instruct them with organizational skills, study strategies to use both in and outside of the classroom, along with the effective use of resources and help organize and how to seek academic help from teachers. Student hours are a big part of that since the small group and one-on-one tutoring is at the student's pace based on their own self-advocacy in higher grades, or as part of the academic plan developed by the teacher(s), student, and parents in the lower grades. This is not a "homework club" where students simply sit without guidance or support – rather the act of enriching afterschool tutoring teaches students to identify their areas of struggle and learn how to ask question based on concepts they need support with or gaps in their understanding regarding a certain topic.

This feature in our program helps to prepare students for their future in middle and high school. Not only is this an important part of the structure of supports of our existing schools, these C.J.s and student hours sessions are also available in the expanded primary grades, helping students learn the invaluable skills of organization, hard work, and self-advocacy from a young age.

In addition, BASIS DC implements interventions for students' social-emotional and mental health needs. Our teachers embed social-emotional and wellness checks within daily lessons and provide social-emotional connection opportunities throughout the day. The mental health team is always available to all students, and students can schedule sessions with school counselors.

Importantly, BASIS DC also has a robust Response to Intervention Program that is designed to identify and support all students who might be performing below grade level in any key domain area (reading, writing, mathematics, social-emotional development, or attendance). Supports through this program include but are not limited to: FastBridge assessments, progress monitoring, and intervention resources in math and literacy; small-group interventions in reading, math, and executive functioning with trained interventionists; increased flexibility in classroom-based accommodations, such as the allowance of extended time and/or special materials/manipulatives; Check-in/Check-out; social skills groups, behavior intervention plans, attendance plans, etc. Classroom instruction regularly utilizes hands-on learning, movement around the room, visual and auditory signals, and authentic assessments to best meet the various learning styles of our students. The broad set of interventions, multiple modalities in instruction, and universal design in the foundations of the curriculum and model are beneficial to all students and often assist diverse learners to access the regular classroom and general curriculum in the same manner as their peers.

Beyond these universal approaches to meeting students where they are, BASIS DC provides a robust set of supports for students who do not make sufficient gains through our intervention programs and students who have language learning needs or students with disabilities who qualify for specially designed instruction.
BASIS DC believes in equitable practices for all staff and students and, therefore, provides additional opportunities to promote equity and diversity measures designed to create a culture of acceptance. BASIS Schools believe in teaching the importance of integrity and respect is just as significant to our students' growth as teaching other academic content. At BASIS DC, we believe in the restorative method of problem-solving, and we know that an ounce of prevention is worth a pound of cure. Our students in the younger grades participate in weekly dialogues using the restorative approach to discuss their own backgrounds, the importance of inclusion, mental health and wellbeing, and race and equity. These conversations implemented over the past five years have dramatically improved student relationships and built a community that is not only culturally competent, but actively equitable in repairing societal harms.

From a staff perspective, we have three main methods of promoting equity in education. First, each teacher is required to develop an individual education track for his or her own cultural inclusivity. Each teacher is able to select professional development books centered on equity in education. Each teacher then meets in a professional learning community to discuss the book, chapter by chapter, and shares best practices around implementation in their classrooms. Second, our school has developed two teacher committees around inclusion. The first is a "supports" committee that meets three times annually to audit our student support programming and ensure that we are providing student support in a robust and equitable manner.

The second committee reviews our academic program itself, and also meets three times yearly to develop resources for classroom teachers, such as primary source documents, that are written by people of color and/or identify ways lesson plans can incorporate voices from all communities. Third, our educators spearheaded and are participating in a network-wide addition to our curriculum called "The New American Conversation." When the project is complete, the New American Conversation will be a set of texts, excerpts of texts, and non-textual works ordered by K-12 grade level, that are suitable for seminar-style discussion and inclusion in BASIS Charter School classrooms. The guiding principle of this project is our belief that BASIS students will benefit tremendously by studying a curated set of texts that are selected to illuminate the American experience from different perspectives, including a broad diversity of authors and ideas that, while under-represented in a traditional canon, are essential to a modern understanding of the United States, and our varied communities.

In the BASIS K-12 model, we believe a student is never too young to acquire good "student skills" and that is why the same types of universal design in learning supports and instructional strategies will be deployed in the primary grades. The primary campus will have its own special education teachers and staff to ensure those students have access to an appropriate education with meaningful supports. In the last few years, BASIS has doubled-down on its commitment to meeting the needs of students with disabilities, English learners, and other diverse learners, making this the ideal time to add a primary campus where these additional and strengthened supports and services can be immediately launched to provide the students with a strong child find system, robust Response to Intervention, and high-quality, highly effective special education and related services.

Supports specific to Students with disabilities, at-risk, and ELL

BASIS DC is committed to meeting its obligation to make a free appropriate public education (FAPE) available to students with disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), as well as ensuring students with disabling conditions as described in Section 504 of the Rehabilitation Act have available the related aids and services described in their 504 plans. The methods, instructional, and support model described in this section is already in place at the existing 5-12 campus and will be implemented at the primary campus as well. BASIS DC understands that the addition of a primary campus is likely to increase the overall population of SWD and increase the need for solid programming in special education and English Learning Development. In recent years BASIS DC has greatly improved and expanded its special programs and is eager to execute these processes in the primary grades where students' exposure to meaningful, early intervention can make all the difference in their success in middle and high school and beyond.

BASIS DC has put in place a new special education staffing model to better address student needs. Each student who receives special education at BASIS DC has a dedicated Case Manager who is a highly qualified special education teacher, along with a Learning Specialist who supports the special education teacher and student.

Students' Case Managers provide direct instruction to students outside the general education setting, as appropriate, and continuously collaborate with the students' general education teachers to ensure the instructional strategies are aligned with each student's IEP and designed to provide access to curricular materials. The students' Learning Specialists provide direct instruction to students within the general education setting and collaborate with general education teachers in real time to support students in the classroom.

BASIS DC regularly works internally and with third-party Special Education experts to conduct an audit of the current special education program model. This audit has historically examined the special education programs and services provided at BASIS DC to identify areas of success and areas of growth. This annual review has produced changes to the programming, including helping "right-size" student service levels on the continuum of services, participating in dedicated competitive SOAR grant programs around student's voice in IEP programs/processes, and increasing services and training for families around the differences between 504 and IEP services.

BASIS DC partners with KIPP DC to offer dual-certification tuition payments and salary incentives for teachers to get dual-certified as both gen-ed teachers and SPED teachers.

BASIS DC works closely with parents and data to make sure specially designed instruction (SDI) and related services available to students with disabilities in which students can receive individualized or small group instruction and services, as appropriate, to allow students to access the general curriculum. Students' individualized education program (IEP) and 504 teams will be convened, as appropriate to make any needed amendments. Classroom teachers will be provided information about students' individual needs and necessary accommodations and modifications to ensure that students are afforded the supports described in the IEPs and 504 plans, respectively. One thing we are proud of is that twice each year we have grade level review meetings to reevaluate best practices for implementing each student's accommodations. In addition, after each IEP and 504 meeting the Director of Student support services works to record a video about the individual student and best practices for accommodations so that the teachers have visual reference materials even if they were not able to join the IEP meeting.

Occupational therapists and speech providers will build service schedules that allow them to make students' services available in accordance with the anticipated frequency and duration described in their IEPs. The school psychologist will continue to provide counseling services, including 1-1 sessions and daily check-ins, as appropriate.

Procedures are in place to ensure students' IEPs and 504 plans are reviewed in a timely manner and revised as appropriate. Evaluation timelines are closely monitored to ensure students are evaluated in accordance with IDEA and DC requirements. Each month the LEA data manager compiles a compliance audit of all timelines and services and has each special education teacher, the Director of Student support services, and the Head of School sign off on the current timeliness and delivery rate to make sure we are always providing the best possible service to our students.

Support staff is in regular communication with family members of students with disabilities. Our families of students with 504, ELL, and IEP plans receive a regular email about the support services including grades, missing assignments, service minutes and logs, and pace through the curriculum / towards IEP goals. During these email conversations, we check in with the families and make sure we make available the assistance they need to allow their students access to their services and the general curriculum.

BASIS DC also gives guidance to families to help them be knowledgeable so that the IEP teams ensure that each student is receiving their interventions in their least restrictive environment.

English learners, or any students identified through the home language screener process will be administered the WIDA screener the within the first month of enrollment at BASIS DC to determine level of English proficiency. Key staff at the school regularly review the ELL Early Access Qlik application and have an accurate list of all previously identified ELL students. The WIDA screener occurs upon enrollment with a school staff member. In addition, all students including ELL students take our nationally normed ELA assessment three times a year including within the first month of school.

Once the student's learning needs are understood, the student will receive English language instruction through the school's existing ELL program which has three main components: pull-out English Language Development (ELD) intervention time, general education course content provided with the guidance of the ELL team, and EL case management. This program is similar in structure to the sheltered instruction model with the addition of some pull-out support depending on student's needs. Using this model, most instruction is provided in the general education classroom, which ensures EL students can experience and learn the rigorous BASIS curriculum; however, students may be pulled out as appropriate to ensure they receive necessary support and instruction. This program is separate and independent of the school's Special Education program and works as an addition to the general education program, though some staff work with other populations of students beyond the EL program.

   a. **What are the methods of instruction for SWD along the full continuum of services, including students who require a partial or full-time separate outside of general education setting?**

As described above, BASIS DC has a robust special education program at the existing campus that will be modified, as needed, to fit the primary grades and employed on the primary campus. A full continuum of services will be available. As is the case currently, we anticipate the majority of students will receive their services inside and outside of the regular classroom through "push-in" services and "pull-out" services. However, BASIS schools across the country have seen an uptick in the number of students with more significant needs inherent to lower incidence disabilities coming to the primary schools. For that reason, several of the BASIS K-12 and primary campuses have created "self-contained" special education classrooms in which the students do most or all of their learning with other SWD. In these cases, the Schools have worked

closely with school leadership, parents, and network resources to ensure the classrooms are designed to meet the unique needs of the students. Additionally, the School will work with OSSE when appropriate to pursue non-public placements for students when appropriate, just as it has at the 5-12 campus.

b. Which language acquisition model[1] will you use to meet the varying needs of students across English proficiency levels? Explain.

BASIS DC uses the Sheltered Instruction ELL model, combining mostly in-classroom ELL support with some pull out instruction. Because of the two-teacher model, there is dedicated time in the K-4 school day specific to reading interventions, and there is always both an ELL coordinator and a full-time reading/literacy interventionist, as well as both an English teacher and Literacy teacher.

Pull out ELD intervention:
- BASIS DC will offer multiple ELD intervention time blocks to support each ELL student with ACCESS scores from 1 to 5.
- These intervention times pull students out of the general education space primarily during student's study hall, stations time during Humanities or English class, , during the Math or Literacy Enrichment courses, or occasionally during elective time.
- These intervention spaces are specifically designed to support students' academic language development needs in the four language domains: reading, writing, listening, and speaking.
- The ELD intervention is led by our Literacy Specialist, LET, or ELL coordinator. Depending on the ELL student and scheduling demands, interventions may occur with only EL students or may include both EL students and other students identified with needing support around reading or writing skill development; this is appropriate for many of our EL students as ACCESS testing sub-scores identify that most of our students' language development needs are in reading and writing rather than speaking and listening.

General education course content:
- The primary way in which EL students receive language development and core content is in their general education classes. These are mixed language development classes in which EL students are in class with their English-fluent peers.
- Instruction is provided by the general education teachers.
- General education teachers are supported by the EL case manager to understand and plan class materials that are designed to both support English fluency development and ensure that students do not receive a "watered down" version of the core curriculum. The EL case manager conducts weekly reviews of teachers' content and provides guidance on strategies to support EL students in the classroom. This guidance might include things like use of a heritage language dictionary, use of simplified language during class time or for instructions, allowing EL

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[1] OSSE's *Delivering Education Services to English Learners* can be found at https://osse.dc.gov/publication/delivering-education-services-english-learners-policies-and-procedures-administrators. This guide details five program models commonly used in DC: two-day/dual-language bilingual, inclusion/collaborative teaching, content-based EL, newcomer oral language and literacy, and sheltered content.

students to demonstrate knowledge using non oral or written skills, extra time on assignments, and more.

- As part of the support of EL students in this model the EL case manager will also conduct observations of the student within the general education classroom at least once per marking period to determine if the supports provided by the general education teacher have been successful in supporting language development and allowing access to the core content.

EL Case Management:

- All of our EL students are supported by a single case manager, who has the support of several additional personnel.
- The case managers will:
  - Work with students to analyze their ACCESS data and class grades, and set SMART language development goals
  - Conduct a data review of student language acquisition progress once per marking period/intervention cycle and share results with parents and educators on the student's team
  - Connect students to an academic advisor to hold weekly one-on-one check-ins to monitor their emotional well-being and academic progress, and provide/coordinate supports, as needed. These check-ins have proven very positive over the years, and are for some students increased to daily check-ins depending on the regularity of data review
  - Work with general education and special educators to ensure linguistic accommodation are implemented across the curriculum. This takes the form of a weekly check-in with educators of each ELL student.
- Each student works with the case manager to make progress on their EL Individualized Learning Plan (ILP). BASIS DC is utilizing models provided by OSSE and the DC Public Charter School Board to design the EL ILP that will best fit our students' and faculty's needs.
- This tool contains the students' ACCESS scores, key background information, language strengths and needs, and SMART language development goals set in collaboration with EL students, families, and general education teachers.

BASIS DC is committed to communicating with families in a language they understand, to the extent practical, in compliance with Title I and the Language Access Act. Additionally, our school understands that communication styles and preferences vary across linguistic and cultural communities and educators have to consider these variations in order to effectively communicate and partner with families. BASIS DC will continue to send all key communication to parents in both English and Mandarin, as Mandarin is the most common heritage/world language spoken in our school community. In addition, all BASIS staff have access to a 24/7 translation service program for conducting meetings or calls in families' preferred language. Those services will be utilized to ensure that all families have opportunities to receive support and provide feedback to the school in the families' preferred language.

Lastly, BASIS DC is committed to regular review and evaluation of its ELL programs to ensure that the team is providing the necessary support. As noted above the EL case manager will provide the school team updates once per marking period on the student's EL development and progress on each student's ILP. This data will be

presented to the Director of Student Support Services and Head of School so that they can regularly evaluate program performance.

> ### c. How will the school identify students who may be struggling and would benefit from academic and/or behavioral interventions?

BASIS DC has a robust child find process. There are multiple different entry points, communication points, and data reviews/review cycles to ensure that we are quickly identifying and supporting any students who require additional support.

To ensure the local and school communities are aware of the availability of special education and related services for eligible children with disabilities and the methods for requesting such services, BASIS DC PCS provides public notice through a variety of methods:
- BASIS DC PCS provides information to parents and the school community at school events such as parent-teacher conferences, back-to-school events, summer enrollment events, etc.
- BASIS DC PCS publishes information and relevant dates in school manuals, calendars, and on its website.
- Brochures regarding special education services are available for parents and the public in the front office.

BASIS DC implements a comprehensive screening process to determine if a child should be referred for an evaluation, the result of which is provided to the child's parent. Screenings utilize assessments and tools that are generally applied across the entire student population. Parent consent is not required for BASIS DC to conduct a uniform, schoolwide screening. A screening conducted by a BASIS DC teacher or specialist to determine appropriate instructional strategies for curriculum implementation does not constitute an evaluation for eligibility for special education and related services and does not require parent consent.

There are different benchmarks for each screener that determine if the student requires additional target support and/or if the child is a student with a disability necessitating accommodations or designed instruction. Each trimester the school leadership team meets with teachers in the grade levels to review current Response to Intervention (RTI) progress and services and make recommendations.

In addition, twice every trimester all students who have two or more grades below a 75% are placed on academic support regardless of screener status.

Furthermore, teachers can submit RTI referrals at any time, and the SST meets bi-weekly to review any students that have accrued more than 5 absences, or any teacher referrals.

Once a student has been identified to the SST as potentially needing extra supports the team meets with the parent, to develop an action plan. This action plan includes determining baseline concerns, setting goals, and proposing interventions. The data that we compile includes all attendance records, testing scores from I ready, historical and current grades, PARCC scores, anecdotal information from parents, teachers, and

the student, existing tier I interventions, WIDA scores for English Language Learners, FastBridge scores, and local LEA testing. Once the team has a clear picture of the student's main areas of concern, the team sets goals matched to baseline data around that concern. The team also selects interventions, which may include enhanced academic supports, i-ready curricular math or reading pull-out instruction, daily behavioral goal setting, psychologist lead counseling, second step small groups, Fountas and Pinnell small group reading instruction, and academic check-in/check-out systems to improve organization and executive functioning skills. Once an action plan has been developed it is implemented and goals are tracked for 6-8 weeks. After which time the team reconvenes to determine if goals have been met.

At the end of the 6-8 week window, the team makes a determination to either continue with current interventions, reduce interventions and monitor the student, escalate the intensity or frequency of the intervention, or refer the student to the special education program. The comprehensive model of BASIS DC interventions and student supports can be found in Appendix F.

BASIS DC screenings, Response to Intervention supports, or other pre-referral interventions will not be used to delay the initial evaluation of a student who is suspected of being a child with a disability in need of special education and related services. In such cases the student will be immediately referred to the special education team to begin the evaluation process.

15. Describe the staffing plan for the proposed expansion. Include the anticipated number of academic staff, non-academic, special education and EL staff, and mission-specific staff required for each new grade served.

As previously mentioned, BASIS is committed to staffing the school with a diverse team of individuals from varied backgrounds and experiences in order to provide the students we serve with the resources needed to achieve exceptional academic outcomes. As previously discussed, the two-teacher model, also referred to as the "co-teaching model," further reinforces our commitment to providing our youngest students with a subject-expert teacher (SET) and a learning expert teacher (LET) experienced in child development and interventions. In any role that we fill, we are committed to a fair and unbiased hiring process, valuing open-minded intellectualism and community collaboration as our core values.

The staffing model included in the below graphic shows the projected increase in staff to meet the demand for faculty and staff that will result from a primary expansion using the base case enrollment number of 318 students and grades K-4 in year one. While it would be easy to adapt this down to a slower growth model (which projections can be seen in Question 10), we are confident that recruiting highly qualified staff in these numbers is more than feasible given our historic staffing rates in the DC 5-12 School and our experience recruiting for similar staffing plans across our network.

	FY26	FY27	FY28	FY29	FY30
Managers	Count	Count	Count	Count	Count
HOS	1.00	1.00	1.00	1.00	1.00
HOPS	1.00	1.00	1.00	1.00	1.00
Director (DSA)	1.00	1.00	2.00	2.00	2.00
Director (DAP)	1.00	1.00	1.00	1.00	1.00
Operations Director	0.00	1.00	1.00	1.00	1.00
Total Managers	**4**	**5**	**6**	**6**	**6**

Instruction	Count	Count	Count	Count	Count
Early Education Teacher	3.00	4.00	4.00	4.00	4.00
Early Education Teaching Fellow	3.00	4.00	4.00	4.00	4.00
Learning Expert Teacher	9.00	13.00	16.00	16.00	16.00
Subject Expert Teacher	13.00	17.00	21.00	21.00	21.00
Teaching Fellow	1.00	1.00	2.00	2.00	2.00
Total Instruction	**29**	**39**	**47**	**47**	**47**

Other	Count	Count	Count	Count	Count
Dean of Students	2.00	2.00	3.00	3.00	3.00
Auxiliary Programs Coordinator	1.00	1.00	1.00	1.00	1.00
LEA Data Manager	1.00	1.00	1.00	1.00	1.00
Curriculum Coordinator	0.50	1.00	1.00	1.00	1.00
English Language Coordinator	1.00	1.00	1.00	1.00	1.00
Custodian	1.00	1.00	1.00	1.00	1.00
Facilities Coordinator	1.00	1.00	1.00	1.00	1.00
Front Office Assistants	0.00	1.00	1.00	1.00	1.00
Front Office Coordinator	1.00	1.00	1.00	1.00	1.00
Health Coordinator	1.00	1.00	1.00	1.00	1.00
Math Specialist	1.00	1.50	1.75	1.75	1.75
Reading Specialist	1.00	1.50	1.75	1.75	1.75
Registrar	1.00	1.00	1.00	1.00	1.00
School Counselor	1.00	1.00	1.00	1.00	1.00
Special Ed Coordinator	1.00	1.00	1.00	1.00	1.00
Special Ed Assistant	3.00	4.00	5.50	5.50	5.50
Special Ed Specialist	1.00	2.00	2.50	2.50	2.50
Special Ed Teacher	1.00	2.00	3.00	3.00	3.00
Technology Coordinator	1.00	1.00	1.00	1.00	1.00
Monitors - FT	2.00	3.00	4.00	4.00	4.00
Total Admin	**23**	**29**	**35**	**35**	**35**

d. How will you attract and retain high-quality staff for the proposed grade expansion?

During the preparation phase, a dedicated DC talent recruiter will work with the DC school leaders to develop a targeted recruiting message that highlights our commitment to attract a diverse group of high-quality candidates who are passionate about providing a world-class education that is accessible to every student in the classroom.

Diverse Recruitment Strategy
- We will utilize targeted job ads and actively seek candidates from diverse backgrounds through platforms like LinkedIn and Handshake.
- Participation in Job Fairs and University events: Our recruiter and designated school staff will attend and participate in job fairs focused on recruiting a diverse staff, such as the spring Diversity in Education job fair.
- Referral Program: We will utilize our existing referral program to encourage current team members to refer candidates from similar backgrounds and will continue to pay referral bonuses to incentivize this process.
- Student Teaching: We have found much success in our existing student teaching program that allows us to recruit top candidates to do their student teaching in our schools and frequently converts to a full-time teaching position after they graduate. With the expansion, we will establish positions targeted at specific candidates from DC. Continuing to foster relationships with universities and promoting student career and development opportunities.

Talent Selection and Hiring
- Hiring Team: We will select a hiring team made up of the current and future school leaders, high performing teachers from the existing DC campus, and, as needed, early education experts from our network schools. This team will implement a comprehensive selection process, including screening, interviewing, and making offers, ensuring each step aligns with our commitment to diversity and inclusivity.
- Interview Process: Candidates will participate in a total of three interviews for this role. The initial contact will consist of a phone screening with the DC recruiter followed by a formal interview with the hiring team. Most interviewees will participate in an in-person interview at our current DC campus, but virtual, on-line interviews will be accommodated. Teachers will then participate in a demo-lesson as their final step in the interview process; the details will be adjusted based on the grade and subject they are teaching but will be in-person at our DC campus.
- Ongoing recruitment: The recruiter and hiring team will remain in role and be committed to maintaining a full staff throughout the school year. As positions become available, we will immediately begin sourcing for the best candidate using the same process described above. Our existing DC campus currently has an average of forty applicants for every position filled and we expect that ratio to continue to increase as we expand our grade levels and provide increasingly transparent salary and benefits information.

e. **What professional development will staff receive to implement the curriculum and meet the needs of all students, including SWD, ELs, at-risk students, and students who may be academically struggling or advanced?**

Attracting and retaining high-quality staff for the proposed grade expansion aligns with the commitment to excellence and equity as outlined in the DC PCSB strategic roadmap. To achieve this goal, we will implement several strategies focusing on professional development, data-driven instruction, and fostering a supportive work environment.

Professional Development Opportunities: We recognize the importance of investing in our staff's growth and development. Our strategic plan emphasizes providing ongoing professional development opportunities tailored to the unique needs of our educators. By offering on-site training programs, PD workshops, classroom observations, weekly staff meetings, formal evaluations, and one-on-one mentorship opportunities, we aim to empower our staff to excel in their roles and contribute effectively to student success. An example of one such training program is included in Appendix G, which shows the summer training schedule for teachers from 2023.

Data Driven Instruction: We are committed to exceptional student outcomes through individual, student-focused support that is analyzed and adapted through a data-driven, collaborative process.

Supportive Work Environment: Our school prioritizes creating a supportive and inclusive work environment where staff feel valued, respected, and empowered. By promoting a culture of collaboration, open communication, and mutual respect, we aim to retain high-quality staff and foster a sense of belonging within our school community.

Recognition and Rewards: Recognizing the contributions of our staff is integral to our efforts to attract and retain high-quality educators. Our program includes initiatives to acknowledge and reward exemplary performance, such as employee recognition programs, performance-based incentives, and opportunities for career advancement.

Feedback and Continuous Improvement: Feedback mechanisms are essential for continuous improvement and staff engagement. Our model emphasizes the importance of soliciting feedback from staff through surveys, focus groups, and regular check-ins. By listening to the needs and concerns of our educators, we can make informed decisions to enhance the overall staff experience and retain top talent.

- **What impact will the grade expansion have on the school's leadership team and reporting structure? If these new grades require the school to hire a new leader, please provide an updated organizational chart and describe the expertise necessary for the role.**

During the planning and preparation phase of the expansion, the current Head of School ("HOS") for the 5-12 campus will serve in that role for the primary campus as well to ensure there is a leader who understands the BASIS mission and goals who can guide

talent recruitment. This structure will be maintained as long as necessary to ensure the primary classrooms are properly planned and staffed and until such a time as determined appropriate in order to ensure the high-quality educational program BASIS expects. However, to ensure that the needs of the primary campus are well-managed and highly prioritized, the primary campus will ultimately transition to its own leadership team, the structure of which will mimic the existing School's structure in the preferred growth model, with some nuance built in to meet primary school needs.

The below organizational charts demonstrate the projected structure for the primary campus once the aims outlined above have been achieved for both a conservative growth model and the School's preferred base case model.

In the slower growth model the Head of School is responsible for all functions, including the operations of the school, with a Director of Operations reporting to the HOS, whereas in the preferred growth model the structure is a standard BASIS model with a Head of School and a Head of Operations acting as counterparts where one is responsible for the academic programs and the other is responsible for the operational workings of the school. In either model we would conduct a thorough search for the right candidates to fill leadership positions, understanding that in the conservative model we will need to find a HOS who is not only a stellar academician but also has knowledge and experience with operational functions. In the preferred model the School will be able to focus on recruiting a primary HOS who is an experienced educator who understands instructional alignment to academic standards, curriculum development, pedagogy, classroom management for primary grades, and how to work with dedicated educators and parents. In this structure, having the Head of School and Head of Operations in separate roles helps to ensure leaders are focused on their areas of expertise—one who manages the academic programs and the other who maintains those logistical requirements necessary to running a school, such as management of vendors, facilities, and features like the National School Lunch Program.

2025-2026 BASIS DC Org Chart

Conservative Growth Model

2025-2026 BASIS DC Org Chart

Preferred Growth Model

School Managers:

Head of School: The Head of School is responsible for all activities involving students and faculty at the school site. Their primary duties include hiring, training, mentoring and developing the faculty team. This person is accountable for building strong relations with the community in order to facilitate the fundraising necessary for teacher incentive and booster participation. With the help of the Head of Operations/Operations Director, the Head of School is tasked with making key personnel and financial decisions for the school. They are also ultimately responsible for the implementation of curriculum and charter school compliance at the campus.

Head of Operations: The role of the Head of Operations is primarily responsible for the finance and facilities functions for the school site. Responsible for vendor selection and management, purchasing and accounting, and facilities and technology management. This person serves as the onsite human resources contact and partners with the Head of School to ensure that academics meet BASIS standards. Our current DC campus has both a Head of Operations and an Operations Director. In the smaller, conservative growth model, this role will be replaced with an Operations Director who will report directly to the Primary Program Head of School. As we grow, this position will be added to the primary program and, eventually both roles will be filled.

Operations Director (Preferred Growth Model Only): The Director of Operations is responsible for the day-to-day operations of the school. This person is responsible for vendor selection and management, assists with purchasing and accounting, and helps facilitate technology management. The Operations Director ensures that the teachers and students have all supplies necessary, and that the facility is in the best working order to ensure the best possible academic outcomes.

Director of Student Affairs (DSA): The Director of Student Affairs role is to support a culture of academic excellence and ensure the success of every one of our students. This position is highly focused on academics and is responsible for establishing student support programs that lead to exceptional student outcomes. Through elevated expectations of student capabilities and a willingness to ensure that all students have the support they need to be successful, our Director of Student Affairs will take a data driven approach to assessing student needs, and thus allocate the resources needed to enhance their educational experience. Together with the Dean of Students, the DSA ensures that the social-emotional learning program is implemented and that all students are receiving the necessary resources to succeed. This person is also responsible for student discipline and works closely with the Head of School to ensure that the campus culture supports an academics-focused environment.

Director of Academic programs (DAP): The role of the Director of Academic Programs is primarily to organize and run all school-related events and programs to support a culture of academic excellence and ensure the success of students. This person designs and manages afterschool programs and other afterschool events, supervises student registration and curriculum, and creates and maintains teacher schedules and the school calendar. In the conservative growth model, this role will be covered by the Primary School Director.

Key Support Staff:

Registrar: The Registrar is primarily responsible for managing all systems related to student enrollment and records. They provide support to the faculty in ensuring all reporting requirements are met. The Registrar oversees the enrollment process, maintains physical student files and maintains attendance records.

Exceptional Student Services (ESS) or Special Education Coordinator: The role of the Special Education Student Services Coordinator is to oversee all aspects of the Special Education (SPED) program at the school site, including programs under IDEA, Section 504, and EL such as identifying the need for, planning, and executing all standardized and child-specific testing for students suspected of having a disability. The ESS Coordinator ensures that school special education practices are aligned with all pertinent regulations and laws, maintain open communication channels with all parties involved, and provide school-site training. The ESS Coordinator may also work directly with students to identify and fulfill needed educational services and supports as part of a student's Individualized Education Program (IEP). With the addition of a primary campus, this role may also be deployed at the regional level to ensure that the primary campus and the upper campus both have solid and consistent special education programs that are compliant with federal and DC requirements and offer continuity of services when transitioning from the primary to the upper school.

Special Education Teacher or Specialist (SPED Specialist): The role of the SPED Specialist is primarily to work directly with students to identify and fulfill needed educational services and supports as part of a student's IEP or 504 plan. This role is filled with a certified special education teacher and requires experience working with primary students. The primary functions include providing specially designed instruction to students with disabilities, being the primary author of IEPs as developed by IEP teams and serving as case manager for students with disabilities. This specialist also serves as case manager for students with 504 plans and ensures that accommodations and related aids and services described in 504 plans are made available to students. The specialist helps to ensure that school Special Education practices are aligned with all pertinent regulations and laws.

Special Education Assistant (SPED Assistant): The role of the SPED Assistant is to assist in all aspects of the Special Education Program at the school's site. This role helps maintain communication channels with parents, peers and supervisors regarding all Special Education items. They may provide paraprofessional support for individual students.

Please see the position descriptions in Appendix G for additional qualification information on these roles.

Appendix Table of Contents

Appendix A

BASIS Washington, DC™
bdc

Meeting Minutes of the

BDC, A Public Charter School, Inc.

Meeting of the Board of Trustees

BASIS DC

410 8th St NW

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March 23, 2023

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Board members present: Tony Axam, Craig Barrett, Chad Colby, Mali Parke, Anne House Quinn and Debbie Veney

Board members absent: Ishmael Wilson

Staff members present and contributing to the meeting: Kristen Jordison, Alex Rose-Henig, Julie Kearney, Pat McGraw, Cody Roth, John Hillis, Bob Erspamer, Shannon Chavez, Michelle Keogh, Aaron Kindel, Damon Norris, and DeAnna Rowe

1. Craig Barrett called the meeting to order at 4:37 pm ET

2. The agenda was adopted with a change of order as presented below.

3. Executive Director's Report - DeAnna Rowe reported on the following: Provided a link to the BASIS DC Senior Project page and encouraged members to review and follow the student work; Reminded the members of the changes that had occurred at BASIS.ed and introduced Peter and Patti as the new majority owners of the management company who then addressed the members; Provided proposed revised minutes and shared her reasons for the changes and updated the members on the activities that have occurred regarding previous public comment including materials shared with the Board and prior and upcoming actions of School Management at BASIS.ed and Alex Rose-Henig; Reported that the annual agreed upon procedures demonstrated all tested transactions were appropriately categorized; Shared an update on the effort to complete an expansion amendment including demonstration of demand and locating a facility followed by Aaron Kindel's summary of the facility search to date.

4. Call to the Public – Two individuals addressed the Board: Parent Liz Stevenson expressed her appreciation for leadership's communication with parents, her view on how the meeting minutes should be presented, and inquired about a previous request for data on AP performance; Parent Steve Pierson shared that his comments had been addressed in the ED Report and expressed his view on how minutes should be presented.

5. The Board approved the December 9, 2022 minutes with revisions. (Motion by Tony Axam, second by Chad Colby)

March 23, 2023

6. The Board approved the following resolutions as presented:
   a. Resolution BDC23-R06 for the approval of the submission of the required documents for the expansion of grade levels (motion by Tony Axam, second by Mali Parke)
   b. Resolution BDC23-R07 to approve the proposed curricular changes (motion by Tony Axam, second by Chad Colby)
   c. Resolution BDC23-R08 for the adoption of the Policy for Special Education Certificate of IEP Completion (motion by Mali Parke, second by Tony Axam)
   d. Resolution BDC23-R09 for the adoption of the Policy for Home and Hospital Instruction (motion by Tony Axam, second by Chad Colby)
   e. Resolution BDC23-R10 to approve the awarding of the BASIS DC High School Diploma to eligible students for inclusion in the graduation class of 2023 (motion by Tony Axam, second by Mali Parke)

7. Financial Reports - Susan Adams announced her retirement as CFO for BASIS.ed and introduced Tom Bickart as her replacement. Tom briefly addressed the Board. Damon Norris reviewed the Q2 Financial Reports. During the discussion of the Annual Financial Audit, Debbie Siebels noted that it was single audit due to the level of federal funding included in the school's operations in FY22.

8. Management Report – Alex RoseHenig reviewed BASIS DC performance as reflected on OSSE school report cards. He also highlighted the school's performance on baseline and benchmark testing, indicating growth and scores were among the highest in the network. Kristen Jordison reviews mid-year survey data. Julie Kearney provided an update on current enrollment as well as applications for 2023-24, indicating an increase in applications from Ward 7 and 8. Pat McGraw reviewed current marketing strategies. Cody Roth provided an update on efforts to recruit teachers for future needs. John Hillis reviewed the ATF amount raised through Q2 and upcoming events. Bob Erspamer updated the board on intruder drills and identified areas for continued training. Shannon Chavez reported on recent required compliance submissions and monitorings, as well as an update on the charter condition related to students with disabilities. Michelle Keogh provided an update on legal matters.

9. The meeting adjourned at 6:31 pm.

Minutes taken by DeAnna Rowe

Anne House Quinn, Secretary of the Board
BDC, A Public Charter School, Inc.

March 23, 2023

BASIS
Washington, DC™

ACTION BY RESOLUTION
OF THE BOARD OF TRUSTEES

March 23, 2023

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**RESOLUTION
BDC23-R06**

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It is hereby resolved that the BDC, A Public Charter School Inc. Board of Trustees approves the submission of the necessary documents to support the expansion of BASIS Washington DC to include Kindergarten through 4th grade, including but not limited to the enrollment ceiling increase and grade expansion amendments.

I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Trustees of **BDC, A Public Charter School, Inc. Board of Trustees.**

Anne House Quinn

Anne House Quinn
Secretary
BDC, A Public Charter School, Inc.

BASIS
Washington, DC™

Meeting Minutes of the

BDC, A Public Charter School, Inc.

Virtual Meeting of the Board of Trustees

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May 25, 2023

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Board members present: Craig Barrett, Chad Colby, Mali Parke, Anne House Quinn, Debbie Veney and Ishmael Wilson

Board members absent: Tony Axam

1. Craig Barrett called the meeting to order at 4:33 pm ET

2. The agenda was adopted with a change of order as presented below. (Motion by Anne House Quinn, second by Mali Parke)

3. Executive Director's Report - DeAnna Rowe reported the expansion efforts including market research, further exploration of offering PreK grades, and the timing and sensitivity to the property search.

4. Call to the Public – There was one request to speak in advance of the meeting, but the requester did not attend. Meaghan Parker attended the meeting and was provided an opportunity to address the Board. Ms. Parker raised the concern about how expansion may draw focus and effort away from teacher recruitment and retainment at the current school.

5. The Board approved Resolution BDC23-R12 to revise the proposed grade offerings at the expansion campus to include PreK. (Motion by Mali Parke, second by Debbie Veney)

6. The Board approved Resolution BDC23-R13 authorizing the executive director to take action to secure potential property for a primary school. (Motion by Debbie Veney, second by Mali Parke)

7. The Board approved the March 23, 2023 minutes as presented. (Motion by Chad Colby, second by Mali Parke)

8. The Board approved Resolution BDC23-R11 to adopt the 2023-2024 Parent Student Handbook that combines the updated Handbook with content that was previously in the Guidebook. No new policies were incorporated. (Motion by Mali Parke, second by Debbie Veney)

9. Financial Reports – Damon Norris reviewed the Q3 Financial Reports and presented the preliminary proposed budget for FY24. The Board approved Resolution BDC23-R14 for the adoption of the preliminary budget. (Motion by Anne House Quinn, second by Chad Colby)

10. Management Report – Alex Rose-Henig introduced Alex W., a student who was acting Head of School for the day. Alex W. shared his comments around preparation for end of year assessments, stress levels of students and teachers, and his appreciation for outdoor recess time. Alex Rose-Henig provided an overview of the Summer Boost program and the opportunities for students, an update on college scholarships and acceptance rates, Julie Kearney shared that enrollment for next year is strong and 5th grade is fully enrolled. Katie Porter shared an update on compliance matters, progress on the amendment for graduation requirements, her work with DCPCSB on the expansion amendment, the latest information on the identification and supports for students with disabilities, and the efforts of the school staff in the child find process. Michelle Keogh reported that a resolution was reached in the due process complaint previously shared. Cody Roth provided an update on the hiring pilot and demo days being implemented to proactively prepare for any unexpected vacancies. Cody also shared the team's participation in career fairs and the resulting hires. He reported on anticipated turnover, teacher retention rates and increases to teacher salaries. Chad Colby requested the school share out the success in retaining teacher for next year. Roberto Ramirez provided an update on ATF to date, sharing that additional funds had been provided by the Bezansons as a matching grant. Future efforts include identifying the most successful campaigns to implement moving forward.

Craig Barrett commented that ATF is about $50,000 less than last year. It looks like there will be favorable raises for next year. He would like to message that the Board is pleased with the progress this year, excited about progress going forward and would like to provide a grant to ATF. Anne proposed a $50,000 grant to ATF, plus an additional $50,000 in a dollar for dollar matching grant. Craig made a motion stating the board is super excited about our future and looking to the potential expansion based on the success of the current school, about the success of our students getting into good schools and the amount of scholarships earned, creating a great environment for kids requires we create a great environment for our teachers which includes compensating them appropriately. ATF is a critical component of that. The Board is willing to contribute $50K to the ATF for merit based bonuses and hope families share our enthusiasm and put forward a $50K dollar for dollar matching grant. Anne House Quinn seconded the motion. Mali requested that a communication be shared out broadly with the community about the donations being made.

11. The meeting adjourned at 6:37 pm.

Minutes taken by DeAnna Rowe

Anne House Quinn, Secretary of the Board
BDC, A Public Charter School, Inc.

May 25, 2023

BASIS
Washington, DC™

Meeting Minutes of the

BDC, A Public Charter School, Inc.

Virtual Meeting of the Board of Trustees

August 9, 2023

Board members present: Tony Axam, Craig Barrett, Chad Colby, Anne House Quinn, Debbie Veney, and Ishmael Wilson

Board members absent: Mali Parke

1. Craig Barrett called the meeting to order at 4:35 pm ET

2. The agenda was adopted as presented.

3. Call to the Public – There was no public participation at the meeting.

4. Executive Director's Report - DeAnna Rowe reported the expansion efforts including the feedback from DC PCSB regarding a phased increase in enrollment that would make the I Street property unaffordable. Given the debt and market value of the current building, moving the high school to I Street is also not viable. Moving forward with grade level and enrollment increase amendments. Currently vetting research companies to collect survey data from identified households for inclusion with the amendment submission. Craig requested the exploration of a merger with or acquisition of an existing primary school as a Plan B.

5. The Board approved the minutes of the May 25, 2023 meeting of the Board as presented. (Motion by Debbie Veney, second by Anne House Quinn)

6. The BASIS Ed team presented the Management Report. Carolyn McGarvey introduced Taneea Yarborough, the new Head of Operations for BASIS Washington, DC. Alex Rose-Henig reviewed the end of year assessment results, calling out that the school has grown to the top of the network in most content areas (with a kudos to the community) and noting that there is work to be done in math. He also reviewed the Parent Survey results and focus area progress from the prior year. Math outcomes, communication, teacher retention, and student support were identified priorities for the current year – along with the expansion project. Carolyn introduced Liz Greenberg as the new VP of Marketing. Alex provided an update on the few remaining positions to be filled. Enrollment is expected to remain strong with a healthy waitlist. Shannon Chavez provided the compliance update. There were no legal issues to review.

7. Financial Reports – Damon Norris reviewed the Q4 Financial Report.

8. The Board approved Resolution BDC24-R01, adopting the FY2024 budget with understanding that adjustments may be required as expansion plans are finalized. (Motion by Anne House Quinn, second by Tony Axam)

9. The meeting adjourned at 6:07 pm.

Minutes taken by DeAnna Rowe

Anne House Quinn, Secretary of the Board
BDC, A Public Charter School, Inc.

BASIS® BDC, A Public Charter School, Inc.

Meeting Minutes of the

BDC, A Public Charter School, Inc.

Meeting of the Board of Trustees

BASIS DC
410 8th St NW

December 7, 2023

Board members present in person: Craig Barrett, Anne House Quinn, Tony Axam, and Mali Parke
Board members present virtually: Debbie Veney and Chad Colby
Board members absent: Ishmael Wilson

1. Call to Order – The meeting was called to order by Craig Barrett at 4:40 p.m. ET.

2. The agenda was adopted as presented. (Motion by Mali Parke, Second by Anne House Quinn)

3. Executive Director's Report: DeAnna Rowe provided an update that market research has been done regarding the addition of primary grades. There will be continued engagement with the community as we submit our application to PCSB. The property search continues for a space that will accommodate this addition once approved. DeAnna introduced each item on the consent agenda.

4. Call to the Public – There was no public participation at the meeting.

5. The Board adopted all items on the consent agenda as presented. (Motion by Tony Axam, Second by Mali Parke)

6. Financial Reports – Damon Norris reviewed the Q1 Financial Report. There are plans to address deferred maintenance on campus with capital expenditures. Debbie Siebels reviewed the FY2022 Financial Analysis Report by DC PCSB.

7. The Board approved Resolution BDC24-R04, a revised FY24 BASIS DC Budget. As part of the discussion Craig Barrett requested future budget reports include Marketing, Advertising, and Promotion as Central Service expenses rather than Growth expenses. (Motion by Craig Barrett, Second by Anne House Quinn)

8. The BASIS Ed team presented the management report. Julie Kearney highlighted enrollment and retention. Alex Rose-Henig shared marketing and advertising plans. Staff will be participating in

upcoming EdFest events. Alex shared progress on school priorities including a focus on math outcomes, teacher retention, and student support. Kristen Jordison shared that the OECD tests will not be taken this upcoming spring. She will follow up with how the numbers from 22/23 compared to the previous year in the OECD test subjects of math, reading, and science. Katie Porter provided a compliance update.

9. The meeting adjourned at 6:04 p.m. ET. (Motion by Tony Axam, Second by Mali Parke)

Minutes taken by Georgia Gallagher.

_____
Anne House Quinn (Apr 2, 2024 10:55 EDT)

Anne House Quinn, Secretary of the Board
BDC, A Public Charter School, Inc.

December 7, 2023

BASIS BDC, A Public Charter School, Inc.

Meeting Minutes of the

BDC, A Public Charter School, Inc.

Meeting of the Board of Trustees

BASIS DC
410 8th St NW

March 27, 2024

Board members present in person: Craig Barrett and Mali Parke
Board members present virtually: Debbie Veney and Chad Colby
Board members absent: Anne House Quinn, Tony Axam, and Ishmael Wilson

1. Call to Order – The meeting was called to order by Craig Barrett at 4:34 p.m. ET.

2. The agenda was adopted as presented.

3. Call to the Public – There was no public participation at the meeting.

4. Executive Director's Report: DeAnna Rowe provided a summary of the Board-to-Board meeting with DC PCSB regarding the submission of a primary application to PCSB, with the targeted application deadline being May 6, 2024. There will be continued engagement with the community as we submit our application to PCSB. The Board discussed a strategic course of action for a successful outcome in the PCSB's consideration of the application. The property search continues for a space that will accommodate the primary school. The Board approved up to $30,000 in due diligence expenses when a property is identified. DeAnna introduced each item on the consent agenda.

5. The Board adopted all items on the consent agenda as presented, including:
    a. Minutes of the December 7, 2023, Meeting of the Board. (Motion by Mali Parke, Second by Debbie Veney)
    b. Resolution BDC24-R05 – Awarding of BASIS DC diploma (Motion by Mali Parke, Second by Debbie Veney)

6. Financial Report – Damon Norris reviewed the Q2 Financial Report.

7. The BASIS Ed team presented the management report. Julie Kearney provided a current enrollment and 24-25 application update. Lottery results will be available on March 29, 2024, for the 24-25 school year. Liz Greenberg shared marketing and advertising plans. Kristen Jordison provided results

March 27, 2024

from mid-year parent surveys, and Calvery Cooper and Alex Cobalt shared response plans to address the results. Cody Roth shared results from staff surveys and Alex Cobalt shared response plans. Kristen Jordison shared BLT and Pre-Comp test results. Alex Cobalt highlighted BASIS DC Seniors and their merit scholarships and college acceptances received. Katie Porter provided a compliance update and Michelle Keogh provided a legal update.

8. The meeting adjourned at 6:00 p.m. ET.

Minutes taken by Georgia Gallagher.

_____

Anne House Quinn, Secretary of the Board
BDC, A Public Charter School, Inc.

March 27, 2024

Appendix B

BASIS DC Elementary Expansion Survey and Focus Group Analysis

Executive Summary

Executive Summary

BASIS DC Public Charter School (BASIS DC) collaborated with DeliverEd to conduct a survey gauging the community's interest in extending its STEM-infused liberal arts program to elementary grades amidst the evolving educational landscape in Washington, DC. This report delves into insights derived from 187 online respondents who participated in the survey between September and November 2023, providing valuable considerations for BASIS DC leaders exploring the prospect of this expansion.

The dataset and analysis offer a foundational understanding for informed decision-making, guiding future steps toward the potential expansion of BASIS DC Public Charter School. We identified four key themes:

1. **There is high familiarity and a mostly positive perception of BASIS DC**: Many respondents are well-acquainted with BASIS DC and hold a positive view of the school, reflecting a solid reputation within the community. Respondents cite BASIS DC's academic reputation and achievements as a rationale for their positive impressions. However, concerns surfaced, including apprehensions about charter school expansion and the perception of exclusivity.

2. **Current BASIS DC parents show the highest enthusiasm for expansion**: Parents with current or past affiliations with BASIS DC are notably the most eager to enroll their children in a potential BASIS DC Elementary School, indicating a robust existing connection and positive sentiments. There are also a significant number of BASIS families that are unlikely to enroll and familiar and unfamiliar families who are unsure or neutral at this point.

3. **There are certain geographic areas with interest and opportunity**: Overall, across all wards, about 50% of people who responded (50 respondents) said they are satisfied with their current elementary school options in DC, but this statistic varies across wards. For example, 53% respondents (18 respondents) from Ward 5 expressed that they were completely or mostly satisfied with the elementary schools in their neighborhoods, while only 4% (1 respondent) from Ward 7 expressed the same

sentiment. This satisfaction with current options provides some context to explain the substantial interest in a BASIS DC Elementary School in Wards 5 and 7. 56% of Ward 7 respondents (15 respondents) indicated a likelihood of enrollment (although the actual number of potential and in-profile students in this area is limited according to Kalibrate data) and 45% (27 respondents) of Ward 5 respondents indicated the same. Therefore, there is room to explore which factors would drive interest in an elementary school in the zip codes where there is satisfaction or dissatisfaction with current options.

4. **Family priorities include ease of access and commuting support:** Respondents expressing interest in a future BASIS DC elementary school show a clear preference for ease of access and preferences for supportive measures that alleviate commuting stress. The focus group reveals concerns about distant locations, emphasizing the significance of appealing features like extracurricular activities or coordinated transportation. The insights from the focus group and survey findings underscore the importance of addressing logistical concerns to encourage greater interest in enrollment.

Key Charts & Graphs

The graphs below highlight key information obtained from the BASIS DC Elementary Expansion Survey. Review the complete final report for a deeper discussion of these graphs and the key takeaways.

"IF BASIS OPENED AN ELEMENTARY SCHOOL, HOW LIKELY WOULD YOU BE TO ENROLL YOUR STUDENT(S)?"

Total n = 130

PERCENTAGE OF RESPONDENTS FROM EACH WARD WHO ARE "LIKELY/VERY LIKELY" TO ENROLL

Total n= 130 responses

3

INTEREST IN BASIS ELEMENTARY BY AFFILIATION STATUS

OPEN TO CHANGING DECISION TO ENROLL BASED ON SCHOOL PROXIMITY: 'UNSURE/UNLIKELY/ NEUTRAL RESPONDENTS"

Conclusion & Recommendations

The DeliverEd team offers the following recommendations considering the data and analysis provided:

- **Conduct additional investigation into Latin American neighborhoods in DC**: Unfortunately, our best efforts could not yield representative perspectives from the Latin American and Spanish-speaking communities in Washington, DC. We

recommend intentional outreach in these communities or an additional focus group to learn more about their specific interest in a new elementary option.

- **Sell BASIS DC's softer qualities**: BASIS DC's reputation for academic excellence presents a double-edged sword in attracting potential families. As BASIS DC contemplates expansion, there is a need for nuanced marketing efforts that highlight a balanced approach, emphasizing academic rigor and softer qualities such as care, love of learning, and joy. This strategic communication can help dispel concerns and misconceptions, making BASIS DC more appealing to a broader audience.

- **Consider location and programming options to attract**: For an optimal location, we recommend choosing a spot closer to the city center, ensuring easy accessibility without the need to navigate major intersections or bridges. Given that parents are balancing their children's academic success with a desire to reduce their mental load, safety and security take precedence for some of the most eager attendees. While these parents value academic rigor, they may assume their child can succeed academically with their support after school. However, they prefer to avoid the stress associated with concerns about their child's safety while also balancing a daily commute through DC's unpredictable traffic.

  Moreover, we believe that if BASIS DC explores innovative transportation solutions (even if involving a small fee for parents) or offers unique after-school activities ensuring both safety and entertainment, these features could be compelling selling points for parents who are on the fence, especially if a less central location is chosen.

In conclusion, these recommendations underscore the importance of community engagement, strategic communication, and thoughtful site location selection to ensure BASIS DC's successful expansion and to meet the diverse needs of prospective families in Washington, DC.

BASIS DC Elementary School Expansion Survey and Focus Group

Final Report

Executive Summary

BASIS DC Public Charter School (BASIS DC) collaborated with DeliverEd to conduct a survey gauging the community's interest in extending its STEM-infused liberal arts program to elementary grades amidst the evolving educational landscape in Washington, DC. This report delves into insights derived from 187 online respondents who participated in the survey between September and November 2023, providing valuable considerations for BASIS DC leaders exploring the prospect of this expansion.

The dataset and analysis offer a foundational understanding for informed decision-making, guiding future steps toward the potential expansion of BASIS DC Public Charter School. We identified four key themes:

1. **There is high familiarity and a primarily positive perception of BASIS DC**: Many respondents are well-acquainted with BASIS DC and hold a positive view of the school, reflecting a solid reputation within the community. Respondents cite BASIS DC's academic reputation and achievements as a rationale for their positive impressions. However, concerns surfaced, including apprehensions about charter school expansion and the perception of exclusivity.

2. **Current BASIS DC parents show the highest enthusiasm for expansion**: Parents with current or past affiliations with BASIS DC are notably the most eager to enroll their children in a potential BASIS DC Elementary School, indicating a robust existing connection and positive sentiments. There are also a significant number of BASIS families that are unlikely to enroll and familiar and unfamiliar families who are unsure or neutral at this point.

3. **There are specific geographic areas with interest and opportunity**: Overall, across all wards, about 50% of people who responded (50 respondents) said they are satisfied with their current elementary school options in DC, but this statistic varies across wards. For example, 53% of respondents (18 respondents) from Ward 5 expressed that they were completely or mostly satisfied with the elementary schools

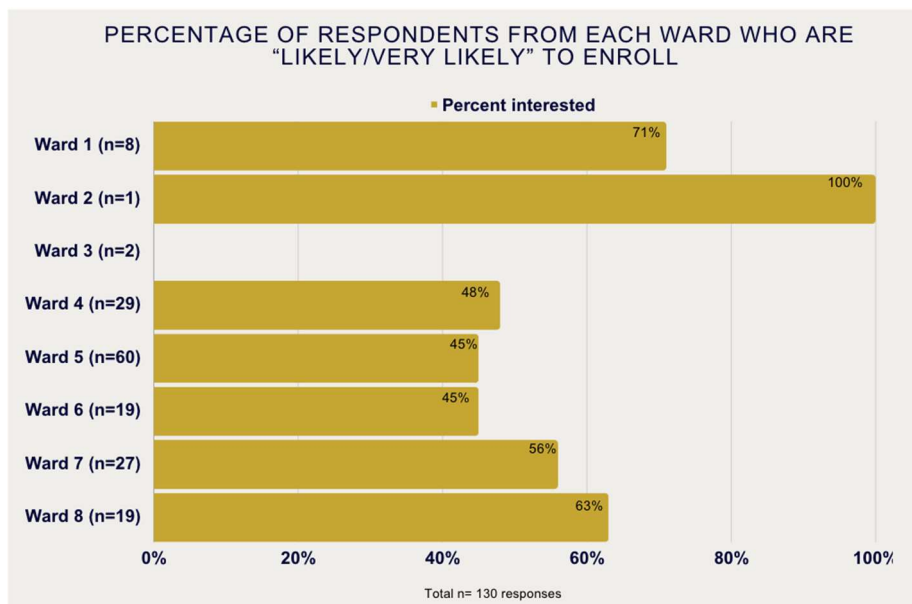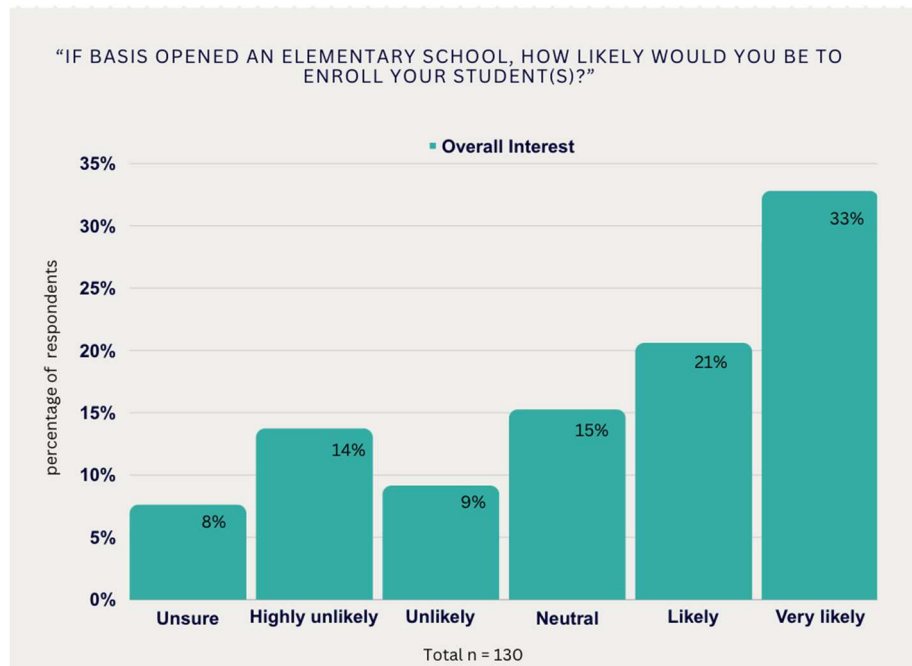in their neighborhoods, while only 4% (1 respondent) from Ward 7 expressed the same sentiment. This satisfaction with current options provides some context to explain the substantial interest in a BASIS DC Elementary School in Wards 5 and 7. 56% of Ward 7 respondents (15 respondents) indicated a likelihood of enrollment (although the actual number of potential and in-profile students in this area is limited according to Kalibrate data) and 45% (27 respondents) of Ward 5 respondents indicated the same. Therefore, there is room to explore which factors would drive interest in an elementary school in the zip codes where there is satisfaction or dissatisfaction with current options.

4. **Family priorities include ease of access and commuting support:** Respondents expressing interest in a future BASIS DC elementary school show a clear preference for ease of access and preferences for supportive measures that alleviate commuting stress. The focus group feedback reveals concerns about distant locations, emphasizing the significance of appealing features like extracurricular activities or coordinated transportation. The insights from the focus group and survey findings underscore the importance of addressing logistical concerns to encourage greater interest in enrollment.
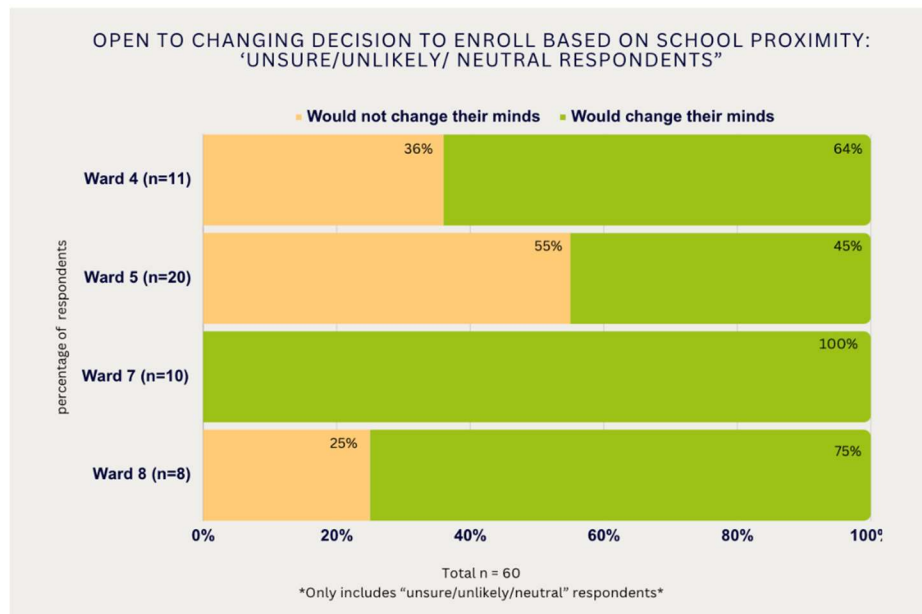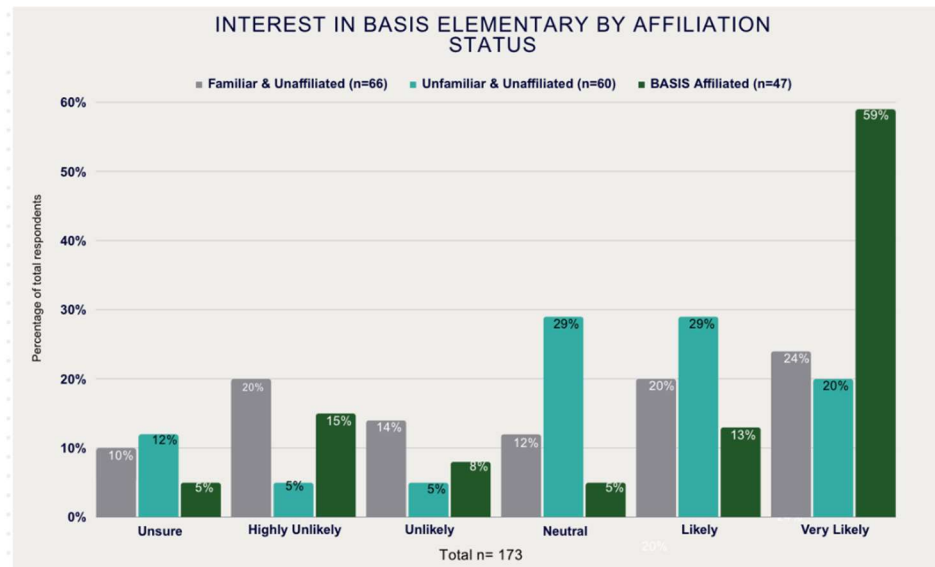
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Introduction and Overview

Purpose

BASIS DC Public Charter School (BASIS DC) partnered with DeliverEd to disseminate a survey to understand the Washington, DC community's interest in expanding its acclaimed STEM-infused liberal arts program (currently serving grades 5-12) to the elementary grades. This report analyzes data gathered from 187 online respondents who completed the survey between September and November 2023 to offer insights for BASIS DC leaders contemplating this potential expansion.

Incorporating community input is a pivotal but not necessarily determinative factor in assessing applications for charter school opening or expansion. BASIS DC leadership's decision to do this reflects their commitment to deliver on their mission of providing tuition-free, high-quality education aligned with the community's needs. By leveraging insights garnered through this survey, senior leaders can make well-informed decisions about the potential expansion, ensuring that BASIS DC continues to play a vital role in meeting the educational needs of the Washington, DC, community.

Survey Design

This survey was crafted collaboratively with BASIS DC senior staff members to ensure the instrument effectively captured the nuanced insights needed for decision-making and aligned with the objectives of gauging community interest and preferences regarding the potential expansion into elementary grades.

The survey consisted of 36 questions that covered respondents' residency or interest in relocating to Washington, DC, perceptions of BASIS DC (particularly among parents), factors influencing enrollment decisions, satisfaction with current education offerings, and location preferences (see the complete list of questions in the appendix). The questionnaire used "skip logic" to customize the questions based on the characteristics and responses of each respondent (e.g., only non-residents were asked about their willingness to move to DC for

BASIS DC school, families without children under the age of 10 were spared questions aimed for elementary school-aged families, etc.). Overall, the survey had an 85% completion rate and took an average of 7 minutes. Though every effort was made to encourage respondents to complete the survey, some respondents did not, possibly due to time constraints or distraction. These individuals who started the survey and provided answers but did not finish were categorized as "skips" for the unanswered questions (hence the varying "n" size across the analysis). The answers these respondents provided to other questions were still counted in this final analysis even though they did not complete the entire survey.

Methods of Dissemination

We built a dissemination plan based on the information gathered through the Kalibrate marketing profiles to target a population of DC residents who are most likely to enroll their children in a BASIS DC school. The survey was available in English and Spanish through Survey Monkey's online survey tool.

To ensure a diverse and comprehensive respondent pool of DC area parents, a strategy was developed to distribute the survey to all Advisory Neighborhood Commission (ANC) representatives in DC, posted in neighborhood Facebook groups, and shared with over 20 community groups, including Parents Amplifying Voices in Education (PAVE) (see a complete list of placements in the appendix). We also prominently featured the survey on the BASIS DC website and posted targeted ads on forums like the DC Urban Moms and Dads website. Mindful of potential underrepresentation in specific demographics, we organized an in-person survey collection event on November 5th at a Safeway in Ward 7, offering small denomination gift cards as incentives for participation. This approach aimed to ensure more inclusive representation and enrich the dataset with insights from a broader spectrum of the community.

In addition to the online survey, two focus groups were conducted on November 27th and 28th to understand better families' specific considerations regarding the location of a potential BASIS DC elementary campus. Despite inviting 16 participants and offering incentives for participation, only three individuals attended these sessions. Focus group attendees were

asked a series of questions about their current neighborhood of residence, the modes of transportation used for their children's school commute, and the factors that influence their selection of an elementary school location. Furthermore, participants engaged in a mapping exercise where they were presented with different neighborhoods in Washington, DC, such as Carver Langston, Randall Highlands, Brookland, and Deanwood. Respondents were asked if they would be willing to transport their students to the envisioned school location each day and to annotate on a map the area they would consider feasible for daily transportation. We also discussed hypothetical scenarios, exploring families' willingness to travel varying distances for an ideal school location. Attendees were asked to consider factors that might influence them to transport their student to a school 5, 10, or even 15 minutes away from their preferred location. Despite the modest turnout, these focus groups provided valuable qualitative insights into the nuanced transportation needs and considerations within the community.

Results

Demographics

The survey respondents represent diversity across location, educational attainment, race and ethnicity, and home language (see below). Over 94% of the total respondents (177 respondents) were residents of Washington DC, and 76% (110 respondents) reported English as their primary language. This rich demographic dataset is a foundation for a nuanced understanding of the community's diverse perspectives.

Location:
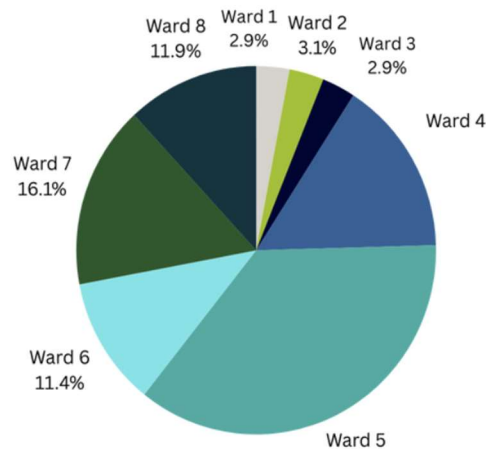
Total n= 173

The survey achieved a diverse representation of respondents across different Wards in Washington, DC. Ward 4 had significant representation at 17% (29 respondents), while the highest participation (35%) came from Ward 5 (60 respondents).

Educational attainment:
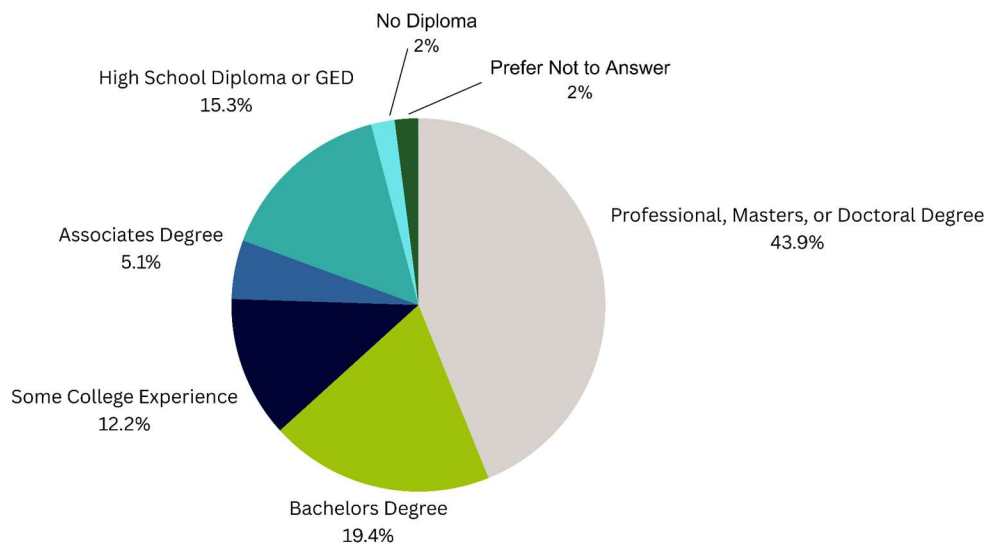
Total n= 134

Race and ethnicity
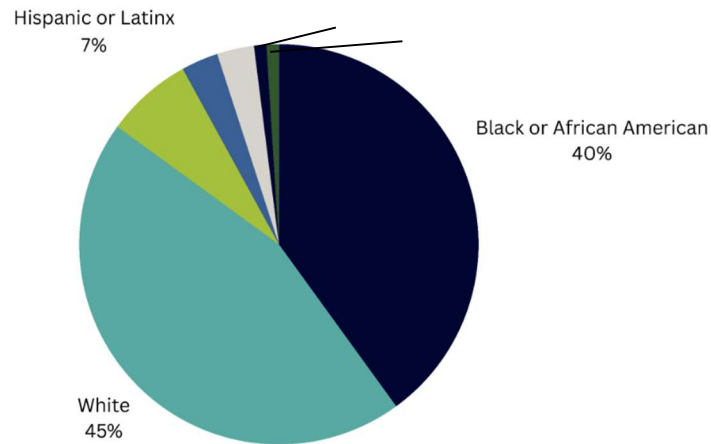
Total n = 146

Overall, the survey respondents' demographic profile generally reflects the community's composition. It also aligns with the targeted audience suggested by the marketing profile developed in partnership with BASIS DC and Kalibrate.

Respondents' racial makeup roughly reflects the citywide demographic distribution (44% Black, 40% white) with slight over-representation among white families. The BASIS DC survey respondents mirrored the current BASIS DC population of white respondents, but Black respondents were overrepresented in the survey compared to the current BASIS DC population. Respondents identified as Hispanic or Latinx only represented about 7% (12 respondents). Furthermore, mixed-race respondents were underrepresented in the survey sample relative to BASIS DC as a school.

Home language

In terms of language preferences, 76% (110 respondents) reported English as their primary language at home, while the remaining 24% (42 respondents) communicated in various languages, including Amharic, German, French, Italian, Spanish, and Tamil. Among these, French and Spanish emerged as the most common home languages.

Family Structure
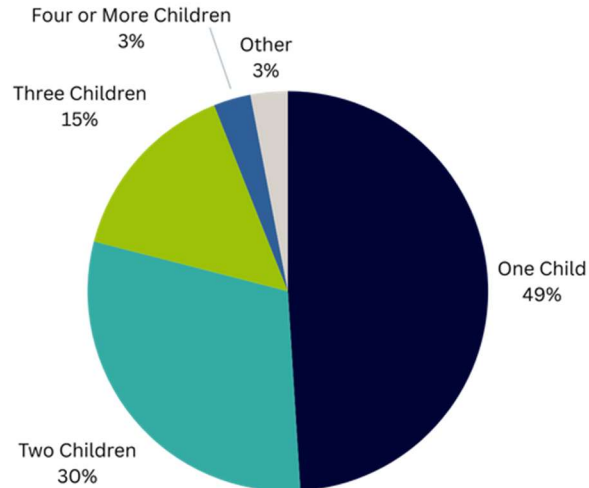
A substantial 83% of participants report having children under the age of 10 (134 respondents), with almost 50% having more than one child in this age range. Cumulatively, there are 222 children within the specified age range of 0 to 10 represented by this survey.
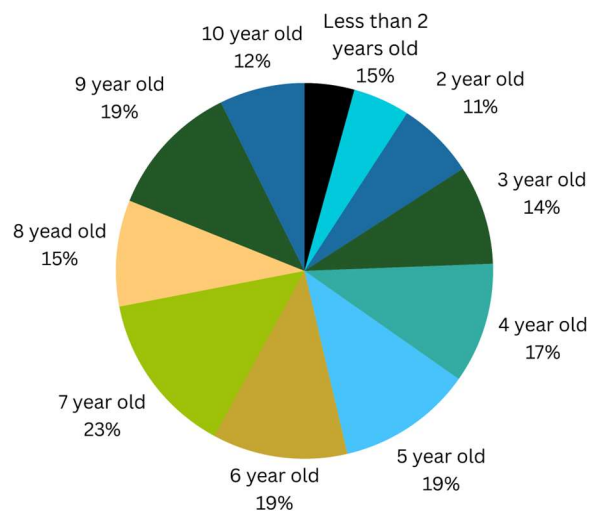
Total n = 222

The median age of these children is seven. Further delving into the age distribution of these children, 33% (44 children) were reported to be four years old or younger, 45% (60 children) fell within the age range of five to eight, and the remaining 18% (24 children) were nine years old or older.

Key Questions

What is the general perception of BASIS DC?
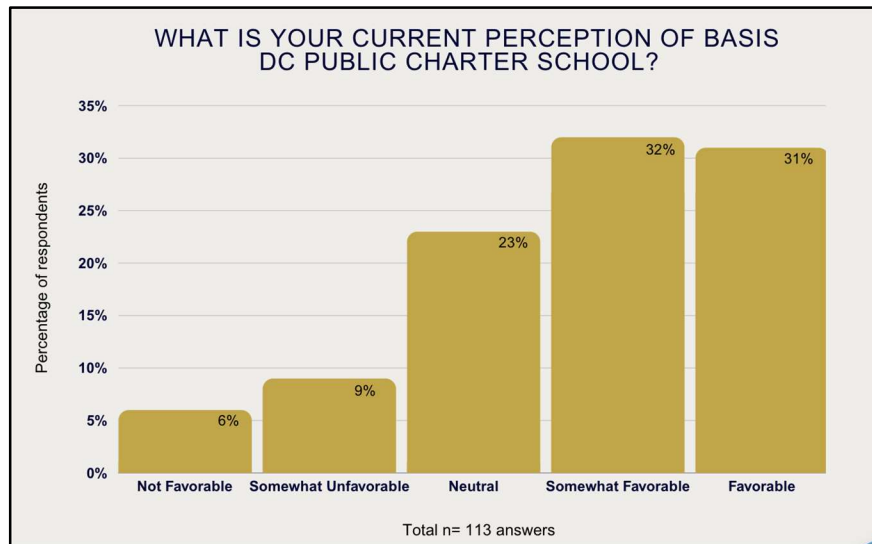
BASIS DC Public Charter School is well known across the surveyed community. A substantial majority, 65% of overall respondents (113/173 respondents), reported having prior knowledge of BASIS DC. The graph above shows the perception of people who are familiar with BASIS. Among those familiar with BASIS DC, 63% (71 respondents) expressed positive sentiments about the school.

Why do respondents have this perception?

	Top Themes	% of Responses	# of Responses
Positive	Positive view of academics	22%	22
	Positive impressions	22%	22
	In search of better options	7%	7
	Focus on social emotional learning	3%	3
Negative	Concerns with adding more charter schools	8%	8
	Limited seats or exclusivity	6%	6
	Impractical application of academic rigor	8%	8
	School model is not inclusive	7%	7
	Total n = 96 responses		

(Left axis label: Sentiment Analysis)

The perception of BASIS DC among survey respondents is predominately tied to its academic reputation and outcomes. These nuanced insights reflect a range of perspectives on BASIS DC, underscoring the complex interplay of academic reputation, perceptions of exclusivity, and broader concerns about the charter school landscape in Washington, DC.

> " In this case, it's because I know that it will be a BASIS school. Any other elementary school would not excite me, unless it was a private elementary school "

As mentioned earlier, the perception of BASIS DC was generally positive among those surveyed. The positive responses were often linked to the school's rigorous academic standards and the notable achievements of its students. Some respondents were excited that additional options as well-known as BASIS DC might be available to DC students.

Negative responses centered primarily around concerns with the overall expansion of charter schools in DC. Some respondents expressed apprehension about BASIS DC's academically rigorous program having unintended effects on younger populations of students. Others voiced

concerns about a lack of inclusivity due to limited available spots. It is possible that some of these negative perceptions could be shifted through targeted marketing campaigns. While BASIS DC is unlikely to change respondents' negative views around charter schools generally, it may be possible to change the perception that BASIS DC is overly exclusive or prioritizes academic rigor over joyful childhood experiences. Additionally, the opening of an elementary school may help dispel concerns about selectivity. Incorporating younger grades could be used to show that BASIS is trying to be more inclusive by expanding its reach to all DC students.

"
What turns us off about BASIS, as advocates for educational equity in DC, is its admissions model that hugely over-admits 5th graders and is content to watch half or more fail, or otherwise leave, the school, leaving by high school only the "chosen few." This is one reason we declined a 5th grade spot at BASIS for our older child and decided not to apply for our second.
"

How does that perception differ for current or former BASIS DC families versus unaffiliated families?

"DO YOU HAVE A CURRENT/ FORMER STUDENT ENROLLED AT BASIS DC?"

AFFILIATED = CURRENT OR FORMER BASIS FAMILY
FAMILIAR & UNAFFILIATED = RESPONDENT HAS HEARD OF BASIS BUT HAS NEVER ATTENDED
UNAFFILIATED & UNAFAMILIAR = RESPONDENT HAS NEVER HEARD OR ATTENDED BASIS

Affiliated 27% — 47 respondents
Unaffiliated & Unfamiliar 35% — 60 respondents
Unaffiliated & Familiar 38% — 66 respondents

Total n= 173

PERCEPTION OF BASIS DC PUBLIC CHARTER
SCHOOL BASED ON AFFILIATION

Survey responses reveal notable patterns in perceptions, particularly among unaffiliated parents. Not surprisingly, 79% (37 respondents) of BASIS DC-affiliated parents hold a favorable or somewhat favorable perspective, with their positive sentiments aligning with the school's academic reputation and outcomes. 51% (34 respondents) of unaffiliated parents expressed a favorable or somewhat favorable opinion of BASIS DC. In contrast, 18% (12 respondents) of unaffiliated and 8% (4 respondents) of affiliated parents indicated negative perceptions. 30% of unaffiliated families (20 respondents) are neutral, meaning that they most likely need more information to solidify their perspective around BASIS DC. These insights underscore the importance of considering the nuanced perspectives of both BASIS DC-affiliated and unaffiliated parents in shaping the narrative around a potential elementary school expansion.

14

Which families and communities are most excited about and eager to enroll their students?

"IF BASIS OPENED AN ELEMENTARY SCHOOL, HOW LIKELY WOULD YOU BE TO ENROLL YOUR STUDENT(S)?"

Total n = 130
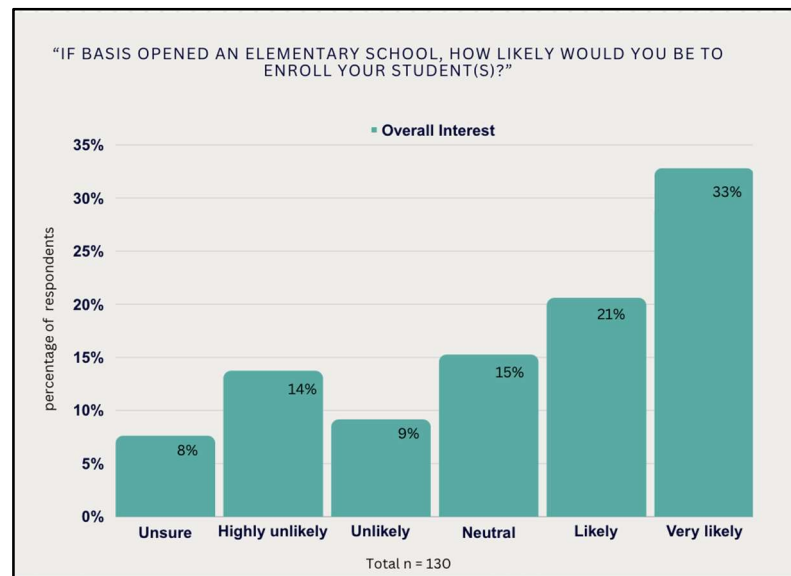
The graph above shows the overall interest in a potential BASIS DC elementary school among respondents who answered the question and have children ten and under (n=130). The distribution is clearly skewed towards likely or very likely, reflecting high general interest across all survey respondents. Overall, 54% (70 respondents) showed an interest in enrolling, while 31% (40 respondents) were either highly unlikely, unlikely or unsure about enrolling. 15% (20 respondents) still remain neutral and part of the "moveable middle." Our subsequent analysis will focus on the group of interested families (i.e., likely or very likely to enroll) to understand more about the characteristics of this group and details of their interest.

PERCENTAGE OF RESPONDENTS FROM EACH WARD WHO ARE "LIKELY/VERY LIKELY" TO ENROLL

■ Percent interested

- Ward 1 (n=8): 71%
- Ward 2 (n=1): 100%
- Ward 3 (n=2):
- Ward 4 (n=29): 48%
- Ward 5 (n=60): 45%
- Ward 6 (n=19): 45%
- Ward 7 (n=27): 56%
- Ward 8 (n=19): 63%

0%   20%   40%   60%   80%   100%

Total n= 130 responses
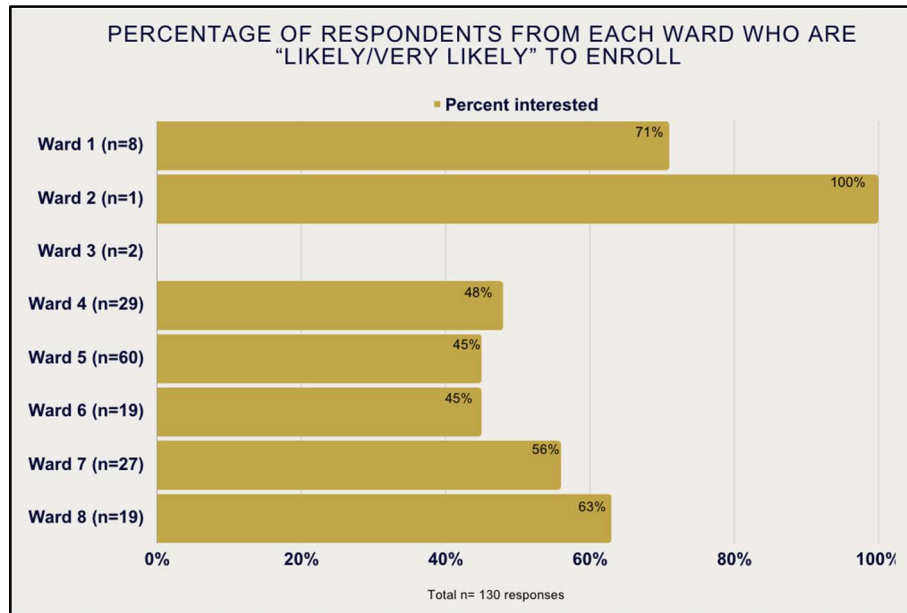
Each ward's "n" value represents all respondents from that ward, including those who responded "n/a" to the question. The bars represent the percentage of respondents from each ward who responded to this question and expressed a likelihood to enroll. While the likelihood of enrollment does vary by ward due to the small sample size in certain wards, it's important to interpret this data with caution. The most useful findings come from Wards 4 through 8, which have larger sample sizes. Based on the findings, we can infer that roughly 50% of respondents across those particular wards are interested in enrollment in a BASIS DC elementary option.

DC Ward	Total number of students represented by ward							
	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Zip codes:	20009, 20010, 20017	20005, 20006	20008	20007, 20011, 20012, 20015,	20001, 20002, 20016, 20018, 20064	20003	20019	20020, 20024, 20032
# of survey respondents	8	1	2	29	60	19	27	19
# students	12	1	5	29	81	17	44	26

Source	Number of students' likely/highly likely' to enroll from each ward							
DC Ward	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Zip codes:	20009, 20010, 20017	20005, 20006	20008	20007, 20011, 20012, 20015,	20001, 20002, 20016, 20018, 20064	20003	20019	20020, 20024, 20032
# of survey respondents	8	1	2	29	60	19	27	19
# students	9	0	0	15	38	10	25	10
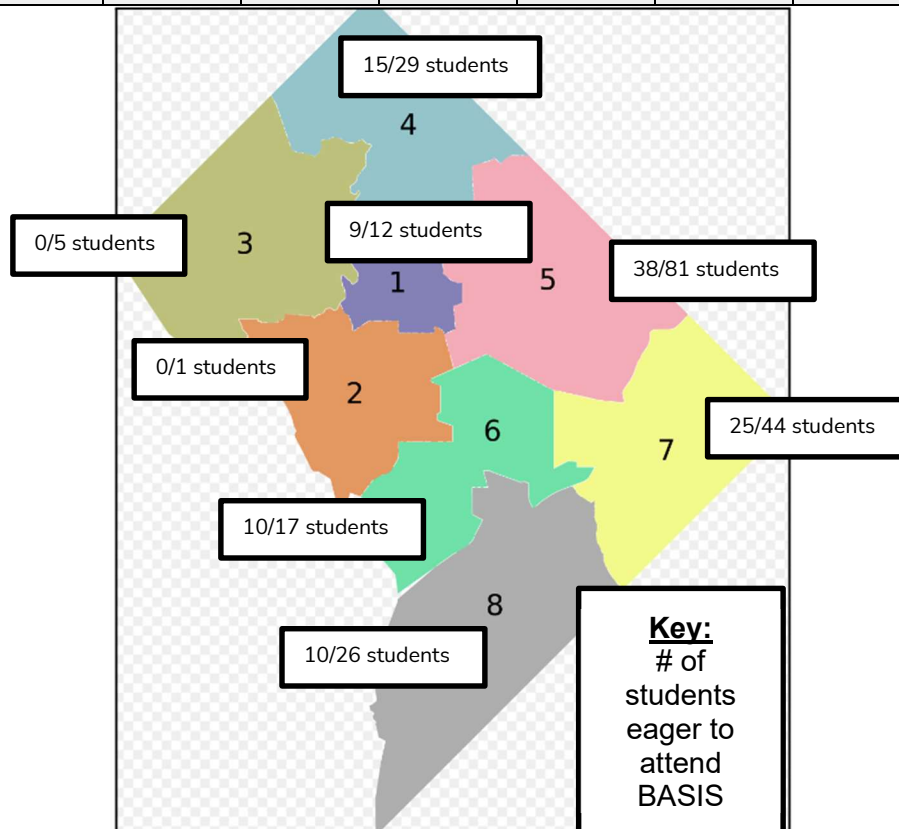
The tables above translate responses into the actual number of students within the 0 to 10 age range by ward so that we can see the distribution of potential enrollees.

INTERSET IN BASIS ELEMENTARY BY AFFILIATION STATUS

Familiar & Unaffiliated (n=66)　Unfamiliar & Unaffiliated (n=60)　BASIS Affiliated (n=47)

	Unsure	Highly Unlikely	Unlikely	Neutral	Likely	Very Likely
Familiar & Unaffiliated	10%	20%	14%	12%	20%	24%
Unfamiliar & Unaffiliated	12%	5%	5%	29%	29%	20%
BASIS Affiliated	5%	15%	8%	5%	13%	59%

Total n= 173
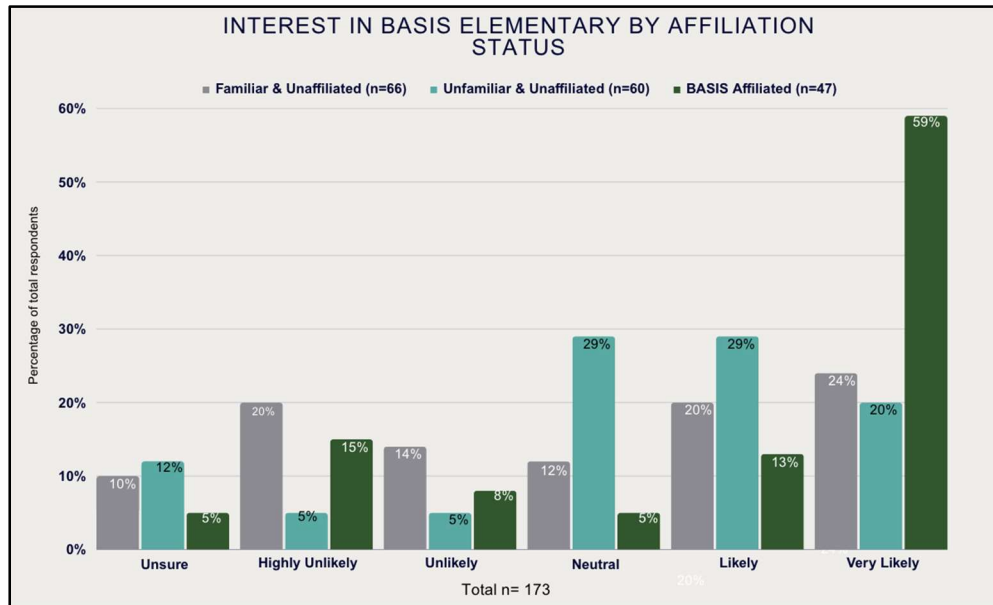
The likelihood of enrollment also varies significantly by affiliation, with parents who are affiliated with BASIS DC being the most inclined to enroll. An impressive 72% of affiliated parents (34 respondents) expressed a likelihood of enrolling in a BASIS DC elementary school, underlining the strong existing connection and positive sentiments within this group. On the other hand, 49% of unaffiliated and unfamiliar parents (29 respondents) indicated a likelihood of potential enrollment, indicating there is significant interest beyond the current BASIS DC community.

Notably, about 33% of affiliated parents (16 respondents) expressed uncertainty or low likelihood of enrollment. This warrants additional exploration to understand this reluctance within the affiliated parent community. This group may be persuadable or at least able to provide insights about ways that BASIS DC may better position the idea of a BASIS DC elementary even if they decide that the school is not best for their student. Furthermore, there are opportunities to persuade those not affiliated with BASIS DC. 22% (28 respondents) of parents not affiliated with BASIS DC are unsure, and a significant 41% (52 respondents) are neutral about whether they would enroll their children. About 62% (37 respondents) of parents who said they were 'unlikely, unsure, or neutral' also said they were more likely to enroll their children if the school was close to their neighborhood. A deeper discussion of location insights from the survey data is shared below.

NUMBER OF INTERESTED STUDENTS BASED ON AFFILIATION

Legend: ■ Total Number ■ Number that is likely/very likely to enroll ■ Number that is unsure/neutral

Y-axis label: Total number of students

Unaffiliated & Unfamiliar (n=76)
- Total Number: 84
- Number that is likely/very likely to enroll: 37
- Number that is unsure/neutral: 33

Familiar & Unaffiliated (n=84)
- Total Number: 84
- Number that is likely/very likely to enroll: 34
- Number that is unsure/neutral: 18

BASIS Affiliated (n=62)
- Total Number: 62
- Number that is likely/very likely to enroll: 40
- Number that is unsure/neutral: 5

X-axis: 0, 20, 40, 60, 80, 10[0]

Total n of students = 222   Total n of likely/very likely to enroll = 111   Total n unsure/neutral = 56

This graph translates the responses into the number of students represented by these responses. Based on this survey of 222 students from the target age group, 111 would be likely or very likely to enroll, which is 50% of the sampled population. Thirty-three students whose families are unfamiliar with BASIS DC and 18 students' families who are not currently affiliated with BASIS DC have not yet formed an opinion on the school. These results highlight the importance of targeted outreach and communication efforts to engage and inform parents about the potential expansion of BASIS DC to elementary grades. Given the already established positive rapport in the community, a focus on addressing concerns specific to the application of a BASIS model to an elementary school context may address many of the hesitant parents' concerns.

How likely are non-BASIS DC parents in Wards 5 & 7 to send their children to BASIS DC?
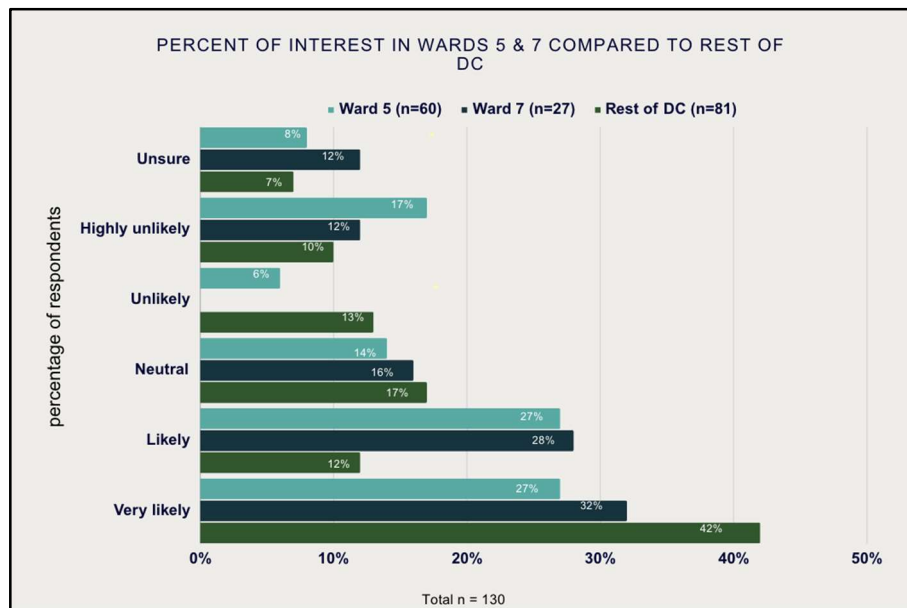
In this section, our focus shifts to examining parental interest specifically within Wards 5 and 7, two areas that are being explored as potential sites for the future school. By honing in on parents' perspectives in these specific wards, we can better understand the local dynamics, address unique concerns, and tailor strategies to foster engagement and interest within these communities.

The level of interest in Ward 7 is high, with 56% (15 respondents) of respondents from that ward indicating a likelihood of enrollment. Yet, overall, these positive responses represent a smaller number of students. This aligns with the information[1] provided by BASIS DC staff, which shows that there are fewer "In Profile" children located in Ward 7. Meanwhile, in Ward 5, where 45% (27 respondents) indicated a likelihood of enrollment, there is a more significant number of families overall demonstrating interest. These nuances emphasize the need for a localized approach when navigating the potential expansion.

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[1] BASIS Ed Counts of Children by Geography,
https://docs.google.com/spreadsheets/d/1mqyZzr9TlvTCleDeEBqczcKLu5VFA9yN/edit#gid=96883803
5

20

What is the profile of those families most eager to attend BASIS DC Public Charter Schools?

BASIS SURVEY DEMOGRAPHICS VS. BASIS DEMOGRAPHICS VS. DC DEMOGRAPHICS

■ BASIS SURVEY (n=173) ■ BASIS SCHOOL (n=663) ■ DC POPULATION Ages 5-9 (N=40,000)

Percentage of different populations

No answer — 7%
American Indian/Alaska Native — 1%
Asian — 3%, 6%, 5%
Black or African American — 40%, 19%, 45%
Native Hawaiian or Other Pacific Islander — 1%
Two or more races — 3%, 14%, 3%
White — 45%, 51%, 38%
Hispanic/Latino — 8%, 10%, 12%
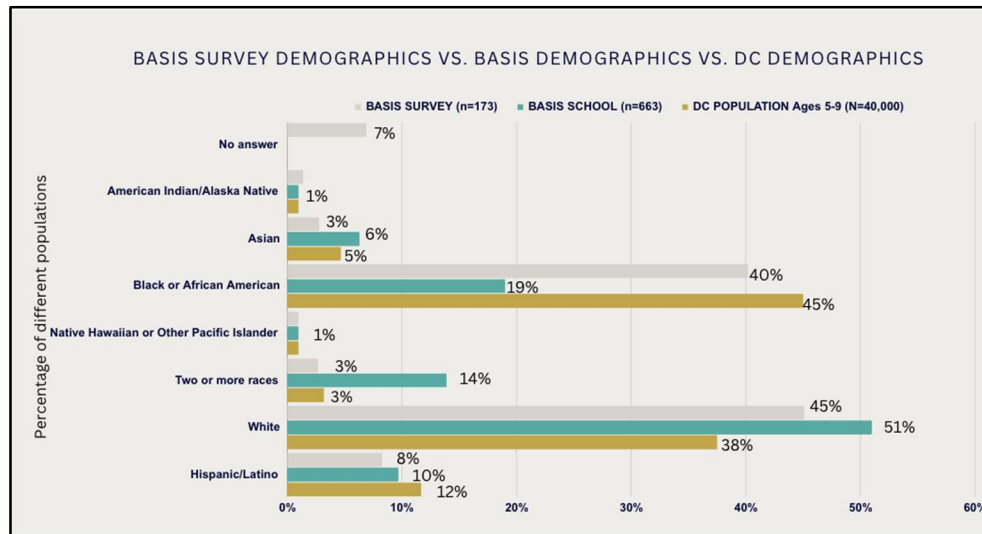
The educational attainment among those interested in enrollment is diverse, with 43% (58 respondents) holding advanced degrees (professional, master's, or doctorate)and 19% (26 respondents) possessing bachelor's degrees. While this distribution does not perfectly align with BASIS DC's current Kalibrate data, this may be a result of the high level of interest expressed by those individuals who completed the survey during the in-person collection event on November 5th, who also tended to have lower levels of educational attainment.

INTEREST IN ENROLLMENT BROKEN DOWN BY RACE/ETHNICITY OF MOST SURVEY RESPONDENTS

■ Black/African-American (n=58) ■ White (n=65) ■ Hispanic (n=12)

Percentage of different populations

Unsure — 8%, 10%, 9%
Highly Unlikely — 10%, 20%, 9%
Unlikely — 2%, 15%, 18%
Neutral — 20%, 9%
Likely — 20%, 15%, 9%
Very Likely — 40%, 31%, 55%

Total n = 135
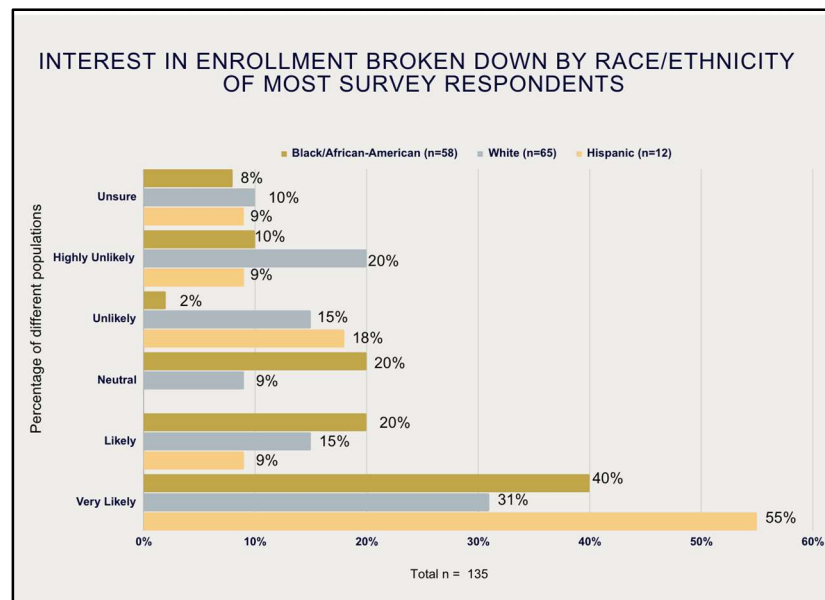
Overall, 40% of respondents (58 respondents) identified as Black and 45% (65 respondents) as white. Notably, 60% (34 respondents) who identified as Black and 46% (30 respondents) who identified as white expressed a likelihood of enrolling. At the same time, a higher proportion of white families indicated that they were very unlikely to enroll than Black families. This may suggest a more specific target audience for BASIS DC's future marketing efforts should they open a new elementary school. There were insufficient responses from Hispanic, Latinx, Asian, and other groups to comment on any other significant diversity in demographic data.

What are the unique needs of those who are most eager to attend?

Snapshot Summary Table:
What are the transportation preferences we heard among the most eager to attend?

Transportation Categories	Slightly-moderately important	Important-Very important
How important is it that the school is near a bus stop or metro station	15%	69%
How important is it that the school is within walking distance?	13%	60%
How important is it that the school is near Penn quarter 5-12 grade campus?	13%	60%
If the school were far from the existing campus, how important is it to you to have a shuttle service to/from campus?	13%	60%
How far would you be willing to commute?	34% said 10-20 minutes	
	33% said 20-30 minutes	

Total n =70 responses

Of the group who are most interested in attending, 69% (48 respondents) emphasized the importance of the school being near a bus stop or metro station. Additionally, 60% (40 respondents) highlighted the significance of the school being within walking distance of their homes. The survey also revealed a preference for convenient transportation options between

existing campuses, with 60% (40 respondents) considering it important or very important. Moreover, when asked about commuting preferences, 33% (23 respondents) of those most eager to attend indicated a willingness to commute for 20-30 minutes, while another 34% (24 respondents) preferred a shorter commute of 10-20 minutes.

In focus groups, three participants shared more about their commuting preferences. They expressed their reluctance to travel to far-off communities like Deanwood and Randall Highlands, especially if it involved crossing major intersections. Of those who participated, all were comfortable with commuting to the Brookland neighborhood when asked, yet some were still concerned about traffic congestion and busy streets. Participants were willing to consider longer commutes if the school offered enticing features like exceptional extracurricular activities, convenient before and after-care options, or school-coordinated transportation paid for by parents (if staffed by reliable adults). This valuable feedback highlights the significance of comprehensive support services and engaging activities as possible factors in parents' willingness to commute further for a unique elementary school option.

What do people value and look for in a prospective elementary school?

Snapshot Summary Table:
What do people value in a prospective elementary school?
This is based on the weighted average of the responses filtered by level of interest

Value Categories	"Very likely to likely send to BASIS, they value..."	Unlikely to send them to BASIS, they value...
Top Priority	Safety & Security	Academic Rigor
Top Priority	Good Values	
Medium Priority	Academic Rigor	Safety & Security
Medium Priority	Community	
Medium Priority	Diversity & Inclusion	
Lower Priority	Extracurriculars	
Lower Priority	Public Transport	

Total n = 70 responses

As part of the survey, parents were prompted to rank-order what they value most in an elementary school. Safety, security, and the ability to instill good values emerged as this group's top priorities, even for those who were most likely to send their children to BASIS. While academic rigor, community, diversity, equity, and inclusion (DEI) practices were also valued, they held a somewhat lower significance in comparison. We believe this may indicate that the parents who are most interested in BASIS are already confident that their child will do well in school and may have an expectation that even if they did not, they have access to interventions that would support their child. This leaves the remaining concerns to align with issues that parents cannot control, such as safety, a bully-free environment, and high behavior expectations for students.

Lastly, extracurricular activities and access to public transportation ranked as the lowest priorities for parents most likely to attend, suggesting that BASIS DC's reputation is enough for these families to be willing to commute further distances. Yet, this insight must be balanced

with the fact that these same features (extracurriculars in particular) are likely to make it much easier for parents to weigh sending their children to a school that is slightly outside their zone of preference for location (see the earlier discussion regarding insights from the parent focus group).

What themes emerge from those most excited about a new elementary school?

Snapshot Summary Table:
What factors most influence respondents' choices when it comes to choosing to enroll in a new elementary school?

Top Positive Themes	% comments that discussed theme	# of Responses
Elementary school with high academic and behavioral standards	30%	21
Positive reputation of current BASIS campus	23%	16
Different/nontraditional learning methods	20%	12
Additional high quality school options	16%	11
Convenience given sibling proximity	6%	4
Total n = 70 responses		

Of the 70 survey respondents who responded with their thoughts on the addition of a new elementary school in DC, 30% (21 respondents) expressed excitement for a school with high academic and behavioral standards. 23% (16 respondents) highlighted the common trend across several questions of BASIS DC's positive reputation amongst the respondents. Meanwhile, 20% (14 respondents) were interested in new and nontraditional learning models. 16% (11 respondents) focused on a desire for more high-quality school options. Additionally, 6% (4 respondents) are interested in a school that is convenient for their family, especially if they already have siblings attending BASIS DC or a nearby school.

Which zip codes had the highest elementary school dissatisfaction rates?

"I AM SATISFIED WITH MY NEIGHBORHOOD ELEMENTARY SCHOOL"

Total n = 100
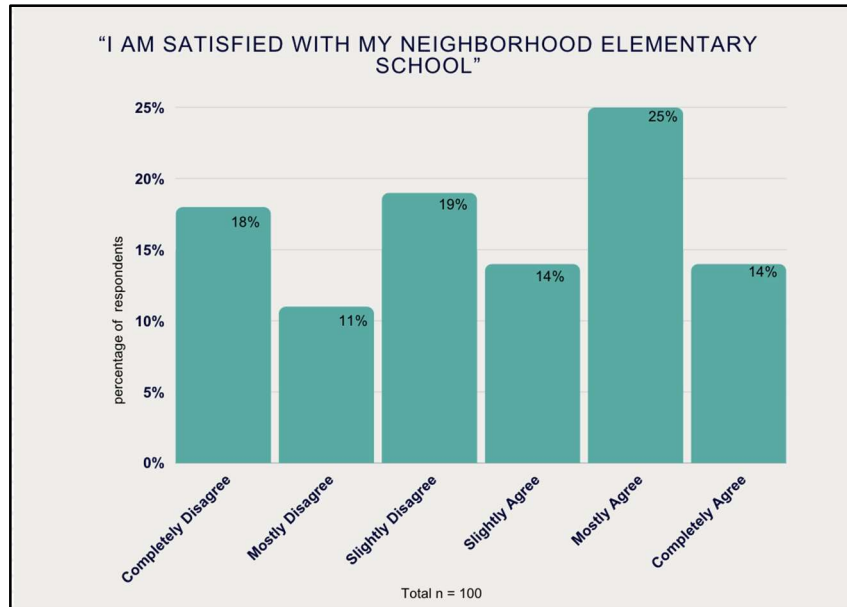
Out of the 100 respondents who indicated their level of agreement with the statement: "I am satisfied with my neighborhood elementary schools," about 50% (50 respondents) disagree to some degree, providing ample opportunities to offer new, more attractive options. While satisfaction ratings vary across wards, we must caution that there are low sample sizes across some wards.

ELEMENTARY SCHOOL SATISFACTION ACROSS WARDS: "I AM SATISFIED WITH MY NEIGHBORHOOD ELEMENTARY SCHOOL"

■ Mostly/Completely Disagree   ■ Mostly/Completely Agree

Total n = 100

26
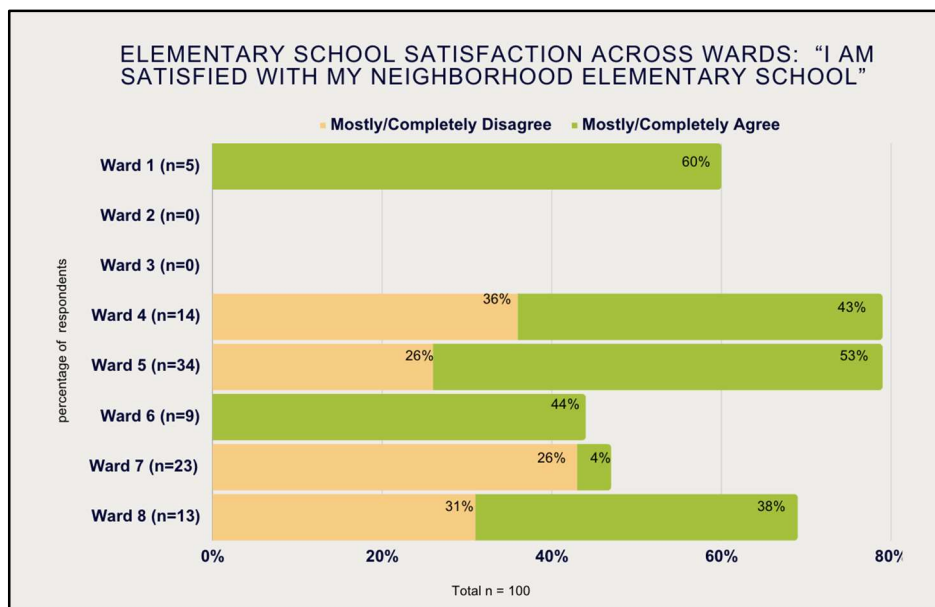
This graph shows the satisfaction and dissatisfaction rates with elementary schools in their neighborhood by ward. Overall, there seems to be a strong sense of elementary school satisfaction amongst respondents, with wards 4 and 8 having the highest percentage of dissatisfaction. We also see that Ward 5 respondents are more satisfied with their elementary schools in comparison to Ward 7 respondents. All nine respondents from Ward 6 expressed 'satisfaction' with only one 'slight dissatisfaction' response. It would be interesting to know what respondents are basing their responses on and to explore the source of their grievances satisfaction.

Who could be persuaded to attend BASIS DC?

OPEN TO CHANGING DECISION TO ENROLL BASED ON SCHOOL PROXIMITY: 'UNSURE/UNLIKELY/ NEUTRAL RESPONDENTS"

Legend: Would not change their minds | Would change their minds

Ward 4 (n=11): 36% Would not change their minds, 64% Would change their minds
Ward 5 (n=20): 55% Would not change their minds, 45% Would change their minds
Ward 7 (n=10): 100% Would change their minds
Ward 8 (n=8): 25% Would not change their minds, 75% Would change their minds

Total n = 60
Only includes "unsure/unlikely/neutral" respondents

We are also interested in the 46% of respondents (60 respondents) whose perspective could be shifted. Nearly 62% (37 respondents) of those who were unsure/neutral/unlikely about enrollment responded that their decision could be swayed based on the school's proximity to their neighborhood. This also varies by ward, as 45% (9 respondents) of Ward 5 respondents in this category indicated they would be more likely to enroll if the location was nearby, 100% (10 respondents) of those in Ward 7 said the same Targeted communication and engagement efforts emphasizing the convenience and accessibility of the school's ultimate location may persuade this segment of respondents.

A common thread among this group in the "moveable middle" is their desire for a school that promotes good values and ensures safety and security. These respondents primarily reside in zip codes 20011 (Ward 4), 20002 (Ward 5), and 20019 (Ward 7), and 20020 (Ward 8), which add up to about 85 residents. Further analysis of this demographic reveals that 45% (38/85 respondents) of individuals within these zip codes prefer a commute duration of 10-20 minutes, emphasizing the significance of accessibility and convenience in their considerations.

Importance of Pre-Kindergarten Slots

n=100
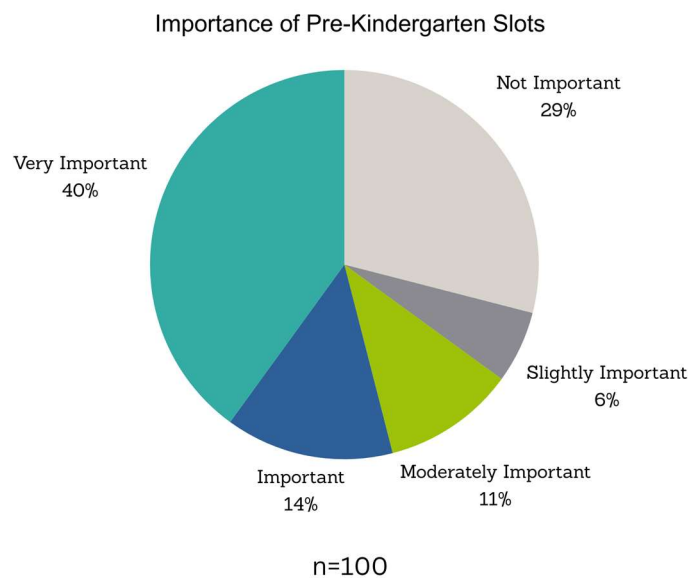
Opinions on the necessity of Pre-Kindergarten slots in families' decision-making also varied significantly. About 54% of respondents (54 individuals) believed Pre-Kindergarten was very important or important, while 36% thought the availability of Pre-Kindergarten slots was only slightly important or not important at all. The median age of students represented by this survey is seven years old, suggesting that the age and number of children among respondents may be influencing their views on the importance of Pre-Kindergarten. Given this information, BASIS DC might want to explore partnerships with Pre-Kindergartens as a potential source for students entering their elementary programs.

Recommendations

The DeliverEd team offers the following recommendations in light of the data and analysis provided:

- **Conduct additional investigation into Latin American neighborhoods in DC**: Unfortunately, our best efforts were unable to yield representative perspectives from the Latin American and Spanish-speaking communities in Washington, DC. We recommend intentional outreach in these communities or an additional focus group to learn more about their specific interest in a new elementary option.

- **Sell BASIS DC's softer qualities**: BASIS DC's reputation for academic excellence presents a double-edged sword in attracting potential families. As BASIS DC contemplates expansion, there is a need for nuanced marketing efforts that highlight a balanced approach, emphasizing academic rigor and softer qualities such as care, love of learning, and joy. This strategic communication can help dispel concerns and misconceptions, making BASIS DC more appealing to a broader audience.

- **Consider location and programming options to attract**: For an optimal location, we recommend choosing a spot closer to the city center, ensuring easy accessibility without the need to navigate major intersections or bridges. Given that parents are balancing their children's academic success with a desire to reduce their mental load, safety and security take precedence for some of the most eager attendees. While these parents value academic rigor, they may assume their child can succeed academically with their support after school. However, they prefer to avoid the stress associated with concerns about their child's safety while also balancing a daily commute through DC's unpredictable traffic.

  Moreover, we believe that if BASIS DC explores innovative transportation solutions (even if involving a small fee for parents) or offers unique after-school activities

29

ensuring both safety and entertainment, these features could be compelling selling
points for parents who are on the fence, especially if a less central location is chosen.

In conclusion, these recommendations underscore the importance of community engagement,
strategic communication, and thoughtful site location selection to ensure BASIS DC's
successful expansion and to meet the diverse needs of prospective families in Washington,
DC.

Appendix

What is the overall potential pool of students likely to attend a BASIS DC Public Charter Elementary School?

Potential "In-Profile" Students	Ward	Number of In-Profile children	% of Children Likely to be Enrolled	# of Children Likely to be Enrolled
	Ward One	13,428	4%	308
	Ward Two	12,766	0%	0
	Ward Three	11,065	0%	0
	Ward Four	9,737	6.75%	351
	Ward Five	11,030	17%	813
	Ward Six	13,846	4.5%	386
	Ward Seven	10,117	11.26%	331
	Ward Eight	11,223	4.5%	111
	Total	93,204		2,301

As per the request from the BASIS DC team, we counted the number of "In-Profile" children who may be interested in enrolling in a BASIS DC elementary school. To obtain this information, we determined the percentage of children, represented by our data in each ward, whose parents indicated a likelihood of enrollment. We then multiplied this percentage by the total number of "In-Profile" children[2] in each respective ward. It's important to note that DeliverEd does not argue that this sample size is fully representative. The chart above illustrates that, if the sample were representative, approximately 2,301 potential students

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[2] BASIS Ed Counts of Children by Geography, https://docs.google.com/spreadsheets/d/1mqyZzr9TlvTCleDeEBqczcKLu5VFA9yN/edit#gid=968838035

might be interested in enrolling in a BASIS elementary school, along with the distribution across different wards.

Survey Questions

BASIS DC Public Charter School

Survey Strawperson

Final Version

9/18/2023

Introduction

BASIS DC is a tuition-free public charter school serving grades 5–12 in the Penn Quarter neighborhood just off the Yellow/Green Line. Our campuses follow a STEM-infused liberal arts program designed to propel students farther than they ever thought possible.

We are considering expanding to offer an elementary school program in Washington, DC, and we want your feedback on the idea. We are committed to providing a high-quality education for all students, and we believe every child deserves the opportunity to succeed. We also believe in being good stewards of the Washington, DC community. That's why we hope your insights can help us make an informed decision about expanding our services to younger DC students.

Thank you for taking the time to complete this survey. It should take you at most 10 minutes to complete and is anonymous unless you choose to share your personal information at the end of the survey. Your feedback is important to us, and we appreciate you taking the time to share it.

Thanks,

The BASIS DC Team

Background Information

1. Are you currently a resident of Washington, DC?
   - Yes (Go to Q3)
   - No (Go to Q2)

2. Would you consider moving to Washington, DC, if BASIS DC offered an elementary school option?
   - Yes
   - No
3. What is your zip code?
   - 20001, 20002, 20003, 20004, 20005,20006, 20007, 20008, 20009, 20010, 20011, 20012, 20015, 20016, 20017, 20018, 20019, 20020, 20024, 20032, 20036, 20037,20052, 20057, 20059, 20064, and 20422.

Perception of BASIS DC

4. Have you previously heard of BASIS DC public charter school?

   - Yes (Go to Q5)
   - No (Skip to Q7)

5. What is your current perception of BASIS DC?

   - Not favorable
   - Somewhat unfavorable
   - Neutral
   - Somewhat favorable
   - Favorable

6. (Optional) Why did you select this response? (Open-ended)

Target Parent Information

7. Are you the parent or guardian of a student who attends or formerly attended BASIS DC Public Charter School in Washington, DC?

   - Yes
   - No

8. Are you the parent or guardian of at least one student under ten years old?

   - Yes
   - No (Skip to Q 11)

9.   How many children under the age of 10 do you currently have?

- ○   0
- ○   1
- ○   2
- ○   3
- ○   Four or more

10.   Please select your children('s) current generation (s) (select all that apply).

- ○   0-11 months
- ○   1
- ○   2
- ○   3
- ○   4
- ○   5
- ○   6
- ○   7
- ○   8
- ○   9
- ○   10

Key Questions

11.   *Community Members only*: Knowing that this is not a firm commitment, would you welcome it if BASIS DC were to open an elementary campus in your neighborhood?

- ○   Yes (go to Q14)
- ○   No (go to Q14)
- ○   Unsure (go to Q14)

12.   *Parents*: Knowing this is not a firm commitment, if BASIS DC opened an elementary school, how likely would you be to enroll your student?

- ○   Highly unlikely (go to Q13)
- ○   Unlikely (go to Q13)
- ○   Neutral (go to Q13)
- ○   Likely
- ○   Very likely
- ○   Unsure (go to Q13)

13.   Would your answer to the previous question change depending on the school's proximity to your neighborhood?

14.   Why did you select this response? (Open-ended & Optional)

15.   (If they answered likely or very likely to Q12)) What specifically excites you about the prospect of a new DC elementary school? (Open-ended & Optional)

16.   (If they answered likely or very likely) Would you like to provide your email address to obtain more information about BASIS DC's potential elementary school?

- ○   Yes
- ○   No

17.   (If they answered likely or very likely and provided email) Would you like more information about being an advocate for this school to open? If you select yes, we will share additional opportunities for supporting this process through email.

- ○   Yes
- ○   No

18.   BASIS DC hopes to connect with parents in person via focus groups. Would you be interested in joining a focus group later in the fall to share more thoughts about BASIS DC's opening of an additional lower elementary school? If you select yes, we will share other opportunities. (Optional)

- ○   Yes (Go to Q19)
- ○   No

19.   What is your email address?

- ○   Fill in the blank.

Marketing & Location Questions:

20.   What is the farthest you would be willing to commute from home to send your child to a BASIS DC elementary school?

- ○   0-10 minutes

- 10-20 minutes
- 20-30 minutes
- 30-40 minutes
- More than 40 minutes

21. How important is it that the school be located near public transportation in your decision?

- Not important
- Slightly important
- Moderately important
- Important
- Very important

22. How important is it that the school be walkable from your home in your decision?

- Not important
- Slightly important
- Moderately important
- Important
- Very important

23. How important is it that the school be located near the existing campus for grades 5-12 (Penn Quarter) in your decision?

- Not important
- Slightly important
- Moderately important
- Important
- Very important

24. If the school were far from the existing campus for grades 5-12, How important is having access to a shuttle service between campuses?

- Not important
- Slightly important
- Moderately important
- Important
- Very important

25.   How important is it that the school has a Pre-K option?

- ○ Not important
- ○ Slightly important
- ○ Moderately important
- ○ Important
- ○ Very important

26.   When considering your decision around where to enroll your child[ren] for elementary school, please rank the following factors in order of importance to you, from 1 (most important) to 7 (least important):

- ○ Academic rigor
- ○ Strong sense of community
- ○ Instill good values in your child
- ○ Diversity, equity, and inclusion
- ○ Safety and Security
- ○ Provides extracurricular activities
- ○ Is close to your home

27.   I am satisfied with the current educational offerings in the District of Columbia.

- ○ Completely Agree
- ○ Mostly Agree
- ○ Slightly Agree
- ○ Slightly Disagree
- ○ Mostly Disagree
- ○ Completely Disagree

28.   I am satisfied with my neighborhood's current educational offerings for preschool.

- ○ Completely Agree
- ○ Mostly Agree
- ○ Slightly Agree
- ○ Slightly Disagree
- ○ Mostly Disagree
- ○ Completely Disagree

29.   I am satisfied with my neighborhood's current educational offerings for elementary school.

- ○ Completely Agree
- ○ Mostly Agree
- ○ Slightly Agree
- ○ Slightly Disagree
- ○ Mostly Disagree
- ○ Completely Disagree

30.   I am satisfied with my neighborhood's current educational offerings for middle school.

- ○ Completely Agree
- ○ Mostly Agree
- ○ Slightly Agree
- ○ Slightly Disagree
- ○ Mostly Disagree
- ○ Completely Disagree

31.   I am satisfied with my neighborhood's current educational offerings for high school.

- ○ Completely Agree
- ○ Mostly Agree
- ○ Slightly Agree
- ○ Slightly Disagree
- ○ Mostly Disagree
- ○ Completely Disagree

Demographics

32.   Please indicate your highest level of education.

- ○ Grades 1 through 11
- ○ 12th grade—no diploma
- ○ Regular high school diploma
- ○ GED or alternative credential
- ○ Some college credit but less than one year of college
- ○ One or more years of college credit, no degree
- ○ Associate degree (for example, AA, AS)
- ○ Bachelor's degree (for example, BA. BS)
- ○ Master's degree (for example, MA, MS, MEng, MEd, MSW, MBA)

- Professional degree beyond bachelor's degree (for example, MD, DDS, DVM, LLB, JD)
- Doctorate degree (for example, PhD, EdD)

33.   Are you of Hispanic or Latin origin? Hispanic/Latino indicates a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture, heritage, or origin, regardless of race.

- Yes
- No

34.   What race/ethnicity best describes you? (Please choose only one.)

- American Indian or Alaska Native
- Asian
- Black or African-American
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

35.   Do you speak a language other than English at home?

- Yes
- No

36.   If yes, what is this language?

- (Fill in blank)

Closing

Thank you for your time. We appreciate your perspective and will incorporate it into our decision.

List of outreach groups and platforms

1. DC Urban Moms and Dads

2. DC Area Moms

3. Parents Amplifying Voices in Education

4. Facebook Groups: Hill East Neighborhood, ANC7e, The Greater Ward Seven, Petworth Parents

5. BASIS DC DC Website

6. Taiwanese American Professionals DC

7. OCA Greater Washington DC- Asian Pacific American Advocates

8. Khush DC

9. Ascend Greater Washington

10. Mensa

11. Empower DC

12. One DC

13. African American Real Estate Professionals

14. Howard University Alumni

15. Congressional Black Caucus

16. Latin American Youth Center

17. Greater Washington Hispanic Chamber of Commerce

18. Trinity University

19. Hispanic Bar Association (DC)

20. Asian American Bar Association (DC)

21. Greater Washington, Women Lawyers Division

22. Native American Bar Association (DC)

23. South Asian American Bar Association (DC)

24. Women's Bar Association of DC

25. DC Action

26. East River Family Strengthening Collaborative

27. Collaborative Solutions for Families

28. Edgewood Brookland Family Support Collaborative

29. Georgia Avenue Family Support Collaborative

30. Ward 7 Education Council

31. Teach For America DC Area Alumni

32. University of District of Columbia

33. Mocha Moms

34. DC Motherhued

35. Georgetown Alumni Club of Washington, DC

36. American University Alumni Regional Outreach

37. DC Charter School Alliance

All Survey Responses and Charts

Please view all charts here:

https://www.surveymonkey.com/stories/SM-4NeDVHqZWZPOn_2FybXoG_2BIg_3D_3D/

Links to materials and resources

1.   Kalibrate Research

2.   BASIS Ed Counts of Children By Geography

Q1 Are you a parent with school aged children and a resident of Washington, D.C ?

Answered: 187   Skipped: 0
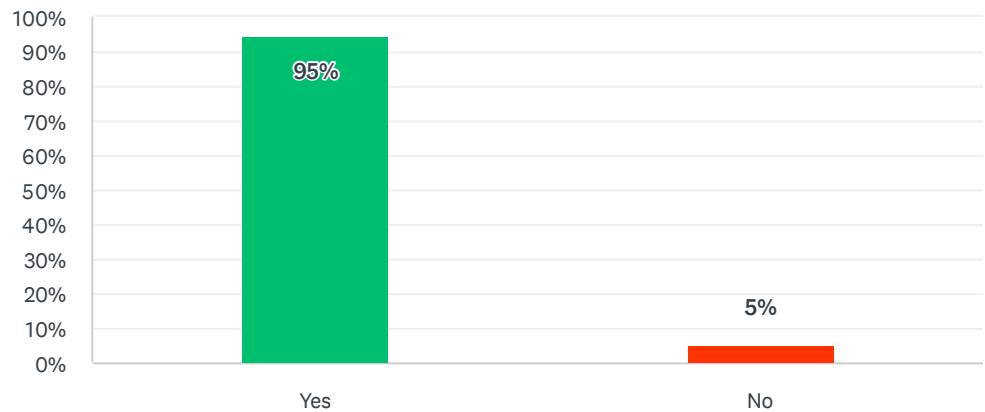
ANSWER CHOICES	RESPONSES	
Yes (1)	95%	177
No (2)	5%	10
TOTAL		187

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.05	0.22

Q2 Would you consider moving to Washington, D.C., if BASIS offered an elementary school option?

Answered: 2 Skipped: 185
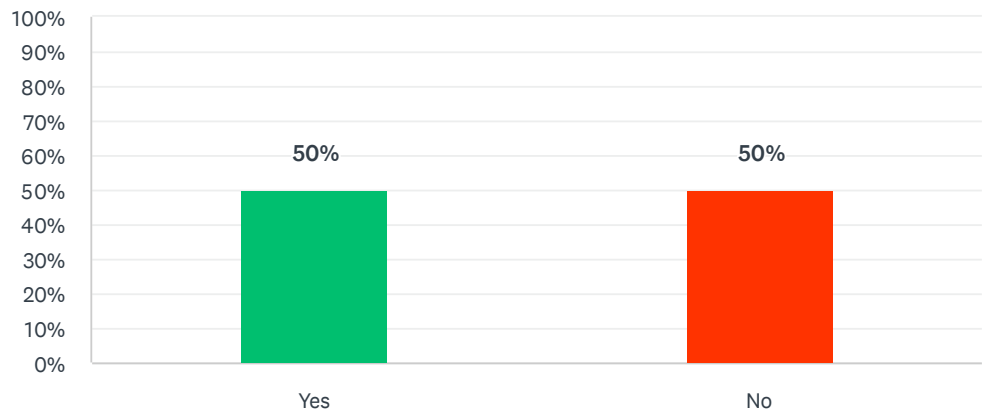
ANSWER CHOICES	RESPONSES	
Yes (1)	50%	1
No (2)	50%	1
TOTAL		2

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 1.50	Mean 1.50	Standard Deviation 0.50

Q3 What is your zip code?

Answered: 169   Skipped: 18
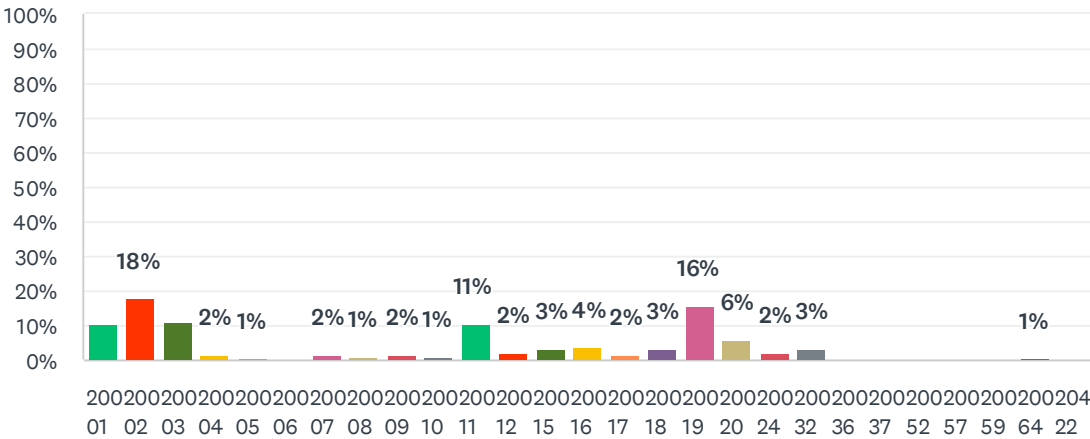
BASIS Public Charter School Expansion Survey

ANSWER CHOICES	RESPONSES	
20001	11%	18
20002	18%	30
20003	11%	19
20004	2%	3
20005	1%	1
20006	0%	0
20007	2%	3
20008	1%	2
20009	2%	3
20010	1%	2
20011	11%	18
20012	2%	4
20015	3%	5
20016	4%	6
20017	2%	3
20018	3%	5
20019	16%	27
20020	6%	10
20024	2%	4
20032	3%	5
20036	0%	0
20037	0%	0
20052	0%	0
20057	0%	0
20059	0%	0
20064	1%	1
20422	0%	0
TOTAL		169

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	26.00	11.00	9.45	6.84

Q4 Have you previously heard of BASIS DC Public Charter School?

Answered: 170   Skipped: 17
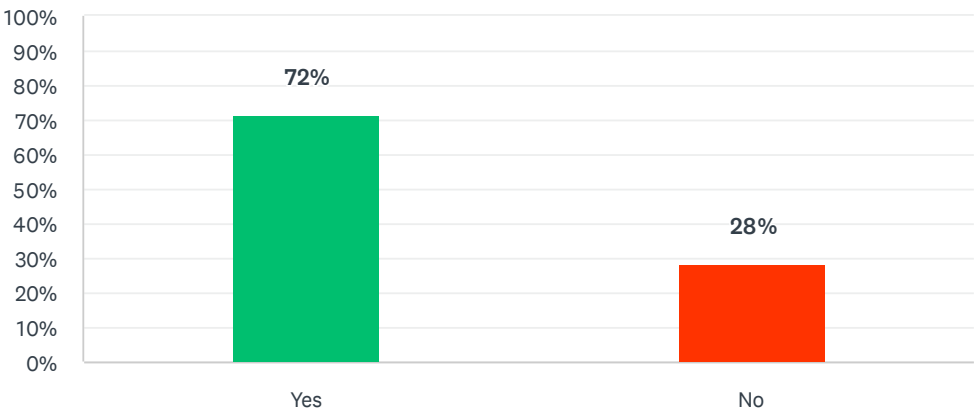
ANSWER CHOICES	RESPONSES	
Yes (1)	72%	122
No (2)	28%	48
TOTAL		170

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 1.00	Mean 1.28	Standard Deviation 0.45

Q5 What is your current perception of BASIS DC Public Charter School?

Answered: 114   Skipped: 73
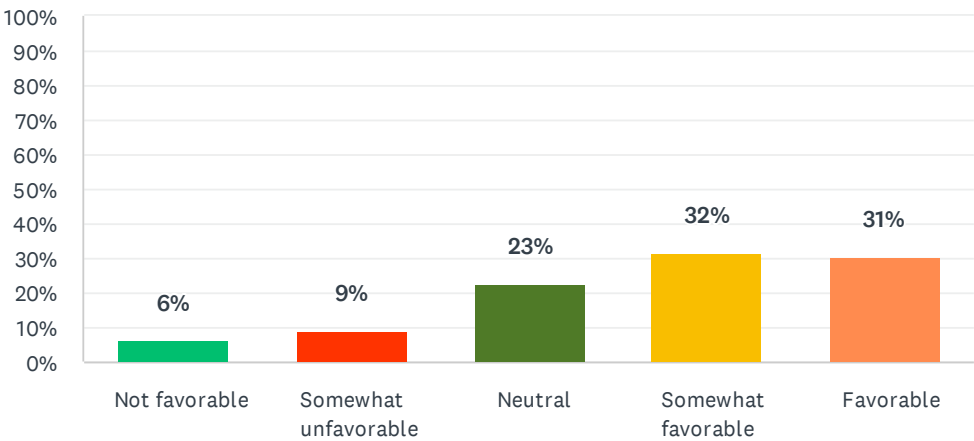
ANSWER CHOICES	RESPONSES	
Not favorable (1)	6%	7
Somewhat unfavorable (2)	9%	10
Neutral (3)	23%	26
Somewhat favorable (4)	32%	36
Favorable (5)	31%	35
TOTAL		114

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	3.72	1.17

Q6 Why did you select this response?

Answered: 98   Skipped: 89

#	RESPONSES	DATE
1	cuz i hate school	11/20/2023 1:20 PM
2	online chatter	11/19/2023 9:51 PM
3	`Positive- academics` Offer stems programs,	11/18/2023 10:39 PM
4	`Focus on SEL & character development & strong community values (SEL+)` `Positive-The need for more school options outside of the current DCPS and charter school options` It helps mostly in school development	11/18/2023 10:09 PM
5	`Positive-impression and reputation` Basis DC Charter School has a pretty reputable image from what I know	11/18/2023 3:51 PM
6	`Positive-The need for more school options outside of the current DCPS and charter school options` better than just the dc public schools	11/18/2023 11:03 AM
7	`Positive- Academics: High quality teachers` I have heard that this school provides high-quality teaching services.	11/18/2023 5:01 AM
8	I have friends with kids at school	11/18/2023 3:22 AM
9	n/a	11/18/2023 3:05 AM
10	`Positive- Academics: High quality teachers` There will be more professional education teachers to impart knowledge to children.	11/18/2023 2:08 AM
11	`Positive- academics` The education there is good and professional.	11/17/2023 10:08 PM
12	`Positive-impression and reputation` It seems like a good School	11/17/2023 11:31 AM
13	`Focus on SEL & character development & strong community values (SEL+)` I like the actions it engages with	11/17/2023 10:32 AM
14	N/A	11/17/2023 7:48 AM
15	`Positive-impression and reputation` I like this school has great benefits	11/16/2023 9:52 PM
16	`Positive- academics` Services and teaches are a bit above aver	11/16/2023 8:30 PM
17	It is the Bible source	11/16/2023 6:34 PM
18	`Positive-impression and reputation` My perception of the Charter School is very favorable because I have heard lots of good things about it.	11/16/2023 5:00 PM
19	`Positive-impression and reputation` it's a good environment and school for my child	11/16/2023 3:51 PM
20	i'm the same and i'm the opposite way of thinking that you can	11/16/2023 11:09 AM
21	`Positive-The need for more school options outside of the current DCPS and charter school options` Something needs to change and this is the best way to go	11/16/2023 9:20 AM
22	its how i feel	11/15/2023 10:45 PM
23	`Negative- academics` not there yet.	11/15/2023 9:36 PM
24	`Positive- academics` It's top tier	11/15/2023 8:28 PM
25	`Negative- academics` you got to much work 3 Hour?!?!??!?!	11/15/2023 1:46 PM
26	`Positive-The need for more school options outside of the current DCPS and charter school options` My child is a current basis dc student, and I see how wonderful she is doing compared to her previous dcps school	11/14/2023 2:46 AM

27	`Positive-impression and reputation` I searched top schools and attended a open house session and am very impressed.	11/12/2023 2:21 PM
28	`Positive-impression and reputation` It is good	11/11/2023 7:53 AM
29	`Positive-impression and reputation` for safety options	11/11/2023 5:38 AM
30	`Positive- academics` Independent education	11/11/2023 3:49 AM
31	`Positive-impression and reputation` I've heard great things about this school.	11/10/2023 3:52 PM
32	`Positive-impression and reputation` It is good	11/10/2023 3:44 PM
33	`Positive- academics` It has excellent results	11/9/2023 7:35 PM
34	`Positive- academics` I like the focus on science	11/8/2023 7:39 PM
35	daughter just started 5th grade	11/6/2023 6:51 AM
36	`Positive-impression and reputation` Yes good	11/5/2023 2:50 PM
37	My kids are getting a good education	11/5/2023 2:28 PM
38	Just do	11/5/2023 2:18 PM
39	Learn more	11/5/2023 1:55 PM
40	`Positive-impression and reputation` `Positive-The need for more school options outside of the current DCPS and charter school options` Good schools are always needed to better the education for the children.	11/5/2023 1:49 PM
41	Fav	11/5/2023 1:43 PM
42	Want to know more	11/5/2023 1:34 PM
43	`Concerns with adding more charter schools` I don't believe charters school broadly benefit most children and aren't a good use of taxpayer funds.	11/4/2023 2:39 PM
44	`Positive- academics` `School model is not inclusive of all student groups, including those with specialized needs` I've heard it has great academic rigor, but is not as inclusive as it could be. Which is important to me as a DC resident.	11/4/2023 12:17 PM
45	`Positive-impression and reputation` Friends children go there and have heard about positive experiences	11/4/2023 11:44 AM
46	`Positive- academics` `Positive-impression and reputation` great reputation among families, good ratings on PARC tests	10/30/2023 12:30 PM
47	My kid goes there	10/28/2023 11:48 AM
48	`Positive-impression and reputation` Friends who go there, seem to have a good experience	10/25/2023 10:58 PM
49	`Positive- academics` Academics	10/25/2023 8:58 PM
50	`Positive-impression and reputation` I know the BASIS model more than I know the DC school	10/23/2023 1:03 PM
51	Feedback from other parents with children who attend BASIS	10/20/2023 11:03 AM
52	I've heard good things from other people but have not seen it myself.	10/19/2023 10:10 PM
53	`Concerns with adding more charter schools` I support public education	10/19/2023 10:33 AM
54	`Positive-impression and reputation` Positive feedback from parent of a current student	10/19/2023 7:57 AM
55	`Positive-impression and reputation` Happy with my current experience	10/18/2023 5:50 PM
56	Don't have direct experience and don't know anyone who goes to BASIS.	10/16/2023 9:14 AM
57	`Positive- academics` Due to its rank.	10/16/2023 8:06 AM
58	`Positive-The need for more school options outside of the current DCPS and charter school options` Know students there . I'm a professional Educator - EDD Harvard with over 25 years training teachers. Would love an elementary school as well as another hs. for ny grandchildren.	10/14/2023 12:37 PM

59	Based on people I know who have sent students to BASIS	10/14/2023 10:24 AM
60	Too late for my kid to get in	10/13/2023 2:55 PM
61	Missing SEL in curriculum, lacking community and character development (SEL-) Positive-academics Great academics but maybe at expense of childhood mental health	10/13/2023 2:39 PM
62	grades	10/12/2023 11:24 PM
63	Current student's experience with school leadership	10/12/2023 11:00 AM
64	I don't know enough about it.	10/11/2023 8:53 PM
65	Concerns with adding more charter schools I'm a firm believer in investing in traditional neighborhood public schools.	10/11/2023 1:30 PM
66	Positive-impression and reputation It was our #2 choice when our daughter selected her middle school	10/11/2023 11:32 AM
67	Positive- academics My son went there and it prepared him for success in High School.	10/11/2023 11:12 AM
68	Positive- academics School model is not inclusive of all student groups, including those with specialized needs I hear it's strong academics but very demanding - and not for everyone...	10/11/2023 11:02 AM
69	Concerns with adding more charter schools Limited access to enrollment Because this school skims off students from traditional public schools	10/11/2023 10:51 AM
70	Concerns with adding more charter schools Limited access to enrollment Historically exclusionary admissions practices, counseling out, for-profit model	10/11/2023 10:49 AM
71	Positive- academics It has a good reputation for MS and is a solid option for HS.	10/9/2023 5:11 PM
72	School model is not inclusive of all student groups, including those with specialized needs Lack of specialized instruction	10/7/2023 6:31 PM
73	Positive- academics Based on rankings	10/7/2023 4:00 PM
74	Concerns with adding more charter schools Hear good and bad things; mixed on whether charter schools are helpful in Dc	10/7/2023 2:39 PM
75	Positive- academics Math and science	10/7/2023 1:59 PM
76	Positive- academics Middle school with academic rigor	10/7/2023 1:20 PM
77	Negative- academics As a parent of a current BASIS DC student, I think the curriculum is quite good by 8th grade and above, but we found it to be overly rigid and the teachers kind of mean to the students at the earlier grades.	10/7/2023 12:30 PM
78	Positive- academics School model is not inclusive of all student groups, including those with specialized needs Reputation for rigor, unclear if model is sustainable for all students.	10/7/2023 11:47 AM
79	Negative- academics Rigor over joy	10/7/2023 7:34 AM
80	Negative- academics Poor schoool leadership lacking vision and strong communication (high turnover, poor communication to families, etc) Leadership is a mess, the do nothing to help truly advanced students, they water down the curriculum to drag up kids who are behind	10/7/2023 7:31 AM
81	Positive-The need for more school options outside of the current DCPS and charter school options Poor DCPS alternatives	10/6/2023 11:37 PM
82	Limited access to enrollment Positive- academics School model is not inclusive of all student groups, including those with specialized needs Most rigor, but not a good fit for all kids and limited options	10/6/2023 11:16 PM
83	I have a child attending.	10/6/2023 10:50 PM
84	Positive-impression and reputation I've generally heard good things. No first hand or well researched knowledge.	10/6/2023 10:32 PM
85	Concerns with adding more charter schools Negative- academics Do not like it being run with corporate oversight from Arizona or that they also operate for-profit schools; seems	10/6/2023 9:45 PM

	unnecessarily strict and joyless	
86	Kids in private, so I don't care too much	10/6/2023 9:22 PM
87	`Negative- academics` Bad test scores relative to demographics, high teacher turnover, too much pressure.	10/6/2023 9:19 PM
88	Don't like the size	10/5/2023 7:29 AM
89	`Focus on SEL & character development & strong community values (SEL+)` `Positive- academics` Our son has done very well there, loved learning, and grown so much in his enrollment there in the last year.	10/3/2023 10:47 PM
90	`Concerns with adding more charter schools` `Negative- academics` There are pros and cons with BASIS, where my child currently attends. I'm not sure an elementary version of Basis would be developmentally appropriate.	10/3/2023 8:55 PM
91	`Limited access to enrollment` Low number for upper grades	10/3/2023 7:46 PM
92	`School model is not inclusive of all student groups, including those with specialized needs` Believe that the school is designed to track students	10/3/2023 11:36 AM
93	my daughter is a 5th grader at basis	10/3/2023 7:08 AM
94	`Positive-impression and reputation` Reputed to be one of the best middle/high school options	9/30/2023 3:42 PM
95	`Limited access to enrollment` `Negative reputation` `School model is not inclusive of all student groups, including those with specialized needs` Taking high performing kids from public schools, acting as though good test results speaks favorably as compared to public schools, when student body is crafted through lack of available seats past 5th grade	9/29/2023 3:49 PM
96	na	9/29/2023 11:52 AM
97	`Positive-impression and reputation` Have heard mainly good things	9/29/2023 11:24 AM
98	`Limited access to enrollment` `Positive- academics` BASIS has an excellent academic reputation, and we know a good number of families who attend/have attended the Penn Quarter campus. They have largely been very satisified. What turns us off about BASIS, as advocates for educational equity in DC, is its admissions model that hugely over-admits 5th graders and is content to watch half or more fail, or otherwise leave, the school, leaving by high school only the "chosen few." This is one reason we declined a 5th grade spot at BASIS for our older child and decided not to apply for our second.	9/29/2023 11:24 AM

Q7 Are you the parent or guardian of a student who attends or formerly attended BASIS Public Charter School in Washington, D.C.?

Answered: 114   Skipped: 73
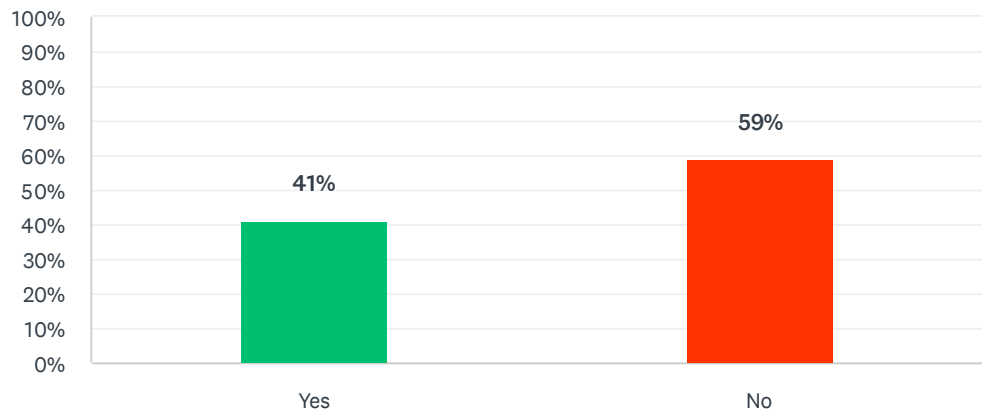
ANSWER CHOICES	RESPONSES	
Yes (1)	41%	47
No (2)	59%	67
TOTAL		114

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.59	0.49

Q8 Are you the parent or guardian of at least one student age 10 or under?

Answered: 162   Skipped: 25
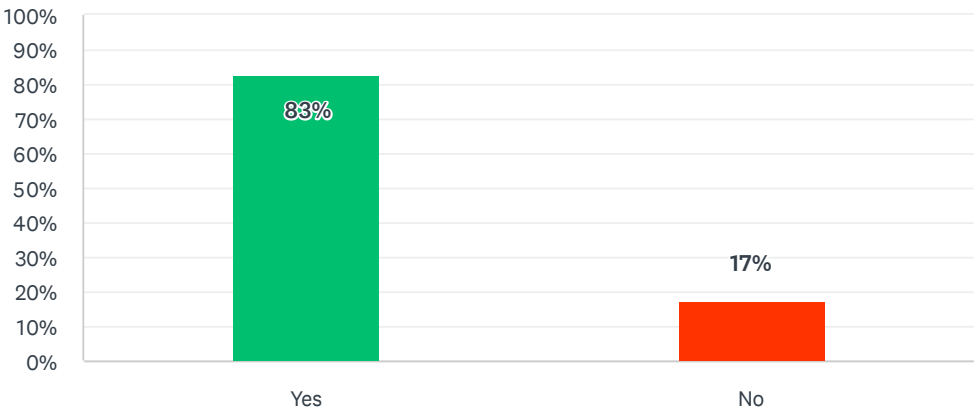
ANSWER CHOICES	RESPONSES	
Yes (1)	83%	134
No (2)	17%	28
TOTAL		162

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 1.00	Mean 1.17	Standard Deviation 0.38

Q9 How many children under the age of 10 do you currently have?

Answered: 132   Skipped: 55
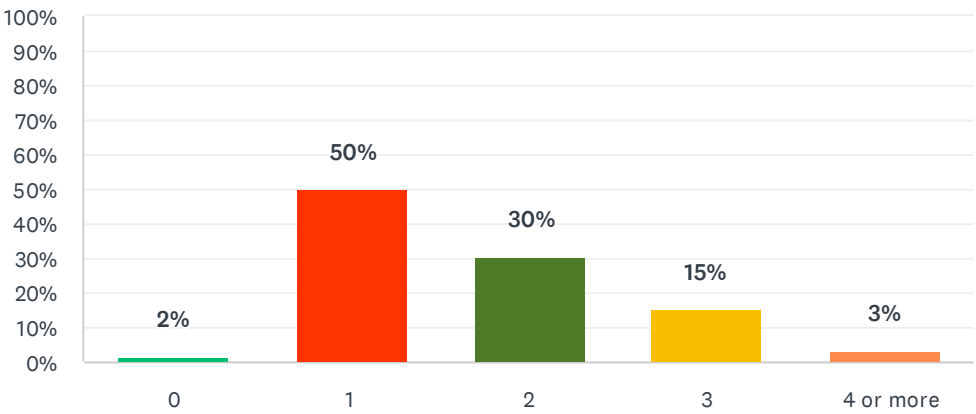
ANSWER CHOICES	RESPONSES	
0 (1)	2%	2
1 (2)	50%	66
2 (3)	30%	40
3 (4)	15%	20
4 or more (5)	3%	4
TOTAL		132

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.68	0.86

Q10 Please select your child(ren's) current age(s). Select all that apply.

Answered: 132   Skipped: 55
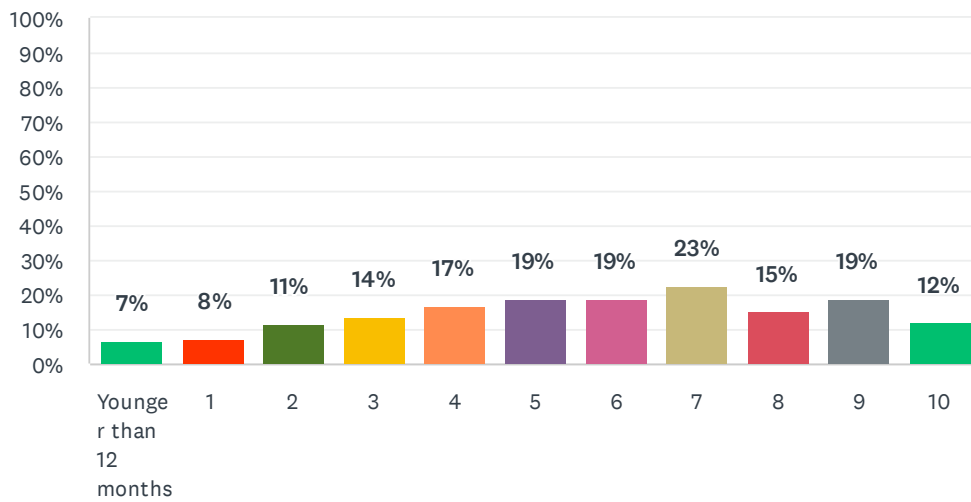
ANSWER CHOICES	RESPONSES	
Younger than 12 months (1)	7%	9
1 (2)	8%	10
2 (3)	11%	15
3 (4)	14%	18
4 (5)	17%	22
5 (6)	19%	25
6 (7)	19%	25
7 (8)	23%	30
8 (9)	15%	20
9 (10)	19%	25
10 (11)	12%	16
Total Respondents: 132		

BASIC STATISTICS				
Minimum 1.00	Maximum 11.00	Median 7.00	Mean 6.64	Standard Deviation 2.77

Q11 Knowing that this is not a firm commitment, would you welcome it if BASIS were to open an elementary campus in your neighborhood?

Answered: 24   Skipped: 163
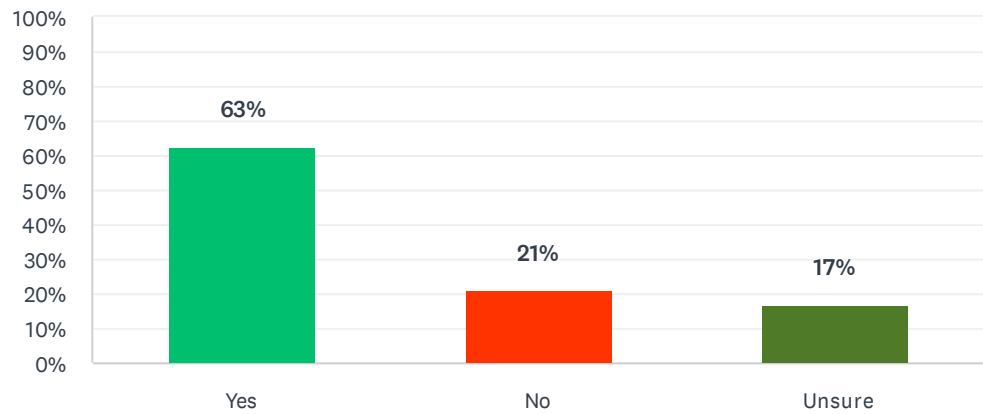
ANSWER CHOICES			RESPONSES	
Yes (1)			63%	15
No (2)			21%	5
Unsure (3)			17%	4
TOTAL				24

BASIC STATISTICS				
Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.54	Standard Deviation 0.76

Q12 Knowing this is not a firm commitment, if BASIS opened an elementary school, how likely would you be to enroll your student(s)?

Answered: 130   Skipped: 57
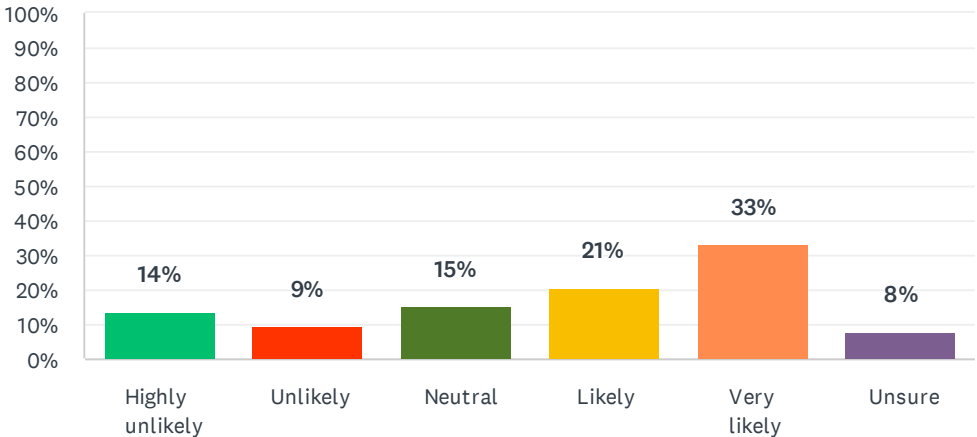
ANSWER CHOICES	RESPONSES	
Highly unlikely (1)	14%	18
Unlikely (2)	9%	12
Neutral (3)	15%	20
Likely (4)	21%	27
Very likely (5)	33%	43
Unsure (6)	8%	10
TOTAL		130

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	4.00	3.73	1.53

Q13 Would your answer to the previous question change depending on the school's proximity to your neighborhood?

Answered: 60   Skipped: 127
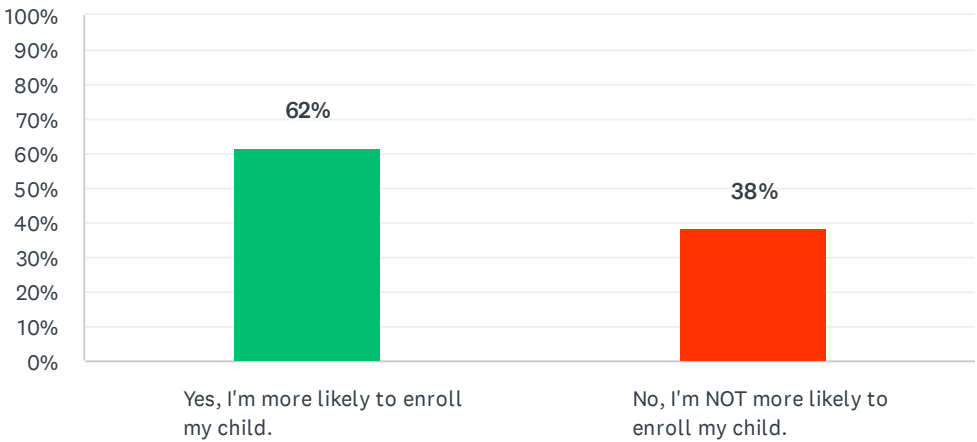
ANSWER CHOICES	RESPONSES	
Yes, I'm more likely to enroll my child. (1)	62%	37
No, I'm NOT more likely to enroll my child. (2)	38%	23
TOTAL		60

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.38	0.49

Q14 What excites you about the prospect of a new DC elementary school?

Answered: 69   Skipped: 118

#	RESPONSES	DATE
1	Positive reputation of current Basis options that get people excited for future Basis options for younger students Talented students that are encouraged to excel and love to learn	11/18/2023 10:42 PM
2	Different/nontraditional models of learning (compared to current options) A new DC elementary school will bring in new techniques and strategies that will help in the upbringing of students	11/18/2023 10:11 PM
3	Positive reputation of current Basis options that get people excited for future Basis options for younger students Their curriculum is very good and they teach the children great fundamentals	11/18/2023 3:52 PM
4	Different/nontraditional models of learning (compared to current options) The differ things the school may offer attracts. Schools need lots of change and I am always open to try new things especially when they appear to be worth it.	11/18/2023 3:14 PM
5	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation The idea of pushing kids further with education.	11/18/2023 11:57 AM
6	Positive reputation of current Basis options that get people excited for future Basis options for younger students This school has better teaching resources.	11/18/2023 5:03 AM
7	Convenience given siblings's current school; geographic flexibility (of a future school) Positive reputation of current Basis options that get people excited for future Basis options for younger students With better teachers and closer proximity	11/18/2023 3:24 AM
8	n/a	11/18/2023 3:07 AM
9	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation It can bring more professional educational knowledge to my children.	11/18/2023 2:09 AM
10	Take another look	11/18/2023 1:27 AM
11	Positive reputation of current Basis options that get people excited for future Basis options for younger students Focus on fairness. My kids can get a fair education.	11/17/2023 10:12 PM
12	Additional high quality school elementary school options are needed (including accessible, low-cost options) Convenience given siblings's current school; geographic flexibility (of a future school) Networking, able to make community own	11/17/2023 9:53 PM
13	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation I like the idea and it will help better our kids for the future	11/17/2023 1:18 PM
14	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation More teachers from my kids learn from	11/17/2023 11:33 AM
15	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation I like the education opportunities it offers	11/17/2023 10:32 AM
16	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation I like this school study system.	11/17/2023 9:08 AM
17	school	11/16/2023 11:19 PM
18	Positive reputation of current Basis options that get people excited for future Basis options for younger students The benefits that the school would provide my child would be great	11/16/2023 9:53 PM
19	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Positive reputation of current Basis options that get peo	11/16/2023 8:31 PM

	ple excited for future Basis options for younger students Dedicated teaches, my children feeling free safe and happy again	
20	Different/nontraditional models of learning (compared to current options) New innovative teaching	11/16/2023 6:35 PM
21	The things that excite me about the opening of a new DC elementary school are the.	11/16/2023 5:02 PM
22	Additional high quality school elementary school options are needed (including accessible, low-cost options) Different/nontraditional models of learning (compared to current options) new building and new technology for the school.more funding and resources for the children and teachers.	11/16/2023 3:53 PM
23	i'm going to be a couple of hours late i'm so	11/16/2023 11:10 AM
24	Additional high quality school elementary school options are needed (including accessible, low-cost options) It's exciting to have a new school in DC for a charter school	11/16/2023 9:21 AM
25	Different/nontraditional models of learning (compared to current options) something different	11/15/2023 10:47 PM
26	Different/nontraditional models of learning (compared to current options) I like the idea and the new direction	11/15/2023 8:58 PM
27	Additional high quality school elementary school options are needed (including accessible, low-cost options) Greaten the chance of getting into the middle school. Ive been trying to get my 8th grader in for 2 years with no luck.	11/12/2023 2:24 PM
28	Different/nontraditional models of learning (compared to current options) Education online	11/11/2023 7:54 AM
29	Different/nontraditional models of learning (compared to current options) Always exciting to hear about new educational ideas	11/11/2023 7:26 AM
30	Different/nontraditional models of learning (compared to current options) modern methods of courses	11/11/2023 5:40 AM
31	Helicopter qualification	11/11/2023 3:52 AM
32	Positive reputation of current Basis options that get people excited for future Basis options for younger students Amazing opportunity.	11/10/2023 3:53 PM
33	Positive reputation of current Basis options that get people excited for future Basis options for younger students Love it	11/10/2023 3:44 PM
34	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation An option that promotes excellence and good classroom behavior	11/9/2023 7:35 PM
35	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation the strong focus on STEM	11/8/2023 7:40 PM
36	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Positive reputation of current Basis options that get people excited for future Basis options for younger students beginning this rigorous learning process early	11/6/2023 8:15 AM
37	Leander	11/5/2023 2:53 PM
38	Yes	11/5/2023 2:52 PM
39	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Enrichment and development	11/5/2023 2:46 PM
40	Additional high quality school elementary school options are needed (including accessible, low-cost options) Free	11/5/2023 2:39 PM
41	Everything	11/5/2023 2:34 PM
42	Different/nontraditional models of learning (compared to current options) Different environments	11/5/2023 2:34 PM
43	Positive reputation of current Basis options that get people excited for future Basis options for younger students The teacher are very helpful	11/5/2023 2:29 PM

44	Different/nontraditional models of learning (compared to current options) Special way of learning, tutoring	11/5/2023 2:22 PM
45	Additional high quality school elementary school options are needed (including accessible, low-cost options) More opportunities	11/5/2023 2:19 PM
46	Positive reputation of current Basis options that get people excited for future Basis options for younger students They want to work with small kids	11/5/2023 2:11 PM
47	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Better learning	11/5/2023 1:50 PM
48	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Positive reputation of current Basis options that get people excited for future Basis options for younger students Early Education for the younger	11/5/2023 1:49 PM
49	Additional high quality school elementary school options are needed (including accessible, low-cost options) Being new	11/5/2023 1:38 PM
50	Need more reading and math teacher	11/5/2023 1:35 PM
51	dick	10/23/2023 9:53 AM
52	Positive reputation of current Basis options that get people excited for future Basis options for younger students In this case, it's because I know that it will be a BASIS school. Any other elementary school would not excite me, unless it was a private elementary school	10/20/2023 11:07 AM
53	Different/nontraditional models of learning (compared to current options) An opportunity to have my child be taught in a non traditional setting	10/19/2023 10:11 PM
54	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Stem program and academic rigor	10/19/2023 7:58 AM
55	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Academic quality	10/14/2023 12:38 PM
56	Additional high quality school elementary school options are needed (including accessible, low-cost options) free	10/12/2023 11:24 PM
57	Need to Focus on fixing existing public elementary schools instead Nothing. We do not need more DC elementary schools. We need to improve the existing ones	10/12/2023 11:01 AM
58	Additional high quality school elementary school options are needed (including accessible, low-cost options) DCPS and Charter schools near our neighborhood all have long wait lists and we are excited to have more good options (and better odds in the lottery!)	10/11/2023 2:21 PM
59	Negative reputation of current and future Basis options for younger students Very little	10/11/2023 10:49 AM
60	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation The academic rigor and increase access to a great education	10/8/2023 8:46 PM
61	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation High expectations, strong peers	10/7/2023 12:43 PM
62	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Strong academics and secure high school pathway	10/6/2023 11:17 PM
63	Convenience given siblings's current school; geographic flexibility (of a future school) Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Having both kids in the same school; one drop off. The quality of education they'd receive.	10/3/2023 10:48 PM
64	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Positive reputation of current Basis options that get people excited for future Basis options for younger students Curriculum	10/3/2023 7:47 PM
65	Elementary school w/ a strong focus on high behavorial and academic expectatations (ie strong curriculum, behavorial expectation Positive reputation of current Basis options that get people excited for future Basis options for younger students college curriculum	10/3/2023 7:13 AM

66	Additional high quality school elementary school options are needed (including accessible, low-cost options) Convenience given siblings's current school; geographic flexibility (of a future school) Additional high quality options, geographic flexibility in where we live	9/30/2023 3:43 PM
67	Additional high quality school elementary school options are needed (including accessible, low-cost options) More options	9/30/2023 10:45 AM
68	mn	9/29/2023 11:53 AM
69	…	9/29/2023 11:48 AM

Q15 What is the farthest you would be willing to commute from home to send your student(s) to a BASIS elementary school?

Answered: 100   Skipped: 87
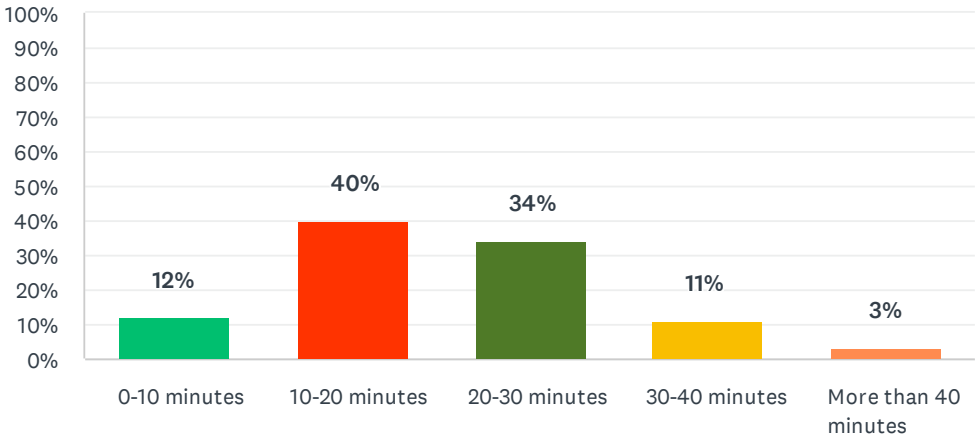
ANSWER CHOICES	RESPONSES	
0-10 minutes (1)	12%	12
10-20 minutes (2)	40%	40
20-30 minutes (3)	34%	34
30-40 minutes (4)	11%	11
More than 40 minutes (5)	3%	3
TOTAL		100

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.53	0.94

Q16 How important is it to you that the school is....

Answered: 87   Skipped: 100
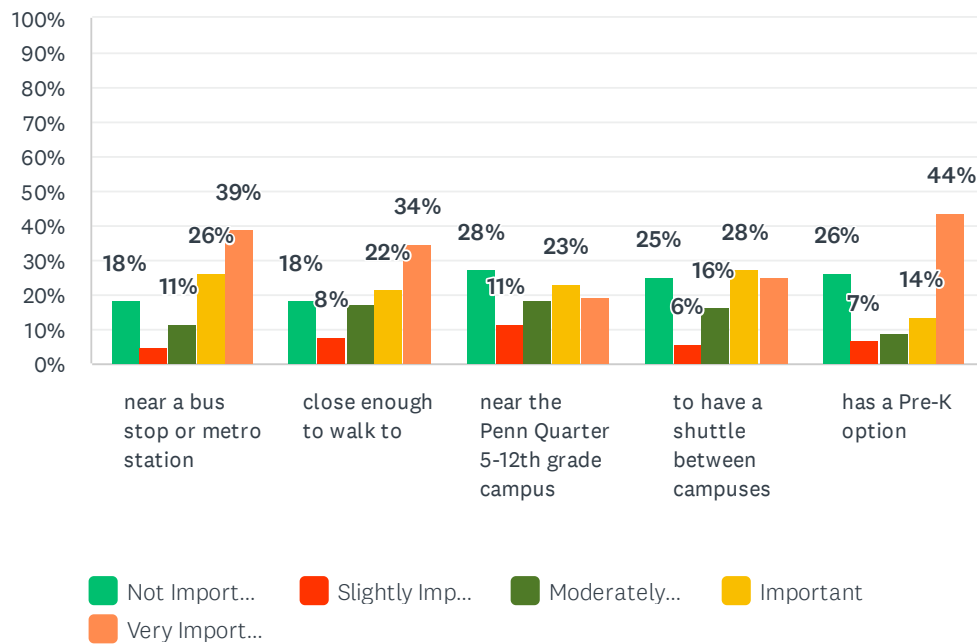
	NOT IMPORTANT (1)	SLIGHTLY IMPORTANT (2)	MODERATELY IMPORTANT (3)	IMPORTANT (4)	VERY IMPORTANT (5)	TOTAL
near a bus stop or metro station	18% 16	5% 4	11% 10	26% 23	39% 34	87
close enough to walk to	18% 16	8% 7	17% 15	22% 19	34% 30	87
near the Penn Quarter 5-12th grade campus	28% 24	11% 10	18% 16	23% 20	20% 17	87
to have a shuttle between campuses	25% 22	6% 5	16% 14	28% 24	25% 22	87
has a Pre-K option	26% 23	7% 6	9% 8	14% 12	44% 38	87

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
near a bus stop or metro station	1.00	5.00	4.00	3.63	1.49
close enough to walk to	1.00	5.00	4.00	3.46	1.48
near the Penn Quarter 5-12th grade campus	1.00	5.00	3.00	2.95	1.49
to have a shuttle between campuses	1.00	5.00	4.00	3.22	1.52
has a Pre-K option	1.00	5.00	4.00	3.41	1.69

Q17 When considering your decision around where to enroll your child[ren] for elementary school, please rank the following factors in order of importance to you, from 1 (most important) to 6 (least important):

Answered: 100   Skipped: 87
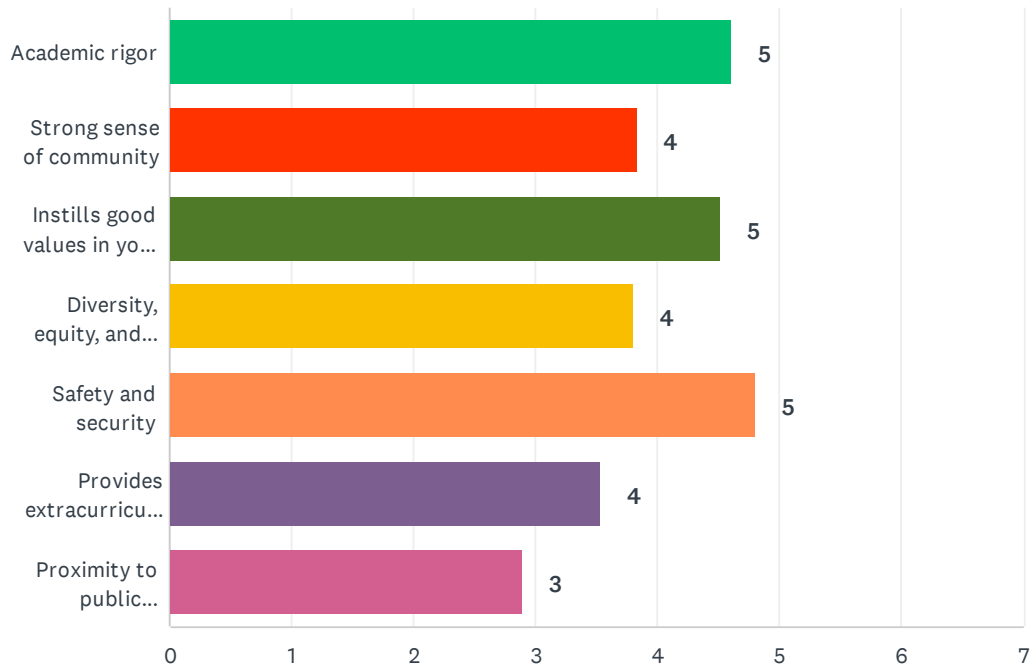
	1	2	3	4	5	6	7	TOTAL	SCORE
Academic rigor	21% 21	18% 18	20% 20	14% 14	7% 7	9% 9	11% 11	100	4.61
Strong sense of community	4% 4	18% 18	14% 14	18% 18	22% 22	15% 15	9% 9	100	3.83
Instills good values in your child	17% 17	21% 21	16% 16	14% 14	15% 15	9% 9	8% 8	100	4.52
Diversity, equity, and inclusion	8% 8	14% 14	16% 16	17% 17	14% 14	20% 20	11% 11	100	3.81
Safety and security	32% 32	19% 19	8% 8	15% 15	4% 4	8% 8	14% 14	100	4.80
Provides extracurricular activities	9% 9	4% 4	13% 13	20% 20	24% 24	20% 20	10% 10	100	3.54
Proximity to public transportation	9% 9	6% 6	13% 13	2% 2	14% 14	19% 19	37% 37	100	2.89

BASIC STATISTICS					
	MINIMUM	**MAXIMUM**	**MEDIAN**	**MEAN**	**STANDARD DEVIATION**
Academic rigor	1.00	7.00	3.00	3.39	1.96
Strong sense of community	1.00	7.00	4.00	4.17	1.68
Instills good values in your child	1.00	7.00	3.00	3.48	1.87
Diversity, equity, and inclusion	1.00	7.00	4.00	4.19	1.83
Safety and security	1.00	7.00	2.00	3.20	2.17
Provides extracurricular activities	1.00	7.00	5.00	4.46	1.68
Proximity to public transportation	1.00	7.00	6.00	5.11	2.04

Q18 I am satisfied with the educational offerings...

Answered: 87   Skipped: 100
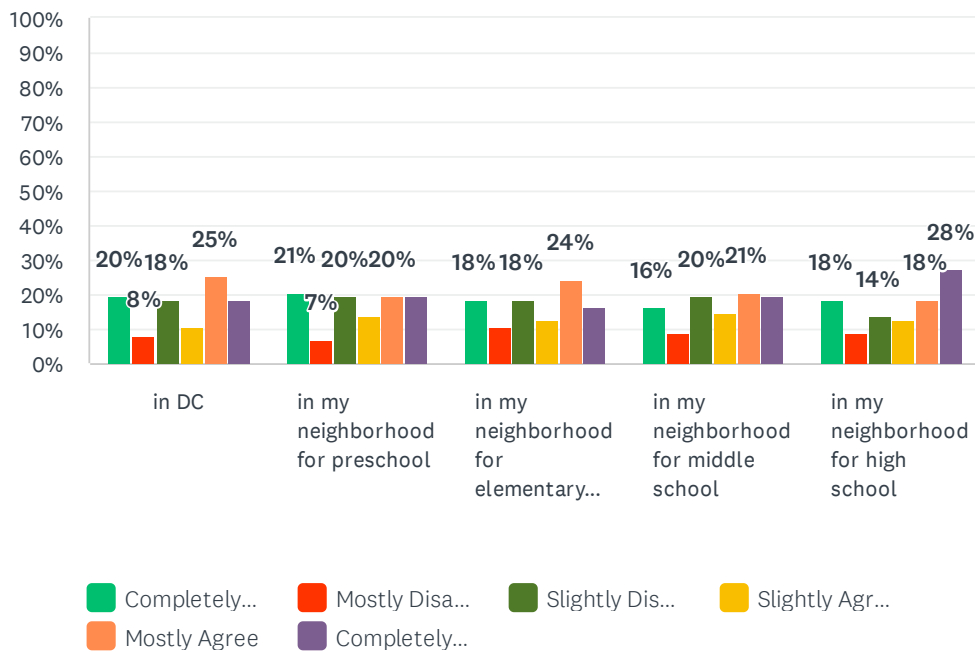
	COMPLETELY DISAGREE (1)	MOSTLY DISAGREE (2)	SLIGHTLY DISAGREE (3)	SLIGHTLY AGREE (4)	MOSTLY AGREE (5)	COMPLETELY AGREE (6)	TOTAL
in DC	20% 17	8% 7	18% 16	10% 9	25% 22	18% 16	87
in my neighborhood for preschool	21% 18	7% 6	20% 17	14% 12	20% 17	20% 17	87
in my neighborhood for elementary school	18% 16	10% 9	18% 16	13% 11	24% 21	16% 14	87
in my neighborhood for middle school	16% 14	9% 8	20% 17	15% 13	21% 18	20% 17	87
in my neighborhood for high school	18% 16	9% 8	14% 12	13% 11	18% 16	28% 24	87

BASIC STATISTICS					
	MINIMUM	**MAXIMUM**	**MEDIAN**	**MEAN**	**STANDARD DEVIATION**
in DC	1.00	6.00	4.00	3.69	1.78
in my neighborhood for preschool	1.00	6.00	4.00	3.63	1.78
in my neighborhood for elementary school	1.00	6.00	4.00	3.62	1.73
in my neighborhood for middle school	1.00	6.00	4.00	3.74	1.71
in my neighborhood for high school	1.00	6.00	4.00	3.86	1.85

Q19 Please indicate your highest level of education.

Answered: 134   Skipped: 53
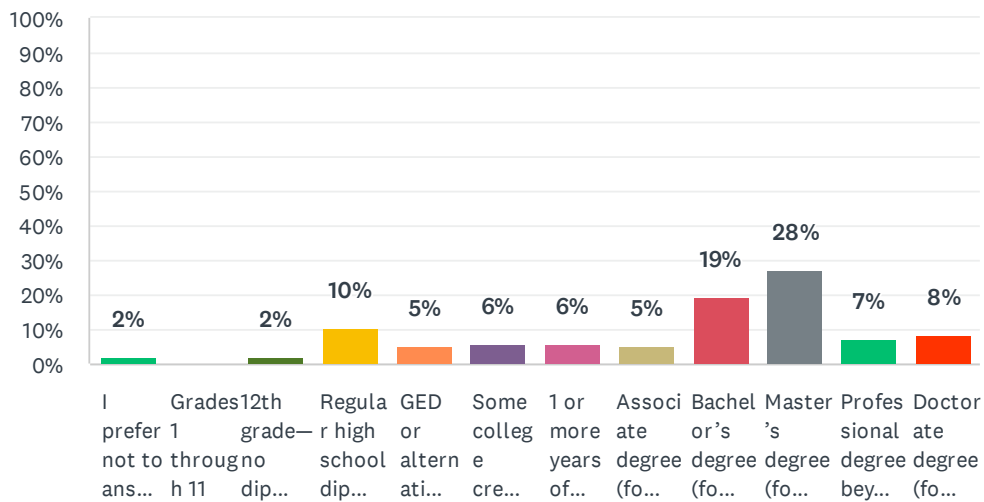
ANSWER CHOICES	RESPONSES	
I prefer not to answer.	2%	3
Grades 1 through 11 (1)	0%	0
12th grade—no diploma (2)	2%	3
Regular high school diploma (3)	10%	14
GED or alternative credential (4)	5%	7
Some college credit but less than 1 year of college (5)	6%	8
1 or more years of college credit, no degree (6)	6%	8
Associate degree (for example, AA, AS) (7)	5%	7
Bachelor's degree (for example, BA. BS) (8)	19%	26
Master's degree (for example, MA, MS, MEng, MEd, MSW, MBA) (9)	28%	37
Professional degree beyond bachelor's degree (for example, MD, DDS, DVM, LLB, JD) (10)	7%	10
Doctorate degree (for example, PhD, EdD) (11)	8%	11
TOTAL		134

BASIC STATISTICS				
Minimum 2.00	Maximum 11.00	Median 8.00	Mean 7.44	Standard Deviation 2.50

Q20 Are you of Hispanic or Latin origin? Hispanic/Latino indicates a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture, heritage, or origin, regardless of race.

Answered: 144   Skipped: 43
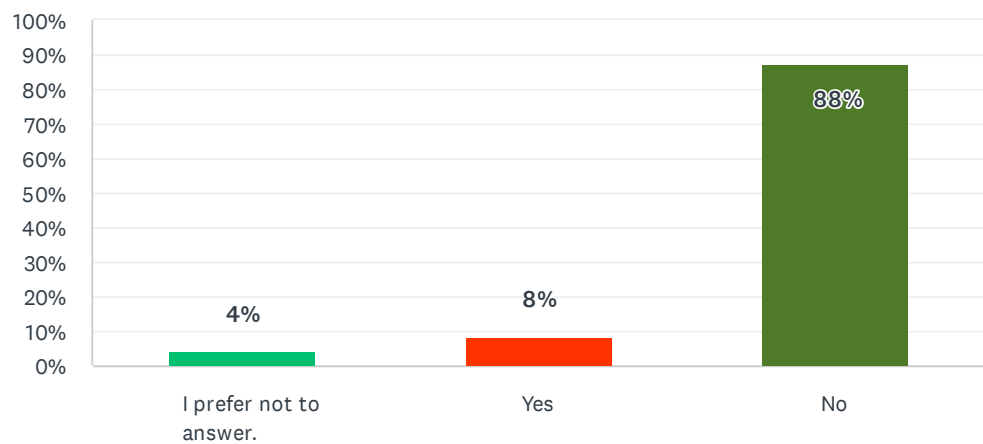
ANSWER CHOICES			RESPONSES		
I prefer not to answer.			4%		6
Yes (1)			8%		12
No (2)			88%		126
TOTAL					144

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 2.00	Mean 1.91	Standard Deviation 0.28

Q21 What race/ethnicity best describes you? (Please choose only one.)

Answered: 144   Skipped: 43
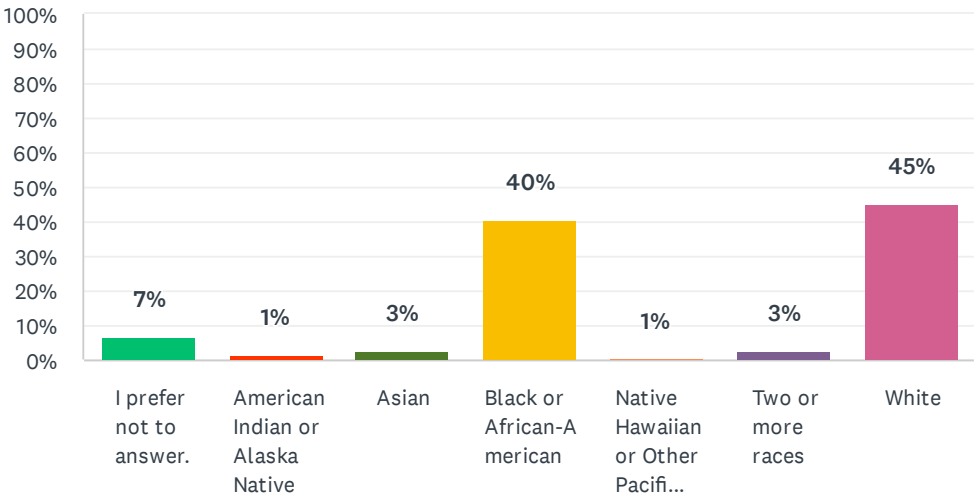
ANSWER CHOICES	RESPONSES	
I prefer not to answer.	7%	10
American Indian or Alaska Native (1)	1%	2
Asian (2)	3%	4
Black or African-American (3)	40%	58
Native Hawaiian or Other Pacific Islander (4)	1%	1
Two or more races (5)	3%	4
White (6)	45%	65
TOTAL		144

BASIC STATISTICS				
Minimum 1.00	Maximum 6.00	Median 5.00	Mean 4.46	Standard Deviation 1.56

Q22 Do you speak a language other than English at home?

Answered: 144   Skipped: 43
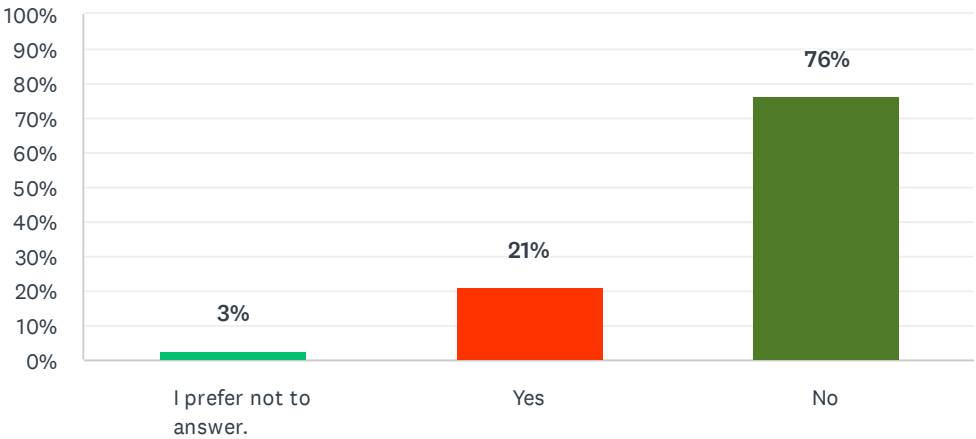
ANSWER CHOICES	RESPONSES	
I prefer not to answer.	3%	4
Yes (1)	21%	30
No (2)	76%	110
TOTAL		144

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 2.00	Mean 1.79	Standard Deviation 0.41

Q23 If yes, what is this language?

Answered: 30   Skipped: 157

#	RESPONSES	DATE
1	English	11/18/2023 10:45 PM
2	French	11/18/2023 10:13 PM
3	spanish	11/18/2023 11:04 AM
4	English	11/18/2023 3:08 AM
5	Spanish	11/17/2023 10:42 PM
6	English	11/17/2023 9:09 AM
7	English	11/16/2023 6:36 PM
8	spanish	11/16/2023 3:55 PM
9	Spanish	11/15/2023 11:28 PM
10	Spanish and German	11/14/2023 2:47 AM
11	Spanish	11/12/2023 2:26 PM
12	Spanish	11/10/2023 3:54 PM
13	Amharic	11/8/2023 7:43 PM
14	French	11/5/2023 6:43 PM
15	English	11/5/2023 2:56 PM
16	Hebrew	11/5/2023 2:42 PM
17	Asl	11/5/2023 2:22 PM
18	English	11/5/2023 2:01 PM
19	Yes	11/5/2023 1:45 PM
20	Spanish	11/5/2023 1:40 PM
21	Spanish	11/5/2023 1:37 PM
22	Italian french	10/25/2023 9:02 PM
23	Sex	10/23/2023 9:55 AM
24	Sign language	10/13/2023 2:57 PM
25	Thamil	10/11/2023 11:13 AM
26	Spanish	10/11/2023 11:05 AM
27	French	10/6/2023 10:49 PM
28	Spanish	10/6/2023 9:27 PM
29	NA	10/6/2023 1:52 PM
30	French and Spanish	10/1/2023 11:55 AM

Q24 I am satisfied with the current educational offerings in the District of Columbia.

Answered: 13   Skipped: 174
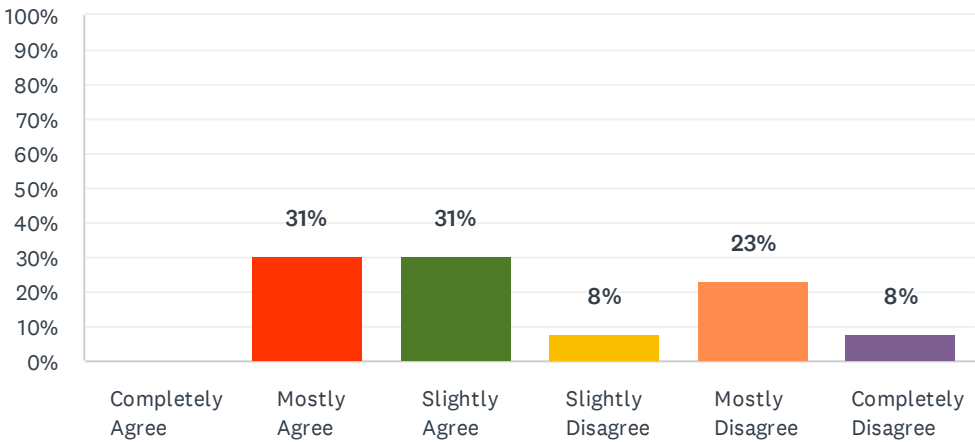
ANSWER CHOICES	RESPONSES	
Completely Agree (1)	0%	0
Mostly Agree (2)	31%	4
Slightly Agree (3)	31%	4
Slightly Disagree (4)	8%	1
Mostly Disagree (5)	23%	3
Completely Disagree (6)	8%	1
TOTAL		13

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	6.00	3.00	3.46	1.34

Q25 I am satisfied with my neighborhood's current educational offerings for preschool.

Answered: 13   Skipped: 174
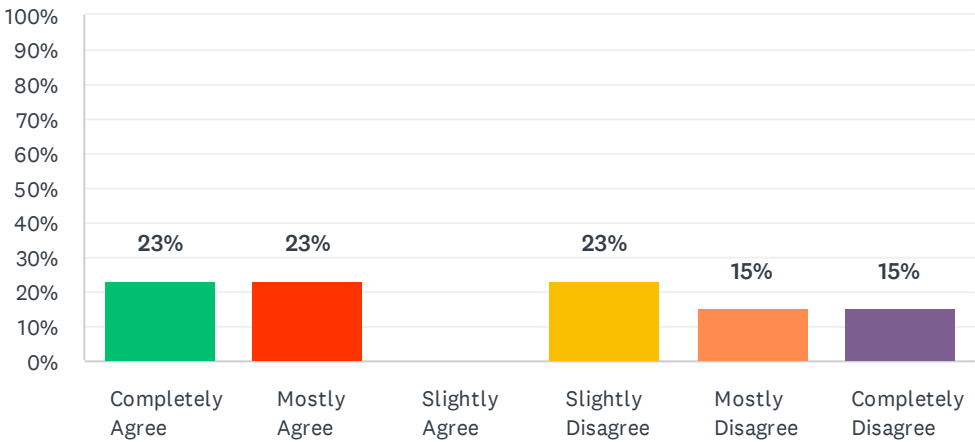
ANSWER CHOICES	RESPONSES	
Completely Agree (1)	23%	3
Mostly Agree (2)	23%	3
Slightly Agree (3)	0%	0
Slightly Disagree (4)	23%	3
Mostly Disagree (5)	15%	2
Completely Disagree (6)	15%	2
TOTAL		13

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	4.00	3.31	1.81

Q26 I am satisfied with my neighborhood's current educational offerings for elementary school.

Answered: 13   Skipped: 174
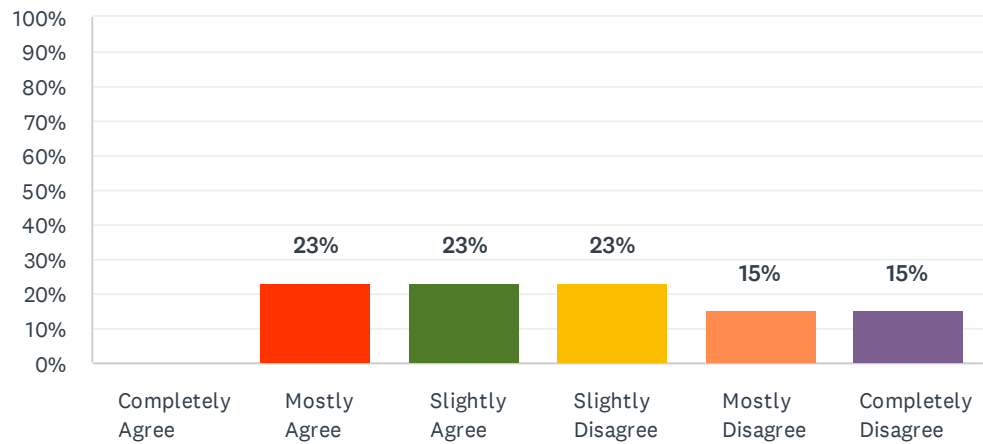
ANSWER CHOICES	RESPONSES	
Completely Agree (1)	0%	0
Mostly Agree (2)	23%	3
Slightly Agree (3)	23%	3
Slightly Disagree (4)	23%	3
Mostly Disagree (5)	15%	2
Completely Disagree (6)	15%	2
TOTAL		13

BASIC STATISTICS				
Minimum 2.00	Maximum 6.00	Median 4.00	Mean 3.77	Standard Deviation 1.37

Q27 I am satisfied with my neighborhood's current educational offerings for middle school.

Answered: 13   Skipped: 174
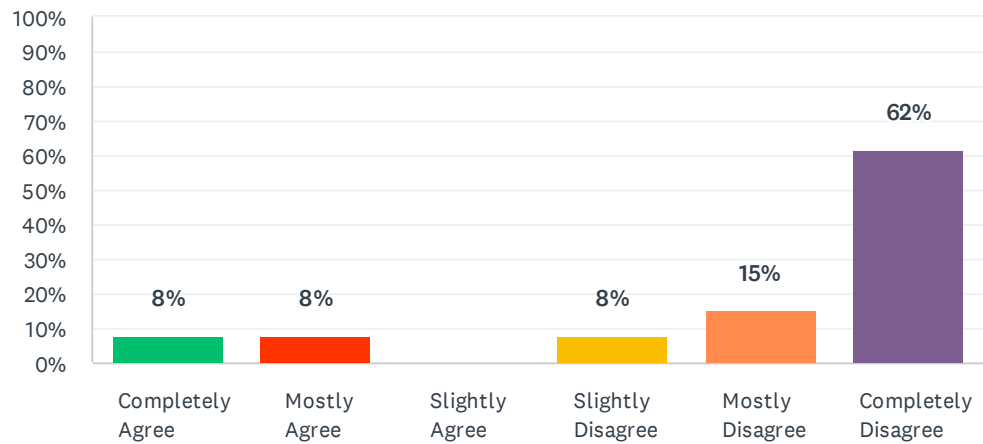
ANSWER CHOICES	RESPONSES	
Completely Agree (1)	8%	1
Mostly Agree (2)	8%	1
Slightly Agree (3)	0%	0
Slightly Disagree (4)	8%	1
Mostly Disagree (5)	15%	2
Completely Disagree (6)	62%	8
TOTAL		13

BASIC STATISTICS				
Minimum 1.00	Maximum 6.00	Median 6.00	Mean 5.00	Standard Deviation 1.62

Q28 I am satisfied with my neighborhood's current educational offerings for high school.

Answered: 13   Skipped: 174
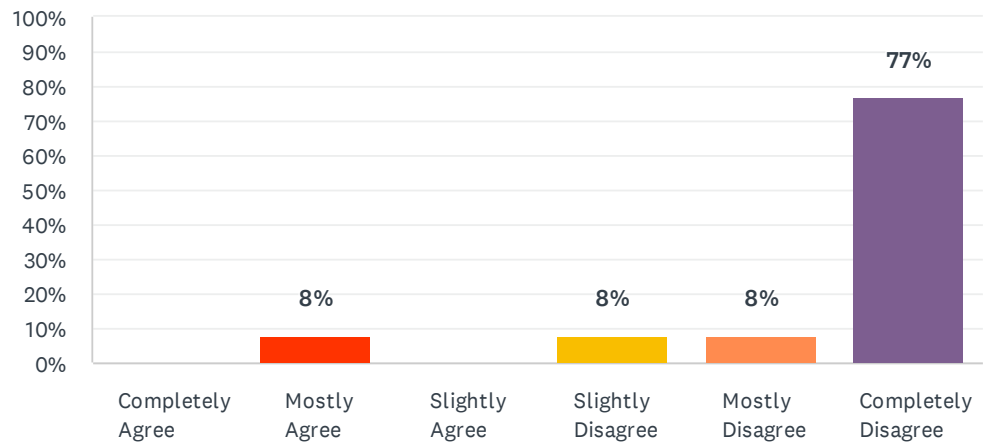
ANSWER CHOICES	RESPONSES	
Completely Agree (1)	0%	0
Mostly Agree (2)	8%	1
Slightly Agree (3)	0%	0
Slightly Disagree (4)	8%	1
Mostly Disagree (5)	8%	1
Completely Disagree (6)	77%	10
TOTAL		13

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	6.00	6.00	5.46	1.15

Q29 How important is it to you that the school is near a bus stop or metro station?

Answered: 13   Skipped: 174
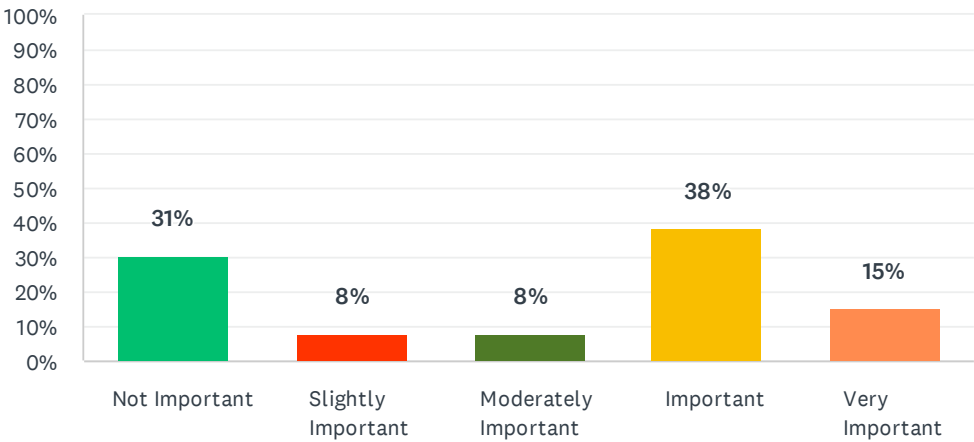
ANSWER CHOICES	RESPONSES	
Not Important (1)	31%	4
Slightly Important (2)	8%	1
Moderately Important (3)	8%	1
Important (4)	38%	5
Very Important (5)	15%	2
TOTAL		13

BASIC STATISTICS				
Minimum 1.00	Maximum 5.00	Median 4.00	Mean 3.00	Standard Deviation 1.52

Q30 How important is it for your child(ren)'s school to be close enough to your home so you or they can walk there?

Answered: 13   Skipped: 174
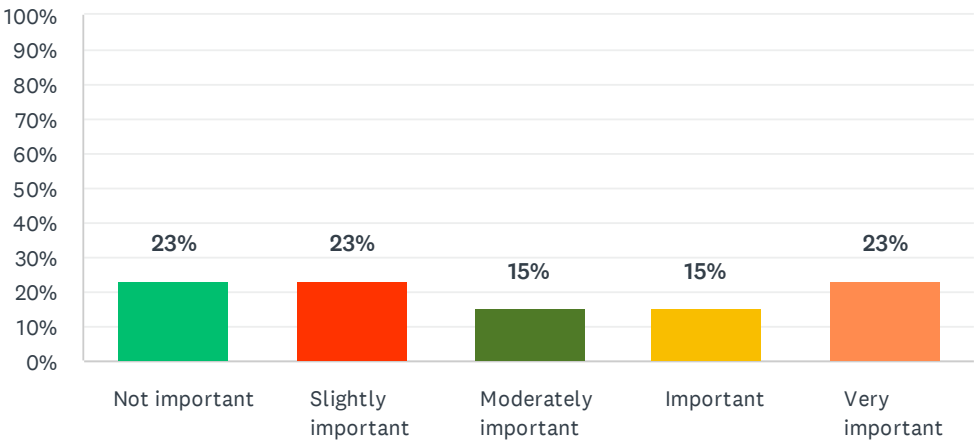
ANSWER CHOICES	RESPONSES	
Not important (1)	23%	3
Slightly important (2)	23%	3
Moderately important (3)	15%	2
Important (4)	15%	2
Very important (5)	23%	3
TOTAL		13

BASIC STATISTICS				
Minimum 1.00	Maximum 5.00	Median 3.00	Mean 2.92	Standard Deviation 1.49

Q31 How important is it to you that the new school is near the other Penn Quarter 5-12th grade campus?

Answered: 13   Skipped: 174
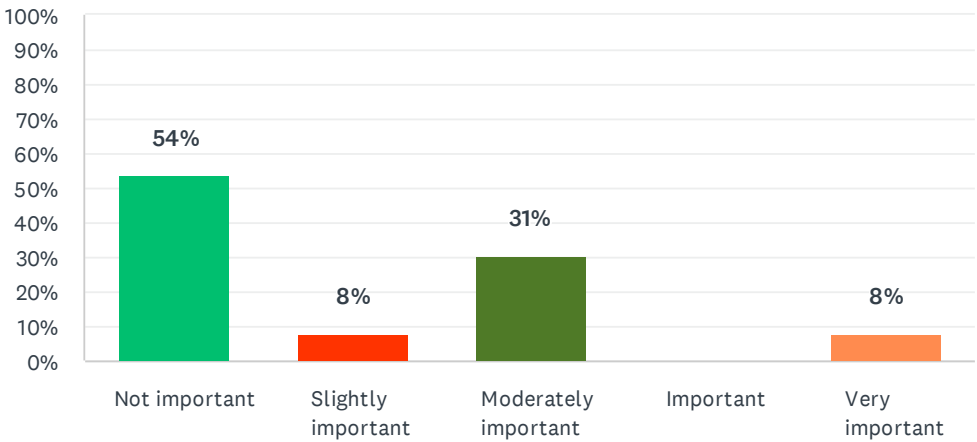
ANSWER CHOICES	RESPONSES	
Not important (1)	54%	7
Slightly important (2)	8%	1
Moderately important (3)	31%	4
Important (4)	0%	0
Very important (5)	8%	1
TOTAL		13

BASIC STATISTICS				
Minimum 1.00	Maximum 5.00	Median 1.00	Mean 2.00	Standard Deviation 1.24

Q32 If the school were far from the existing campus for grades 5-12, how important is it to you to have a shuttle service between campuses?

Answered: 13   Skipped: 174
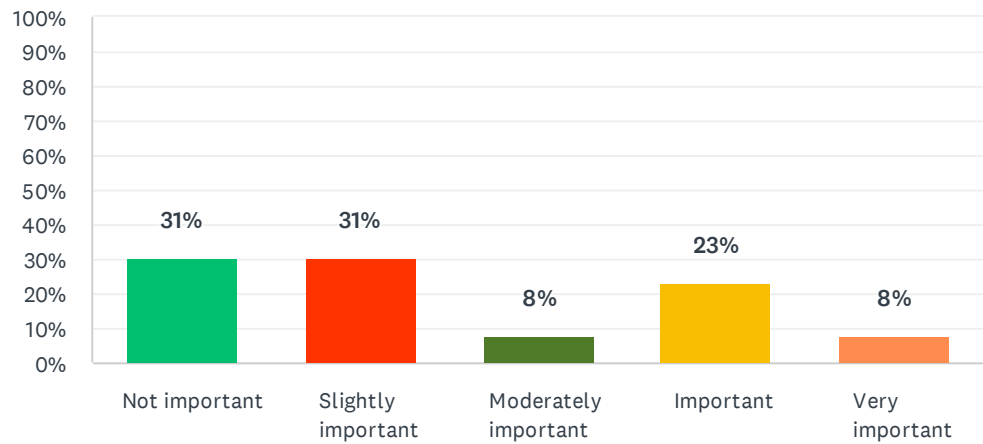
ANSWER CHOICES	RESPONSES	
Not important (1)	31%	4
Slightly important (2)	31%	4
Moderately important (3)	8%	1
Important (4)	23%	3
Very important (5)	8%	1
TOTAL		13

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.46	1.34

Q33 How important is it to you that the school has a Pre-K option?

Answered: 13   Skipped: 174
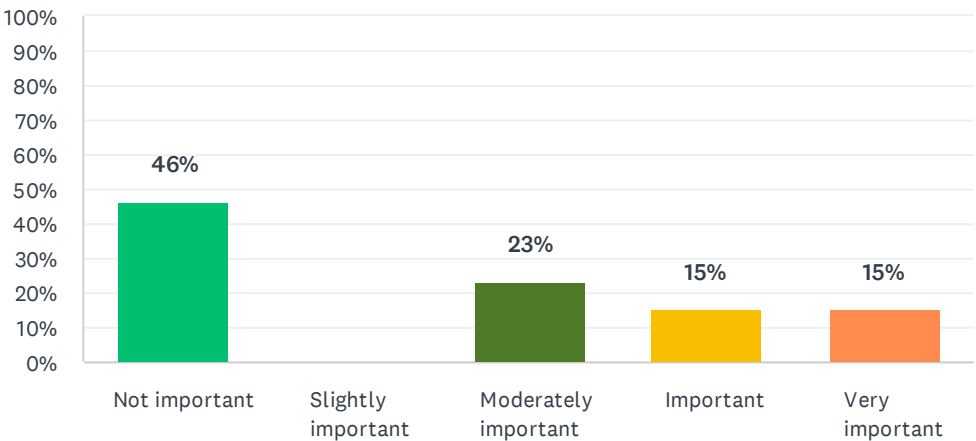
ANSWER CHOICES	RESPONSES	
Not important (1)	46%	6
Slightly important (2)	0%	0
Moderately important (3)	23%	3
Important (4)	15%	2
Very important (5)	15%	2
TOTAL		13

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.54	1.55

Q34 Would you like to provide your email address to obtain more information about BASIS's potential elementary school?

Answered: 34   Skipped: 153
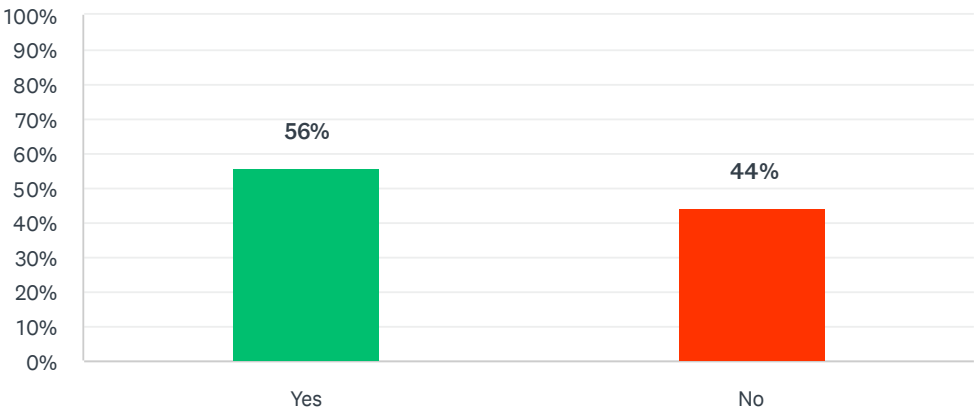
ANSWER CHOICES	RESPONSES	
Yes (1)	56%	19
No (2)	44%	15
TOTAL		34

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 1.00	Mean 1.44	Standard Deviation 0.50

Q35 BASIS hopes to connect with parents in person via focus groups. Would you be interested in joining a focus group later in the fall to share more thoughts about BASIS' opening of an additional lower elementary school? If you select yes, we will contact you.

Answered: 17   Skipped: 170
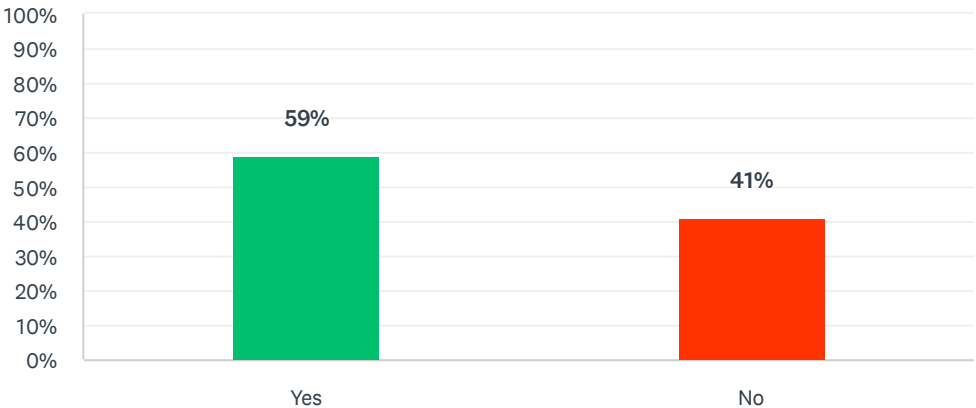
ANSWER CHOICES	RESPONSES	
Yes (1)	59%	10
No (2)	41%	7
TOTAL		17

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 1.00	Mean 1.41	Standard Deviation 0.49

Q36 Would you like more information about being an advocate for this school to open? If you select yes, we will share additional opportunities for supporting this process through email.

Answered: 17   Skipped: 170
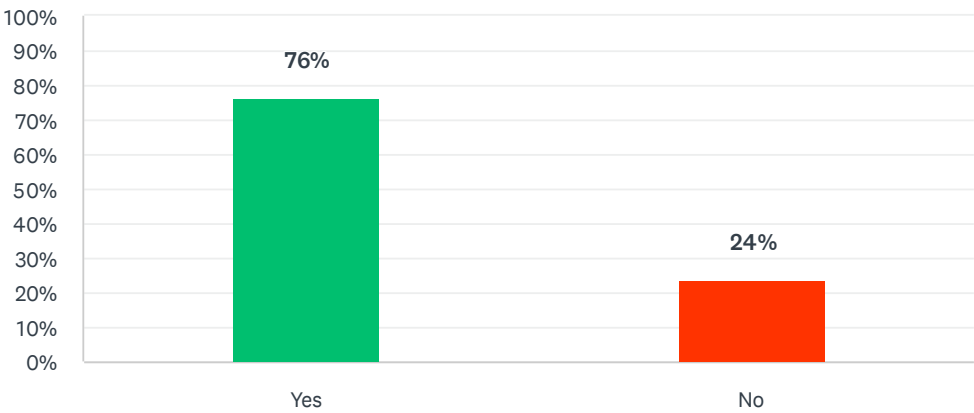
ANSWER CHOICES	RESPONSES	
Yes (1)	76%	13
No (2)	24%	4
TOTAL		17

BASIC STATISTICS				
Minimum 1.00	Maximum 2.00	Median 1.00	Mean 1.24	Standard Deviation 0.42

Q1 Gender

Answered: 55   Skipped: 132
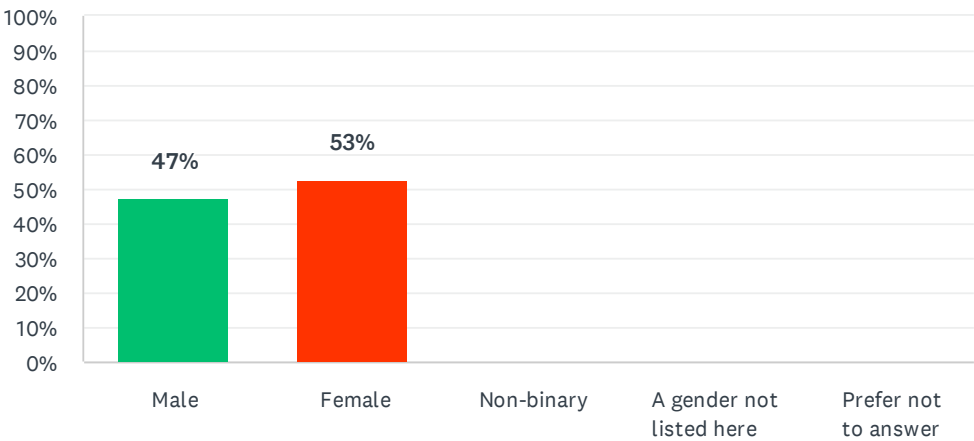
ANSWER CHOICES	RESPONSES	
Male	47%	26
Female	53%	29
Non-binary	0%	0
A gender not listed here	0%	0
Prefer not to answer	0%	0
TOTAL		55

Q2 Age

Answered: 55   Skipped: 132
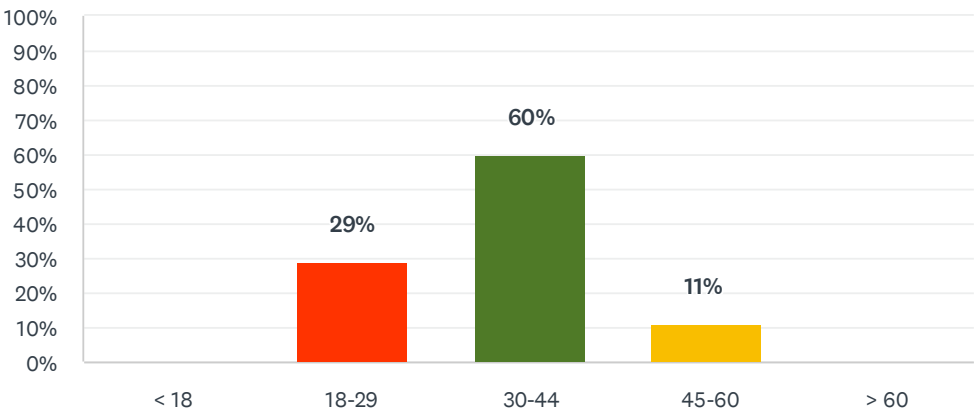
ANSWER CHOICES	RESPONSES	
< 18	0%	0
18-29	29%	16
30-44	60%	33
45-60	11%	6
> 60	0%	0
TOTAL		55

Q3 Device Type

Answered: 55   Skipped: 132
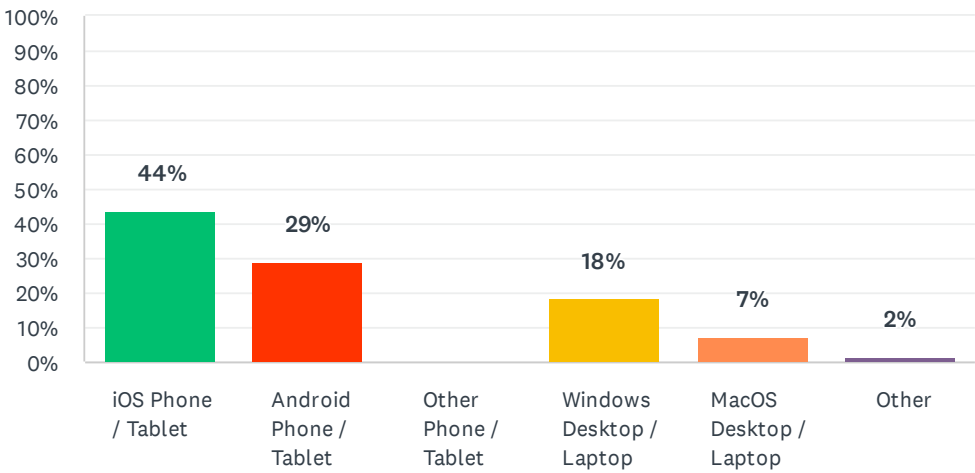
ANSWER CHOICES	RESPONSES	
iOS Phone / Tablet	44%	24
Android Phone / Tablet	29%	16
Other Phone / Tablet	0%	0
Windows Desktop / Laptop	18%	10
MacOS Desktop / Laptop	7%	4
Other	2%	1
TOTAL		55

Q4 Household Income

Answered: 55   Skipped: 132
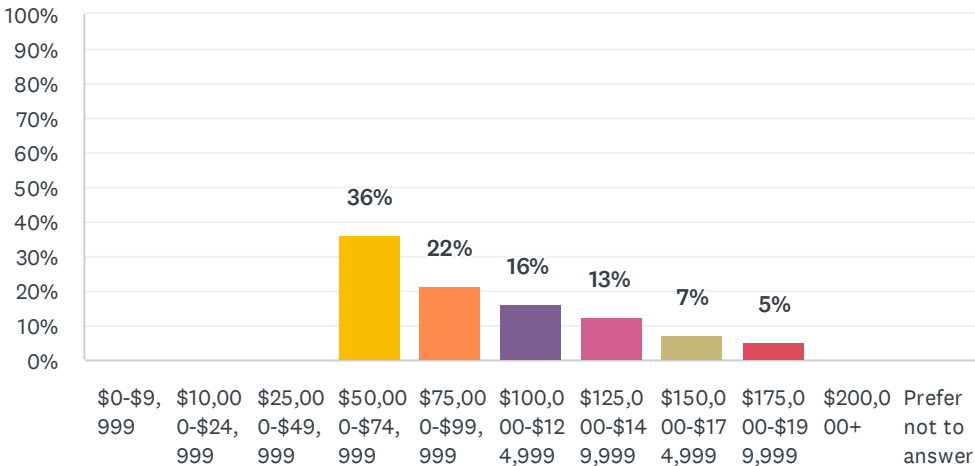
ANSWER CHOICES	RESPONSES	
$0-$9,999	0%	0
$10,000-$24,999	0%	0
$25,000-$49,999	0%	0
$50,000-$74,999	36%	20
$75,000-$99,999	22%	12
$100,000-$124,999	16%	9
$125,000-$149,999	13%	7
$150,000-$174,999	7%	4
$175,000-$199,999	5%	3
$200,000+	0%	0
Prefer not to answer	0%	0
TOTAL		55

Q5 Major US Region

Answered: 55   Skipped: 132
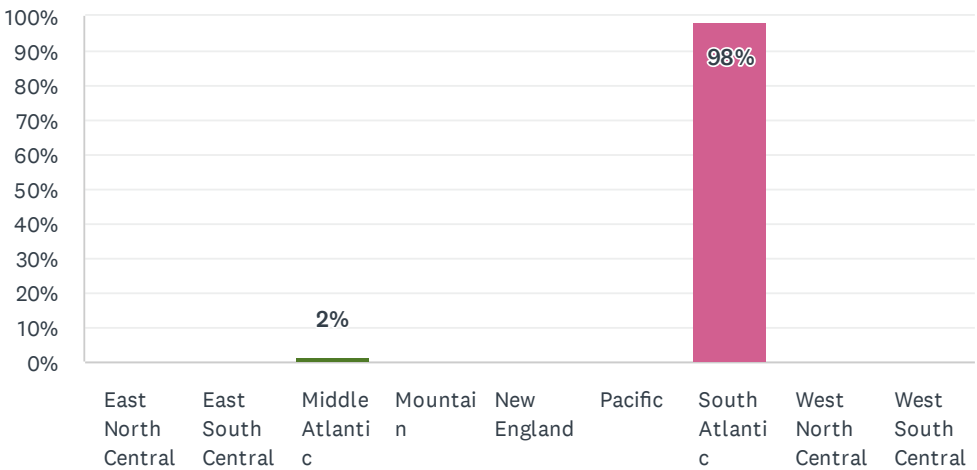
ANSWER CHOICES	RESPONSES	
East North Central	0%	0
East South Central	0%	0
Middle Atlantic	2%	1
Mountain	0%	0
New England	0%	0
Pacific	0%	0
South Atlantic	98%	54
West North Central	0%	0
West South Central	0%	0
TOTAL		55

Customer Profile Analysis & Site Identification
BASIS ED

Customer Profile Analysis & Site Identification
Project Overview & Methodology

Background

Kalibrate was asked to develop a demographic and psychographic profile of students enrolled in the existing BASIS Ed campus serving grades 5-12 in Washington, D.C. Using this profile, Kalibrate was asked to identify the area of highest demand for a potential new BASIS Ed campus serving Kindergarten through Grade 4 in the D.C. metro area.

Methodology

Kalibrate conducted a demographic and psychographic profile of BASIS Ed student households:

- Used student addresses provided by BASIS Ed (881 available street addresses)
- Students with an entry date from 2012-Present

Quantified block group potential to host a BASIS Ed campus for K-4 students within Washington, D.C. based on the household profile developed

Identified the area/s of highest demand of similar student profile households with the key variable of the presence of a child ages 0-10

Student Household Profile Analysis
BASIS Charter School, Washington, D.C.
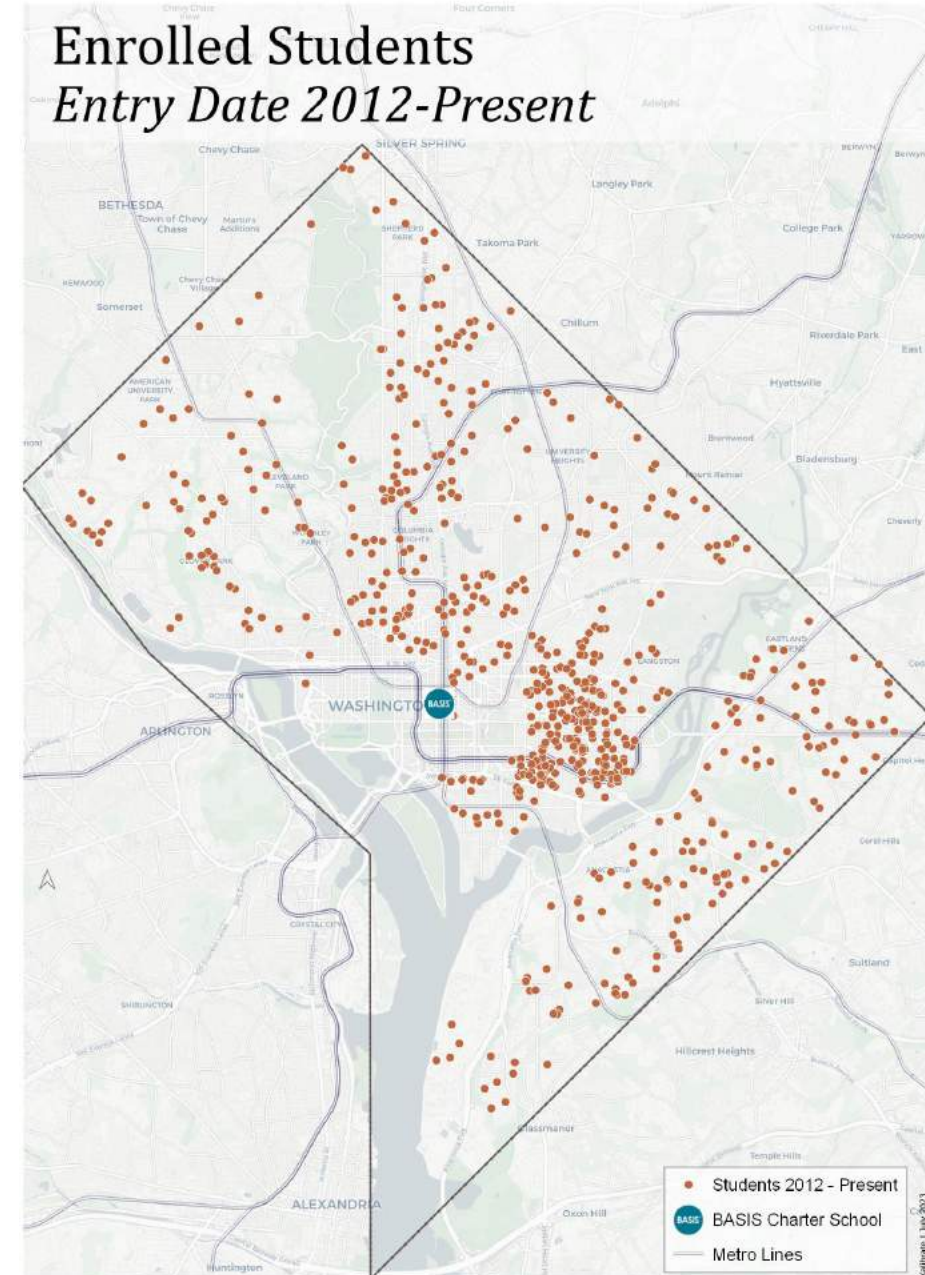
Results Summary

Key demographic attributes and their relationship to the existing BASIS Ed student household profile

Demographic Characteristic	Stronger Relationship	Weaker Relationship
Income	$100,000+	< $100,000
Education Attainment	Bachelor's and above	High School Diploma or below
Homeowner Status	Owner	Renter

Student Household Profile Analysis
BASIS Charter School, Washington, D.C.

Household Income Relationship
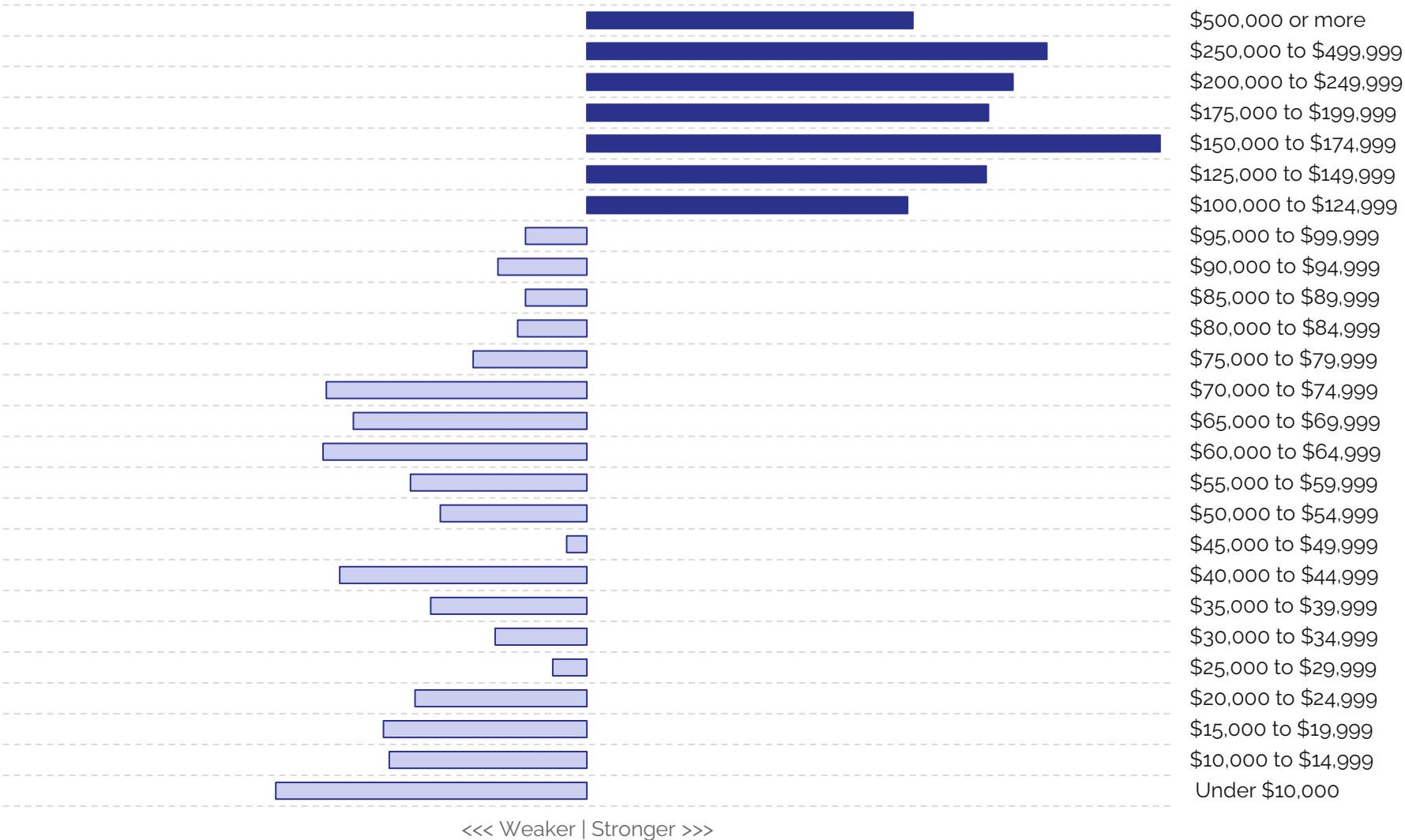
	$500,000 or more
	$250,000 to $499,999
	$200,000 to $249,999
	$175,000 to $199,999
	$150,000 to $174,999
	$125,000 to $149,999
	$100,000 to $124,999
	$95,000 to $99,999
	$90,000 to $94,999
	$85,000 to $89,999
	$80,000 to $84,999
	$75,000 to $79,999
	$70,000 to $74,999
	$65,000 to $69,999
	$60,000 to $64,999
	$55,000 to $59,999
	$50,000 to $54,999
	$45,000 to $49,999
	$40,000 to $44,999
	$35,000 to $39,999
	$30,000 to $34,999
	$25,000 to $29,999
	$20,000 to $24,999
	$15,000 to $19,999
	$10,000 to $14,999
	Under $10,000

<<< Weaker | Stronger >>>

4

Student Household Profile Analysis
BASIS Charter School, Washington, D.C.
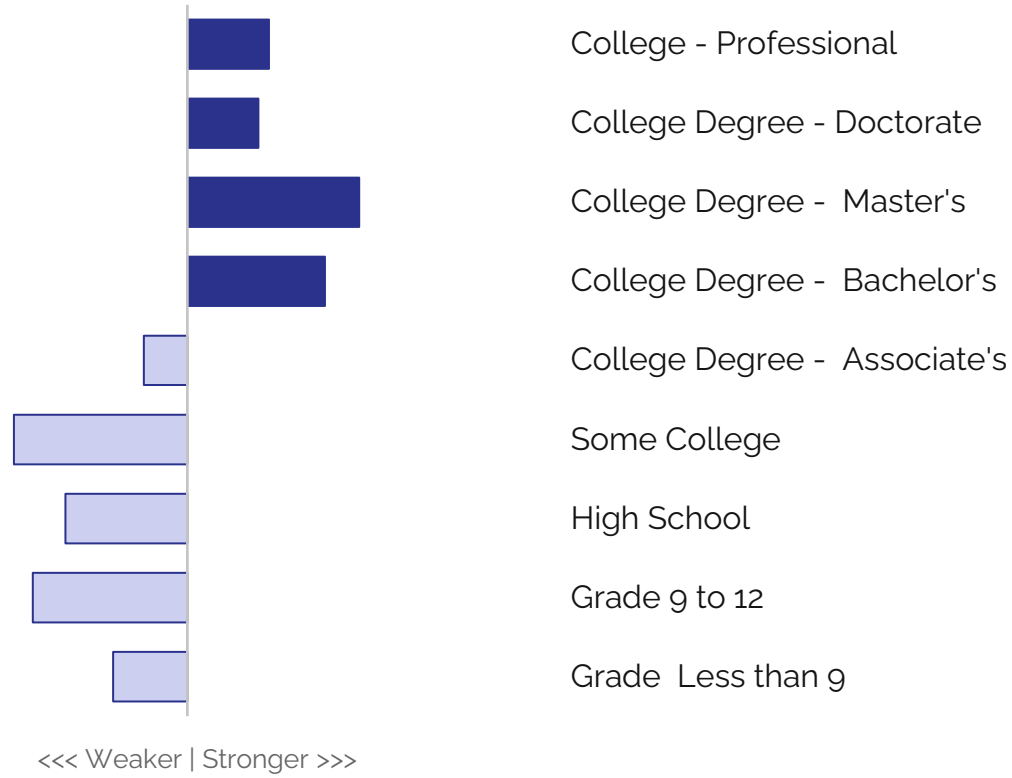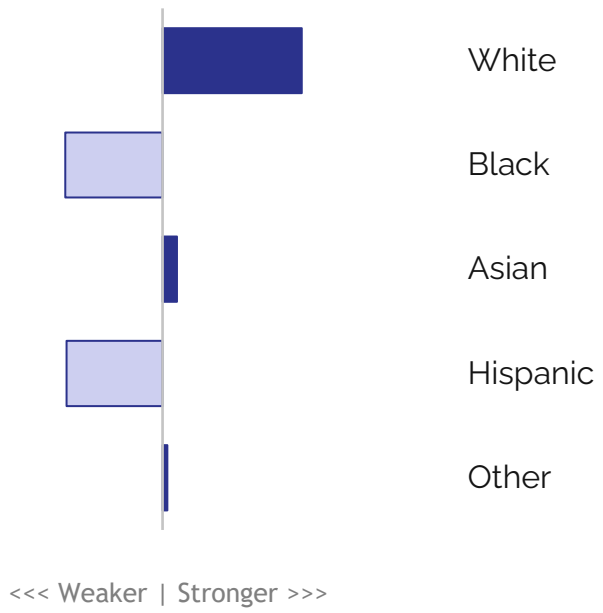
Mosaic Segment Summary
By Profile Index

Experian Mosaic allocates U.S. households into 19 groups and 71 distinct segments

Student Household Profile Analysis
BASIS Charter School, Washington, D.C.
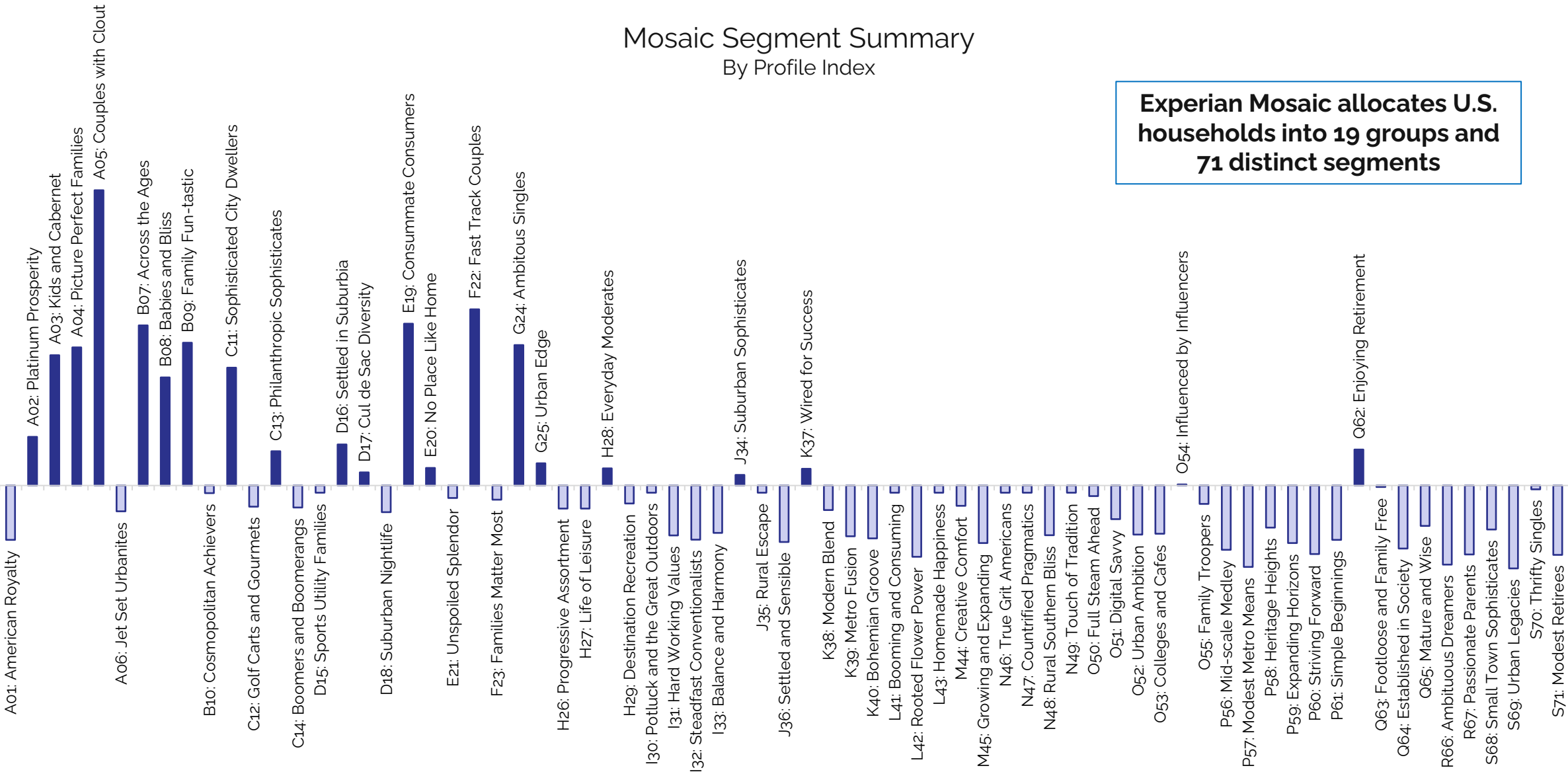
Mosaic Segment Summary

Experian **Mosaic USA**

Top 10 Mosaic Segments	Index*	Trade Area Segment Representation	Trade Area Segment Contribution
B07: Across the Ages	212	0.3%	0.6%
A05: Couples with Clout	186	1.8%	3.3%
A04: Picture Perfect Families	179	0.1%	0.3%
A03: Kids and Cabernet	176	0.3%	0.5%
B08: Babies and Bliss	171	0.2%	0.3%
D16: Settled in Suburbia	169	0.2%	0.3%
F22: Fast Track Couples	164	1.4%	2.3%
C11: Sophisticated City Dwellers	160	0.6%	0.9%
B09: Family Fun-tastic	153	0.2%	0.4%
C13: Philanthropic Sophisticates	150	4.7%	7.0%

*Average index value = 100

Results Summary

Kalibrate mapped the distribution of in-profile student households with children aged 0-10 years in the District of Columbia, and identified 2 locations that would best serve the potential in-profile student population: **Dupont Circle** and **Penn Quarter** (near existing site)

- **Location relative to in-profile households**: Both locations serve concentrations of in-profile student households. A Dupont Circle campus would conveniently serve in-profile families in north-central DC, while a Penn Quarter campus would serve as a central location for the clusters of in-profile students to the north and southeast (around Capitol Hill).

- **Public Transit**: At both Dupont Circle and Penn Quarter, the campus will be easily accessible by both the Metro and multiple bus routes. Dupont Circle is served by the Red line at Dupont Circle Metro; Penn Quarter is served by all Metro lines.

- **Adjacent Businesses:** These locations are both proximate to multiple restaurant, leisure, and retail outlets.
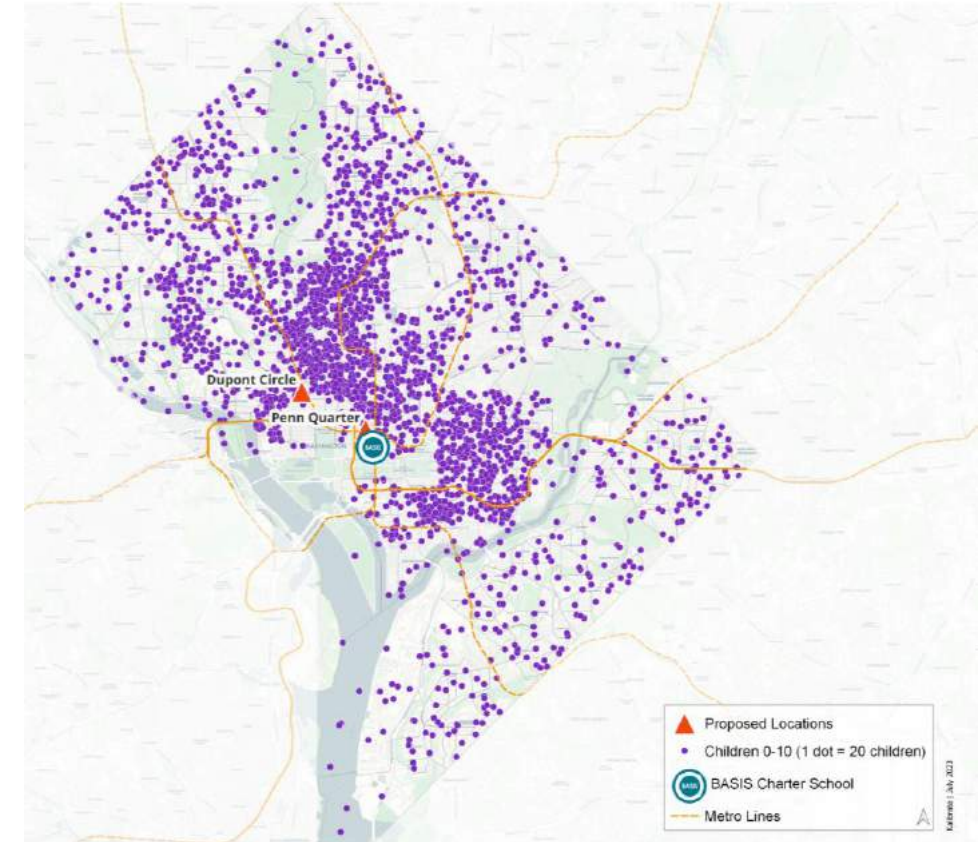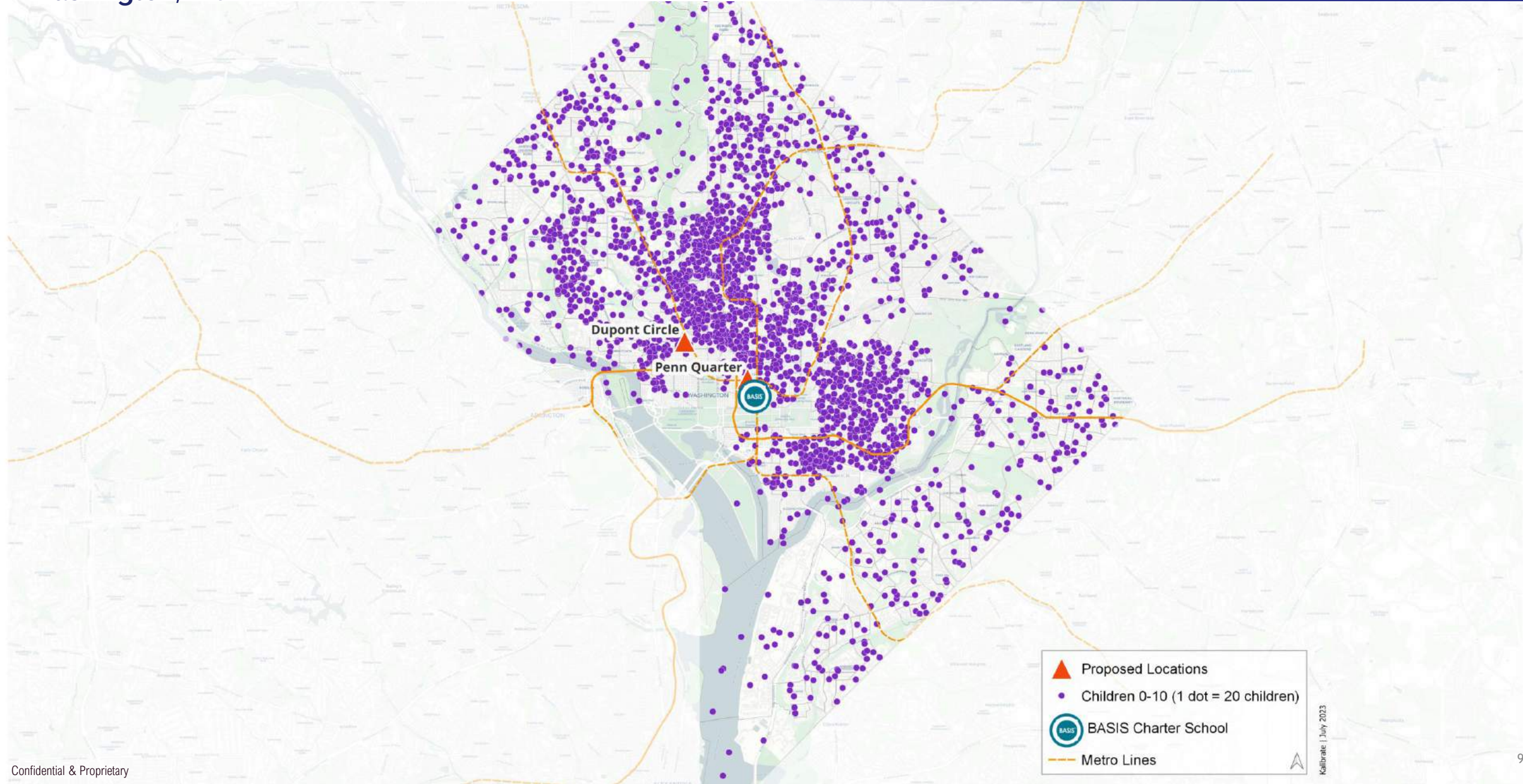
Dupont Circle

Penn Quarter

Proposed Locations

Children 0-10 (1 dot = 20 children)

BASIS Charter School

Metro Lines

Kalibrate | July 2023

9
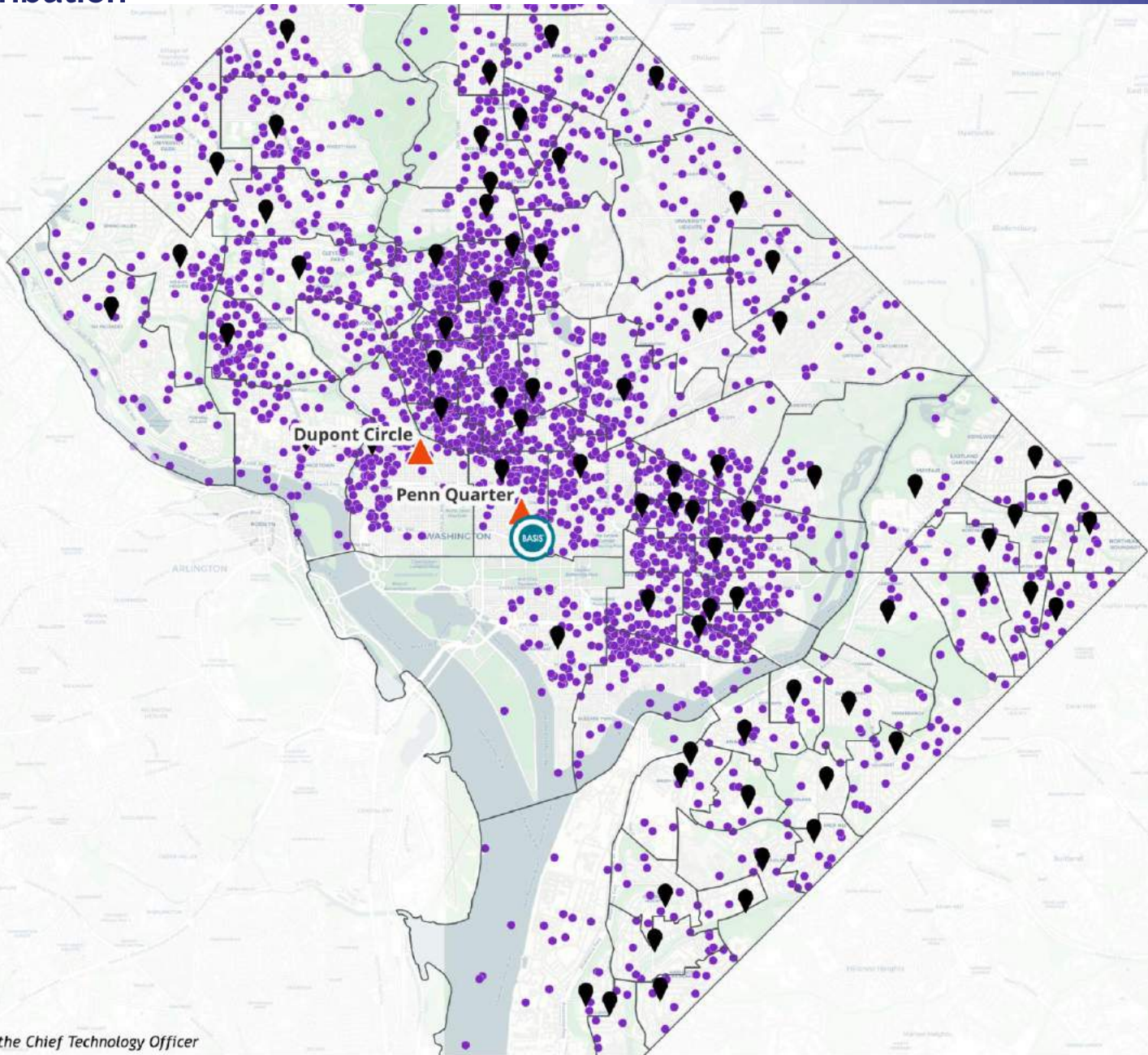
Legend:
- **Proposed Locations**
- **Children 0-10 from In-Profile Households** (1 dot = 20 children)
- **BASIS Charter School**
- **DC Public Schools (Pre-K - 5th Grade)**
- **School Attendance Zones (Elementary)**

Map labels: Dupont Circle, Penn Quarter, Washington

Supplementary Data Source: Open Data DC in the Office of the Chief Technology Officer

Kalibrate | July 2023

Supplementary Maps
In-Profile Population
Washington, D.C. Public Schools (PreK-5) with STAR Rating

Legend:
- Proposed Locations
- Children 0-10 from In-Profile Households (1 dot = 20 children)
- BASIS Charter School
- DC Public Schools (Pre-K – 5th Grade) | STAR Rating
- School Attendance Zones (Elementary)

Supplementary Maps
In-Profile Population
Washington, D.C. Public Schools (PreK-5) with STAR Rating

Legend:
- ▲ Proposed Locations
- • Children 0-10 from In-Profile Households (1 dot = 20 children)
- (BASIS) BASIS Charter School
- ⚫ DC Public Schools (Pre-K - 5th Grade) | STAR Rating
- ▢ School Attendance Zones (Elementary)

In-Profile Population
Washington, D.C. Public Schools (PreK-5) with STAR Rating

											Total:	Total:	% of Total

<div align="center">
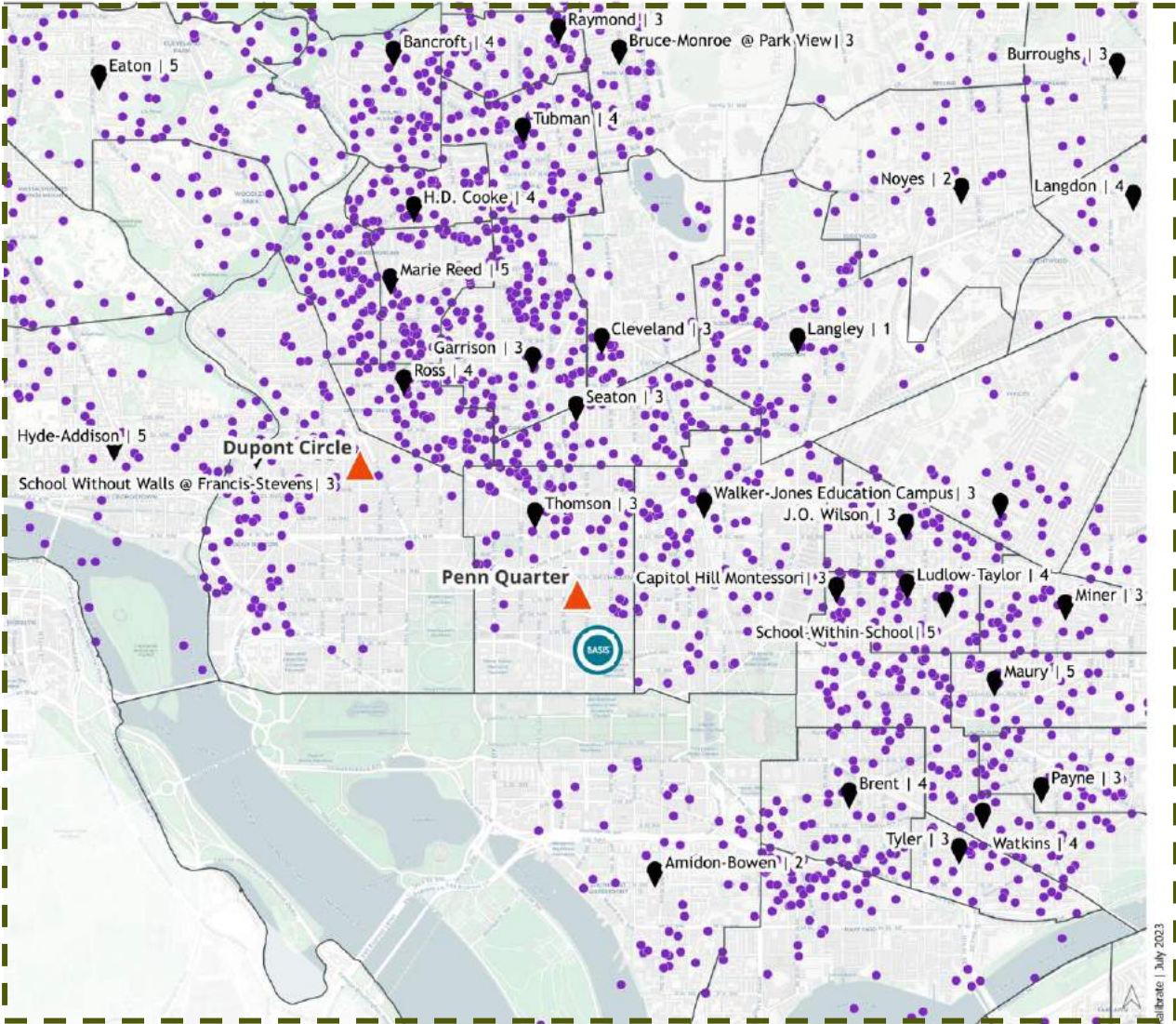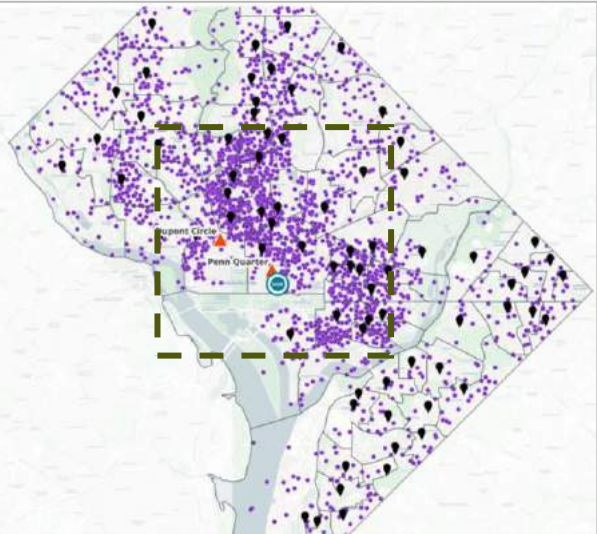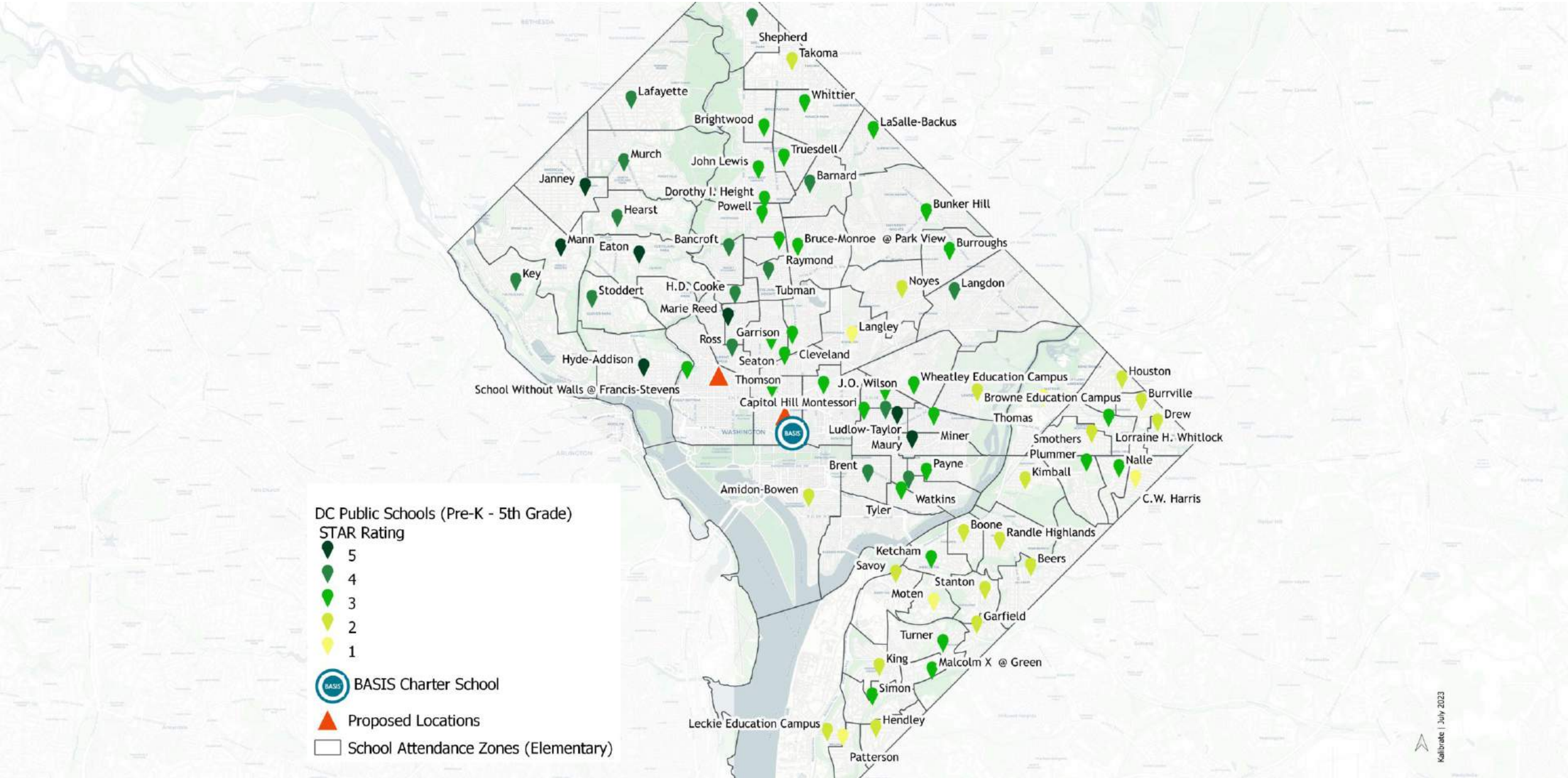
BASIS Ed

Child Counts by Age for Wards and Elementary School Attendance Zones

</div>

Region	0 Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	Total: 0-10 Years	Total: 0-10 Years	% of Total Children
						Child Age							In-Profile Children	
Washington, D.C.														
	7,728	9,471	8,395	7,917	7,325	10,117	9,288	8,936	8,185	8,062	7,780	93,204	46,430	50%
Ward														
1	942	1,490	1,257	1,146	1,076	1,464	1,299	1,226	1,265	1,179	1,084	13,428	7,604	57%
2	971	1,630	1,159	936	787	1,641	1,330	1,394	1,122	964	832	12,766	7,488	59%
3	901	1,138	903	915	795	1,213	1,253	1,183	912	927	925	11,065	6,962	63%
4	867	832	864	774	812	1,021	952	885	896	927	907	9,737	5,196	53%
5	991	1,033	1,020	991	952	1,058	1,045	966	999	1,006	969	11,030	4,752	43%
6	893	1,431	1,289	1,227	1,064	1,652	1,388	1,360	1,212	1,198	1,132	13,846	8,562	62%
7	1,012	914	930	926	898	959	952	896	803	909	918	10,117	2,938	29%
8	1,151	1,002	974	1,004	943	1,110	1,070	1,026	977	955	1,011	11,223	2,475	22%
School Attendance Zone (Elementary)														
Amidon-Bowen	109	156	175	189	136	213	121	153	138	133	151	1,674	859	51%
Bancroft	103	159	143	157	153	207	182	153	152	143	138	1,690	971	57%
Barnard	123	125	118	103	106	118	128	105	126	134	144	1,330	509	38%
Beers	84	92	80	79	72	86	70	89	80	67	83	882	306	35%
Boone	56	50	56	53	50	47	55	51	46	45	50	559	117	21%
Brent	77	155	127	118	95	162	140	168	148	126	90	1,406	1,065	76%
Brightwood	91	101	83	87	85	137	131	111	105	86	95	1,112	291	26%
Browne	102	101	88	93	102	114	101	88	87	98	98	1,072	257	24%
Bruce Monroe @ Park View	132	148	130	140	119	165	119	117	143	143	143	1,499	825	55%
Bunker Hill	139	136	128	137	119	156	144	117	132	142	127	1,477	702	47%
Burroughs	55	57	50	49	57	60	61	58	54	54	59	614	320	52%
Burrville	67	60	55	56	52	55	54	47	45	55	55	601	134	22%
Cleveland	105	95	83	80	61	95	68	73	79	69	63	871	473	54%
Cooke, H.D	149	207	190	166	177	232	159	195	208	157	156	1,996	863	43%
Drew	40	35	37	32	33	31	37	26	25	40	39	375	98	26%
Eaton	113	215	152	163	118	196	255	146	132	148	148	1,786	1,157	65%
Garfield	93	77	76	82	70	94	86	77	85	79	84	903	127	14%
Garrison	149	323	270	235	177	285	330	254	212	209	220	2,664	1,890	71%

Harris, C. W	89	67	71	65	73	78	72	61	73	77	64	790	226	29%
Hearst	92	191	112	114	99	166	219	135	93	123	106	1,450	908	63%
Hendley	160	121	112	128	126	151	162	131	134	120	122	1,467	223	15%
Houston	50	41	32	55	41	49	43	36	43	37	49	476	92	19%
Hyde-Addison	173	202	153	128	109	225	215	175	167	119	160	1,826	1,382	76%
Janney	118	79	75	81	89	128	115	122	103	102	94	1,106	809	73%
Ketcham	67	65	66	52	59	57	69	45	62	51	67	660	128	19%
Key	96	69	65	66	64	104	92	83	92	65	78	874	641	73%
Kimball	81	56	65	56	63	57	68	66	59	54	50	675	60	9%
King, Martin Luther	81	67	72	83	66	72	70	83	64	61	79	798	206	26%
Lafayette	114	66	77	82	94	112	108	123	101	93	108	1,078	845	78%
Langdon	120	119	120	110	98	128	121	122	98	114	119	1,269	483	38%
Langley	175	218	219	206	193	200	213	213	197	193	185	2,212	1,334	60%
Lasalle-Backus	80	72	86	73	71	72	80	86	95	65	74	854	345	40%
Leckie	79	76	72	70	53	132	79	89	81	70	74	875	327	37%
Lewis	91	83	98	82	87	113	104	97	94	96	95	1,040	691	66%
Ludlow-Taylor	81	154	113	109	89	163	166	133	119	91	111	1,329	915	69%
Malcolm X	47	28	37	32	38	37	36	36	42	33	33	399	40	10%
Mann	137	78	68	73	64	86	92	122	78	88	80	966	666	69%
Maury	67	112	100	77	85	122	128	100	91	84	89	1,055	678	64%
Miner	101	144	105	109	110	148	144	119	129	98	119	1,326	731	55%
Moten	82	67	53	67	58	62	71	73	74	66	65	738	99	13%
Murch	128	136	160	166	132	166	181	191	163	111	156	1,690	919	54%
Nalle	68	57	50	63	52	69	63	58	46	59	58	643	152	24%
Noyes	144	151	150	137	128	136	143	142	132	150	127	1,540	519	34%
Oyster-Adams	159	344	230	210	206	333	259	208	274	212	190	2,625	1,737	66%
Patterson	55	59	52	50	44	60	54	48	42	55	54	573	91	16%
Payne	60	95	89	73	74	117	120	99	64	87	62	940	583	62%
Peabody-Watkins	123	229	222	220	184	285	271	223	191	195	186	2,329	1,700	73%
Plummer	84	59	76	82	75	67	72	70	68	74	81	808	226	28%
Powell	89	93	109	92	103	125	112	105	105	110	94	1,137	600	53%
Randle Highlands	61	57	52	52	57	51	43	69	46	68	63	619	201	32%
Raymond	114	141	140	135	136	173	151	125	140	139	130	1,524	801	53%
Reed, Marie	114	270	218	140	114	229	163	210	177	185	119	1,939	1,202	62%
Ross	109	334	224	149	124	332	207	255	160	143	124	2,161	1,181	55%
Savoy	98	79	74	81	93	64	90	80	75	82	88	904	139	15%

School														
School Without Walls @ Francis-Stevens	347	399	217	189	173	302	388	487	281	235	154	3,172	1,583	50%
Seaton	113	194	155	145	139	190	151	159	167	146	125	1,684	988	59%
Shepherd	35	20	24	28	31	41	40	40	25	33	33	350	273	78%
Simon	84	75	70	71	81	76	71	80	64	65	80	817	122	15%
Smothers	69	53	63	53	61	62	67	60	45	64	58	655	121	18%
Stanton	106	83	90	94	73	94	81	92	84	77	91	965	121	13%
Stoddert	119	216	163	137	112	205	151	217	150	174	164	1,808	934	52%
Takoma	78	87	99	80	93	116	110	88	94	106	95	1,046	517	49%
Thomas	101	69	95	87	78	102	89	79	69	89	94	952	215	23%
Thomson	123	261	233	171	122	309	203	176	206	195	155	2,154	1,166	54%
Truesdell	98	111	100	89	86	110	96	84	103	100	100	1,077	493	46%
Tubman	168	248	198	213	202	246	222	224	180	238	186	2,325	1,231	53%
Turner	127	83	103	100	104	99	90	115	94	107	99	1,121	199	18%
Tyler	60	120	81	82	69	89	84	70	83	93	93	924	551	60%
Van Ness	114	204	164	146	136	201	180	136	125	160	118	1,684	1,054	63%
Walker-Jones	224	292	285	259	264	340	237	286	250	276	247	2,960	1,583	53%
Wheatley	137	110	117	127	130	128	113	117	142	119	117	1,357	513	38%
Whitlock	59	36	50	49	41	37	50	46	33	58	48	507	78	15%
Whittier	104	99	94	87	95	96	94	94	100	110	108	1,081	591	55%
Wilson, J.O.	94	144	143	126	107	158	139	130	123	121	118	1,403	877	63%
TOTAL	7,734													
	7,728													

Appendix C

My School DC SY20-21 Year-End Report

School Name: BASIS DC PCS

Date of Report: 12/01/2020

Instructions: This report compiles all the applications that My School DC collected for SY20-21 and their results up until 11/1/2020. Just below is an in-depth look at your school's capture rate by grade and a spotlight on your entry grade. On subsequent pages are tables that break down outcomes of applications by how that applicant ranked your school, leaving students, and a short review of the SY19-20 lottery results. The dates for this past year's Lottery applications are listed here, all applications received after these dates are Post-Lottery applications. PK3-8: 12/16/2019 - 3/2/2020; 9-12: 12/16/2019 - 2/3/2020

SY20-21 Overall Capture Rates (Enrollments / Offers) by Grade

Grade:	5	6	7	8	9	10	11	12	Total
SY20-21 Total Offers	268	0	0	0	0	0	0	0	268
SY20-21 Enrollments	134	0	0	0	0	0	0	0	134
Capture Rate	50%								50%
vs. SY19-20 Capture Rate	59%	83%	-	100%	-	-	-	-	60%
vs. District Capture Rate	34%	47%	31%	27%	54%	26%	25%	25%	41%
vs. Ward 2 Capture Rate	46%	31%	41%	27%	73%	86%	65%	86%	48%

SY20-21 Entry Grade Spotlight: Grade 5

Grade 5: Lottery Round Breakdown

	Applicants	Offers	Enrollments
Post-Lottery	37	0	0
Lottery	410	268	134
Total	447	268	134

Grade 5: Ward Distribution of Applicants

In-ward: 5%
Out-of-ward: 95%
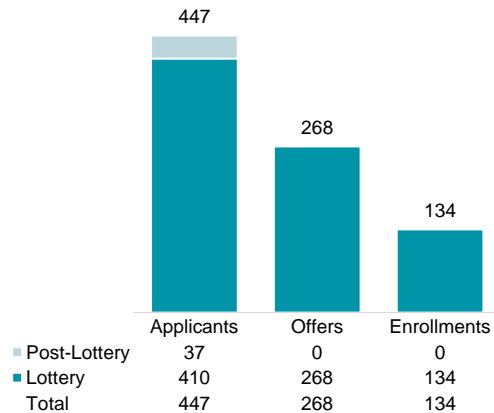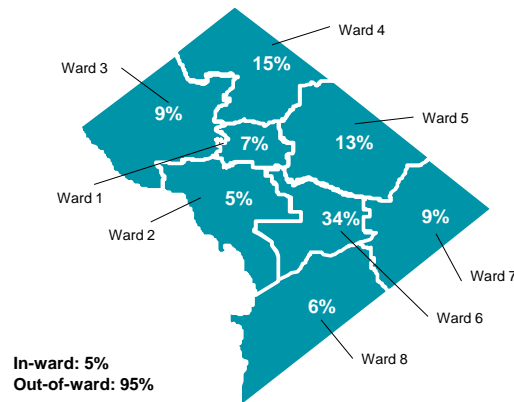
Grade 5: Enrollments by Month

Grade 5: Capture Rate (Enrollments / Offers) by Lottery Round

Lottery **50%**

Post-Lottery **0%**
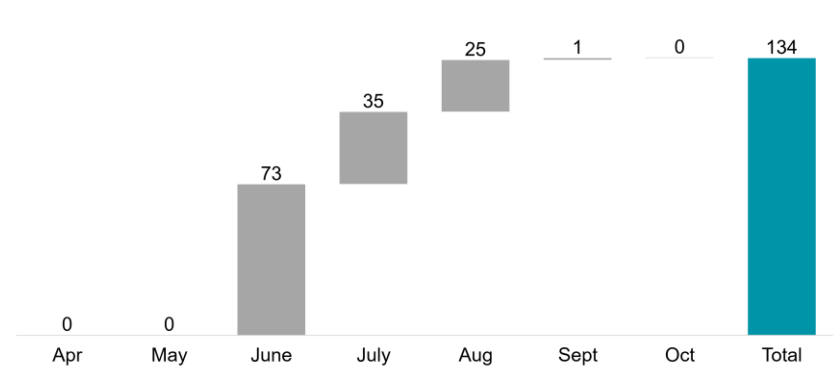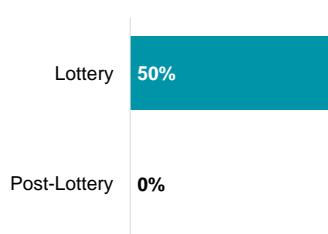
Grade 5: Key Competitors

Competitor #1	Washington Latin PCS – Middle School
Competitor #2	Inspired Teaching Demonstration PCS
Competitor #3	School Without Walls @ Francis-Stevens
Competitor #4	Murch Elementary School
Competitor #5	Janney Elementary School

My School DC SY20-21 Year-End Report

School Name: BASIS DC PCS

SY20-21 Overall Capture Rates (Lottery + Post-Lottery) and District/Ward Rates

Grade	# of Total Offers	# of Total Enrollments	Capture Rate (enrolled/offers)	Ratio of Offers to Enroll-ments	District Capture Rate	District Ratio of Offers	Ward 2 Capture Rate	Ward 2 Ratio of Offers	SY19-20 Capture Rate
5	268	134	50%	2.0 : 1	34%	2.9 : 1	46%	2.2 : 1	59%
6	0	0	-		47%	2.1 : 1	31%	3.2 : 1	83%
7	0	0	-		31%	3.2 : 1	41%	2.4 : 1	-
8	0	0	-		27%	3.7 : 1	27%	3.7 : 1	100%
9	0	0	-		54%	1.8 : 1	73%	1.4 : 1	-
10	0	0	-		26%	3.8 : 1	86%	1.2 : 1	-
11	0	0	-		25%	4.0 : 1	65%	1.5 : 1	-
12	0	0	-		25%	4.1 : 1	86%	1.2 : 1	-
Total	**268**	**134**	**50%**	**2.0 : 1**	**41%**	**2.5 : 1**	**48%**	**2.1 : 1**	**60%**

SY20-21 Enrollments by Lottery Round and Enrollment Month

	April	May	June	July	August	Sept	Oct	Nov
■ Post-Lottery Waitlist Offer	0	0	0	0	0	0	0	0
■ Lottery Waitlist Offer	0	0	0	33	25	1	0	0
■ Lottery Match	0	0	73	2	0	0	0	0

SY20-21 Capture Rates (Enrollments / Offers) by Round

Grade	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate
			Lottery							Post-Lottery			
5	411	135	135	75	56%	218	133	59	44%	37	0	0	
6	405	0	0	0		272	0	0		69	0	0	
7	190	0	0	0		171	0	0		53	0	0	
8	147	0	0	0		129	0	0		38	0	0	
9	436	0	0	0		161	0	0		75	0	0	
10	78	0	0	0		46	0	0		31	0	0	
11	51	0	0	0		39	0	0		31	0	0	
12	14	0	0	0		6	0	0		19	0	0	
Total	**1732**	**135**	**135**	**75**	**56%**	**1042**	**133**	**59**	**44%**	**353**	**0**	**0**	

GUIDING QUESTIONS:

- **Overall Capture Rate:** Are certain grades harder to fill than others? What can you do differently to fill them? How does it compare to the District/Ward or last year?

- **Ratio of Offers to Enrollments:** How many offers do you have to give out before it turns into an actual enrollment? Should you give out more, earlier? How does it compare to the District/Ward?

- **Enrollments by Round and Enrollment Month:** How late into the summer are you enrolling students? Can you attract them earlier?

- **Capture Rates by Round:** Where do you have the strongest capture rate? When are most of your offers going out? Are these

SY20-21 Lottery Competitor School

This table lists the schools that were most often included on the same application to your school. Reminder: this does not include any "by-right" competitor schools (i.e., DCPS in-boundary schools, feeder schools)

Grade	Competitor #1	Competitor #2	Competitor #3
5	Washington Latin PCS – Middle School	Inspired Teaching Demonstration PCS	School Without Walls @ Francis-Stevens
6	Washington Latin PCS – Middle School	Deal Middle School	Hardy Middle School
7	Washington Latin PCS – Middle School	Deal Middle School	School Without Walls @ Francis-Stevens
8	Washington Latin PCS – Middle School	Deal Middle School	School Without Walls @ Francis-Stevens
9	School Without Walls High School	Washington Latin PCS – Upper School	McKinley Technology High School
10	Wilson High School	Washington Latin PCS – Upper School	Capital City PCS – High School
11	Wilson High School	School Without Walls High School	Washington Latin PCS – Upper School
12	Wilson High School	Washington Latin PCS – Upper School	Richard Wright PCS for Journalism and Media Arts
Total	**Washington Latin PCS – Middle School**	**Deal Middle School**	**DCI (Spanish Language Program)**

My School DC SY20-21 Year-End Report

School Name: BASIS DC PCS

SY20-21 Lottery Application Results
This table breaks down the rank of your school on a Lottery applicant's application for those that applied, were matched, and enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate (Matches / Applications)			Lottery Enrolled from Match			Capture Rate (Enrolled / Matches)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	147	183	81	66	60	9	45%	33%	11%	45	29	1	68%	48%	11%
6	96	80	229	0	0	0	0%	0%	0%	0	0	0			
7	56	47	87	0	0	0	0%	0%	0%	0	0	0			
8	43	27	77	0	0	0	0%	0%	0%	0	0	0			
9	42	72	322	0	0	0	0%	0%	0%	0	0	0			
10	16	23	39	0	0	0	0%	0%	0%	0	0	0			
11	19	15	17	0	0	0	0%	0%	0%	0	0	0			
12	2	3	9	0	0	0	0%	0%	0%	0	0	0			
Total	**421**	**450**	**861**	**66**	**60**	**9**	**16%**	**13%**	**1%**	**45**	**29**	**1**	**68%**	**48%**	**11%**

SY20-21 Lottery Waitlisted by (Original) Ranking
This table breaks down Lottery applicants that were initially waitlisted by outcome and rank

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate (Enrolled/WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	81	98	39	53	54	26	27	25	7	51%	46%	27%
6	96	61	115	0	0	0	0	0	0			
7	56	44	71	0	0	0	0	0	0			
8	43	26	60	0	0	0	0	0	0			
9	42	39	80	0	0	0	0	0	0			
10	16	18	12	0	0	0	0	0	0			
11	19	14	6	0	0	0	0	0	0			
12	2	2	2	0	0	0	0	0	0			
Total	**355**	**302**	**385**	**53**	**54**	**26**	**27**	**25**	**7**	**51%**	**46%**	**27%**

GUIDING QUESTIONS:

- **Capture Rates:** How are your capture rates varying by timeline (Lottery matches, Lottery waitlists, Post-Lottery)?

- **Lottery Applications Received:** How are applicants ranking you in the Lottery? Do you have many applicants ranking you #1 or #2?

- **Lottery Enrolled from Match:** Do you see a trend of applicants that match you #3 or higher not matching or enrolling?

- **Post-Lottery Capture Rate:** How do your Post-Lottery capture rates compare to your Lottery capture rates?

- **Post-Lottery Applications Received:** What can you do to push these applicants to apply earlier in the process?

- **Remember** - the lower an applicant ranks you, the more likely they will match with a school they rank higher and not be considered for your school. This should be considered when setting enrollment targets.
  - Lottery applicants are generally more likely to enroll when compared to Post-Lottery applicants

SY20-21 Post-Lottery Waitlisted by (11/1/2020) Rank
This table breaks down Post-Lottery applicants outcomes by rank.

Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate (Enrolled/Post Lottery WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	15	10	12	0	0	0	0	0	0			
6	18	12	39	0	0	0	0	0	0			
7	14	13	26	0	0	0	0	0	0			
8	7	5	26	0	0	0	0	0	0			
9	6	12	57	0	0	0	0	0	0			
10	3	5	23	0	0	0	0	0	0			
11	5	5	21	0	0	0	0	0	0			
12	5	5	9	0	0	0	0	0	0			
Total	**73**	**67**	**213**	**0**	**0**	**0**	**0**	**0**	**0**			

Note: ranking data hidden if there is only 1 applicant or if it is otherwise possible to identify rankings for specific applicants

My School DC SY20-21 Year-End Report

School Name: BASIS DC PCS

SY20-21 Weekly Applications by Final (11/1/2020) Submission Date

SY20-21 Applications Benchmarks by Final (11/1/2020) Submission Date and Round

Grade	Total Applicants		% by the Lottery Deadline			% of Lottery Apps by end of Dec.			% of Lottery Apps by end of Jan.		
	Lottery	Post-Lottery	% by Deadline	vs. District	vs. Ward 2	% by end of Dec.	vs. District	vs. Ward 2	% by end of Jan.	vs. District	vs. Ward 2
5	410	37	91%	72%	90%	19%	19%	29%	45%	51%	46%
6	406	69	85%	69%	88%	22%	26%	16%	48%	55%	33%
7	189	53	78%	65%	60%	13%	22%	17%	45%	54%	39%
8	149	38	79%	63%	62%	13%	20%	8%	43%	53%	31%
9	436	76	84%	75%	81%	14%	15%	19%	73%	77%	81%
10	77	31	71%	49%	73%	13%	15%	13%	62%	70%	75%
11	51	30	61%	50%	73%	20%	18%	9%	61%	75%	91%
12	14	19	42%	44%	40%	29%	19%	25%	79%	79%	50%
Total	1732	353	83%	70%	80%	17%	20%	20%	54%	55%	47%

GUIDING QUESTIONS:

- **Applications by the Deadline:** Do more or less of your applicants meet the deadline, relative to the city? To the ward? How might that impact your outreach strategy and enrollment planning?

- **Projecting total applications:** Using the % of applications you received by the end of December last

SY20-21 Percentage Distribution of Lottery Applicants to Your School (All Grades)

Ward 4: 15%
Ward 3: 5%
Ward 5: 15%
Ward 1: 8%
Ward 2: 4%
Ward 6: 20%
Ward 7: 16%
Ward 8: 14%

In-Ward: 4%
Out-of-Ward: 96%
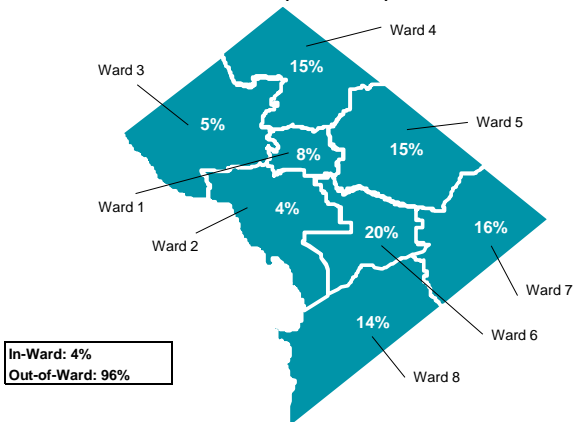
SY20-21 Leaving Students

This table shows the number of students from SY19-20 that applied to a different school for SY20-21. And of those students, how many enrolled at the new school. The grade displayed is for SY19-20.

Grade	# of students that applied out	# of students that enrolled at a new school through MSDC
5	32	13
6	21	9
7	9	8
8	30	8
9	8	5
10	0	0
11	0	0
12	0	0
Total	100	43

GUIDING QUESTIONS:

- **Graduating students:** If you have a terminal grade, did they all get support on the application process - did all your graduating students apply?

- **Current students:** Do you have a large number of students applying out in non-terminal grades?

- **Current students:** Can you adjust outreach to your current students to boost re-enrollment?

My School DC SY20-21 Year-End Report

School Name: BASIS DC PCS
Date of Report: 12/01/2020
SY19-20 Lottery Review

SY19-20 Capture Rates by Round (10/31/2019)

This table shows data from the prior year's lottery for comparison to this most recent year. For more in-depth analysis of the SY19-20 Lottery, please refer to your SY19-20 Year End Report.

Grade	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate	Waitlist Capture Rate
					Lottery						**Post-Lottery**			**Total**
5	340	135	135	89	66%	148	101	49	49%	70	2	2	100%	50%
6	410	0	0	0	-	300	6	5	83%	97	0	0	-	83%
7	199	0	0	0	-	180	0	0	-	77	0	0	-	-
8	139	0	0	0	-	121	1	1	100%	70	0	0	-	100%
9	337	0	0	0	-	100	0	0	-	108	0	0	-	-
10	72	0	0	0	-	41	0	0	-	56	0	0	-	-
11	46	0	0	0	-	32	0	0	-	46	0	0	-	-
12	22	0	0	0	-	10	0	0	-	33	0	0	-	-
Total	**1565**	**135**	**135**	**89**	**66%**	**932**	**108**	**55**	**51%**	**557**	**2**	**2**	**100%**	**52%**

SY19-20 Capture Rate by Demographics

This table shows your capture rate for the SY19-20 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified)

Grade	Overall Capture Rate	At-Risk Capture Rate	LEP Capture Rate	SWD Capture Rate	American Indian/ Alaskan	Asian	Black/ African American	Hawaiian/ Pacific Islander	Hispanic/ Latino	Two or more races	White	Unknown
		Capture Rate by Special Populations			**Capture Rate by Race/Ethnicity**							
5	59%	63%	100%	32%		71%	65%		62%	78%	0%	0%
6	83%	100%				100%	100%		100%			
7												
8	100%								100%			
9												
10												
11												
12												
Total	**60%**	**67%**	**100%**	**32%**		**75%**	**67%**		**64%**	**78%**	**0%**	**4%**

SY19-20 Total Applicants by Demographics

This table shows your applicant demographics for the SY19-20 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified)

Grade	% At-Risk	% LEP	% SWD	% American Indian/ Alaskan	% Asian	% Black/ African American	% Hawaiian/ Pacific Islander	% Hispanic/ Latino	% Two or more races	% White	% Unknown
	% of Apps by Special Populations			**% of Apps by Race/Ethnicity**							
5	10%	2%	8%	<1%	4%	27%	<1%	8%	7%	36%	18%
6	25%	5%	11%	<1%	1%	52%	<1%	13%	2%	8%	23%
7	26%	3%	13%	<1%	<1%	55%	<1%	7%	4%	6%	28%
8	27%	2%	11%	<1%	2%	49%	<1%	12%	2%	5%	29%
9	35%	4%	12%	<1%	1%	67%	<1%	9%	1%	4%	18%
10	48%	3%	15%	<1%	<1%	65%	<1%	5%	2%	4%	25%
11	52%	3%	14%	<1%	2%	60%	<1%	16%	2%	2%	17%
12	51%	2%	13%	2%	<1%	67%	<1%	5%	<1%	<1%	25%
Total	**28%**	**3%**	**11%**	**<1%**	**2%**	**52%**	**<1%**	**10%**	**3%**	**12%**	**22%**

GUIDING QUESTIONS:

- **Capture Rate:** How does your SY19-20 capture rate compare to your SY20-21 capture rate (pg. 1)? How might your capture rate have been impacted by COVID-19?

- **Applicant Demographics:** Do any of your practices during recruitment or registration impact whether subgroups enroll at your school?

My School DC SY21-22 Year-End Report

School Name: BASIS DC PCS

Date of Report: 1/17/2022

Instructions: This report compiles all the applications that My School DC collected for SY21-22 and their results up until 11/9/2021. Just below is an in-depth look at your school's capture rate by grade and a spotlight on your entry grade. On subsequent pages are tables that break down outcomes of applications by how that applicant ranked your school, leaving students, and a short review of the SY20-21 and SY21-22 lottery results. The dates for this past year's Lottery applications are listed here, all applications received after these dates are Post-Lottery applications. PK3-8: 12/12/2020 - 3/1/2021; 9-12: 12/12/2020 - 2/1/2021

SY21-22 Overall Capture Rates (Enrollments / Offers) by Grade

Grade:	5	6	7	8	9	10	11	12	Total
SY21-22 Total Offers	212	4	0	0	0	0	0	0	216
SY21-22 Enrollments	131	3	0	0	0	0	0	0	134
Capture Rate	62%	75%							62%
vs. SY20-21 Capture Rate	50%	-	-	-	-	-	-	-	50%
vs. District Capture Rate	39%	45%	33%	32%	56%	36%	28%	24%	39%
vs. Ward 2 Capture Rate	46%	31%	41%	27%	73%	86%	65%	86%	48%

SY21-22 Entry Grade Spotlight: Grade 5
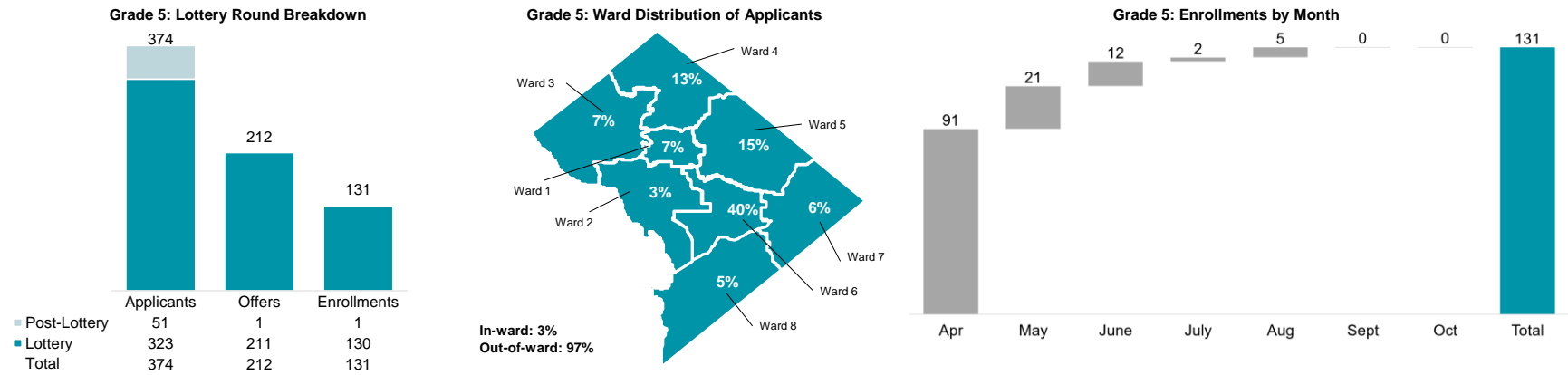
Grade 5: Lottery Round Breakdown

	Applicants	Offers	Enrollments
Post-Lottery	51	1	1
Lottery	323	211	130
Total	374	212	131

Grade 5: Ward Distribution of Applicants

Ward 4 13%
Ward 3 7%
Ward 5 15%
Ward 7 7%
Ward 1 3%
Ward 6 40%
Ward 2 6%
Ward 8 5%

In-ward: 3%
Out-of-ward: 97%

Grade 5: Enrollments by Month

Apr	May	June	July	Aug	Sept	Oct	Total
91	21	12	2	5	0	0	131

Grade 5: Capture Rate (Enrollments / Offers) by Lottery Round

Lottery 62%
Post-Lottery 100%
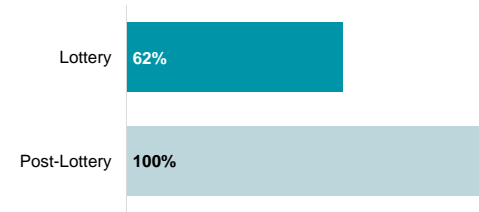
Grade 5: Key Competitors

Competitor #1	Washington Latin PCS – Middle School
Competitor #2	Two Rivers PCS at 4th Street
Competitor #3	Two Rivers PCS at Young
Competitor #4	Inspired Teaching Demonstration PCS
Competitor #5	School Without Walls @ Francis-Stevens

My School DC SY21-22 Year-End Report

School Name: BASIS DC PCS

SY21-22 Overall Capture Rates (Lottery + Post-Lottery) and District/Ward Rates

Grade	# of Total Offers	# of Total Enrollments	Capture Rate (enrolled/ offers)	Ratio of Offers to Enroll-ments	District Capture Rate	District Ratio of Offers	Ward 2 Capture Rate	Ward 2 Ratio of Offers	SY20-21 Capture Rate
5	212	131	62%	1.6 : 1	39%	2.6 : 1	46%	2.2 : 1	50%
6	4	3	75%	1.3 : 1	45%	2.2 : 1	31%	3.2 : 1	-
7	0	0	-		33%	3.0 : 1	41%	2.4 : 1	-
8	0	0	-		32%	3.1 : 1	27%	3.7 : 1	-
9	0	0	-		56%	1.8 : 1	73%	1.4 : 1	-
10	0	0	-		36%	2.8 : 1	86%	1.2 : 1	-
11	0	0	-		28%	3.6 : 1	65%	1.5 : 1	-
12	0	0	-		24%	4.3 : 1	86%	1.2 : 1	-
Total	**216**	**134**	**62%**	**1.6 : 1**	**39%**	**2.6 : 1**	**48%**	**2.1 : 1**	**50%**

SY21-22 Enrollments by Lottery Round and Enrollment Month

	April	May	June	July	August	Sept	Oct	Nov
Post-Lottery Waitlist Offer	0	0	1	0	0	0	0	0
Lottery Waitlist Offer	0	7	12	1	5	0	0	0
Lottery Match	91	16	0	1	0	0	0	0

SY21-22 Capture Rates (Enrollments / Offers) by Round

Grade	Lottery # of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	Post-Lottery # of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate
5	323	150	150	108	72%	114	61	22	36%	51	1	1	100%
6	355	0	0	0		230	4	3	75%	91	0	0	
7	112	0	0	0		90	0	0		65	0	0	
8	105	0	0	0		93	0	0		52	0	0	
9	435	0	0	0		177	0	0		118	0	0	
10	52	0	0	0		39	0	0		37	0	0	
11	33	0	0	0		24	0	0		25	0	0	
12	25	0	0	0		18	0	0		12	0	0	
Total	**1440**	**150**	**150**	**108**	**72%**	**785**	**65**	**25**	**38%**	**452**	**1**	**1**	**100%**

GUIDING QUESTIONS:

- **Overall Capture Rate:** Are certain grades harder to fill than others? What can you do differently to fill them? How does it compare to the District/Ward or last year?

- **Ratio of Offers to Enrollments:** How many offers do you have to give out before it turns into an actual enrollment? Should you give out more, earlier? How does it compare to the District/Ward?

- **Enrollments by Round and Enrollment Month:** How late into the summer are you enrolling students? Can you attract them earlier?

- **Capture Rates by Round:** Where do you have the strongest capture rate? When are most of your offers going out? Are these two aligned?

SY21-22 Lottery Competitor School

This table lists the schools that were most often included on the same application to your school. Reminder: this does not include any "by-right" competitor schools (i.e., DCPS in-boundary schools, feeder schools)

Grade	Competitor #1	Competitor #2	Competitor #3
5	Washington Latin PCS – Middle School	Two Rivers PCS at 4th Street	Two Rivers PCS at Young
6	Washington Latin PCS – Middle School	Deal Middle School	Hardy Middle School
7	Washington Latin PCS – Middle School	Deal Middle School	Hardy Middle School
8	Washington Latin PCS – Middle School	Deal Middle School	School Without Walls @ Francis-Stevens
9	School Without Walls High School	Wilson High School	Benjamin Banneker High School
10	Washington Latin PCS – Upper School	Wilson High School	School Without Walls High School
11	Wilson High School	Washington Latin PCS – Upper School	Capital City PCS – High School
12	Wilson High School	Capital City PCS – High School	Washington Latin PCS – Upper School
Total	**Washington Latin PCS – Middle School**	**School Without Walls High School**	**Wilson High School**

My School DC SY21-22 Year-End Report

School Name: BASIS DC PCS

SY21-22 Lottery Application Results
This table breaks down the rank of your school on a Lottery applicant's application for those that applied, were matched, and enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate (Matches / Applications)			Lottery Enrolled from Match			Capture Rate (Enrolled / Matches)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	134	138	51	91	53	6	68%	38%	12%	76	28	4	84%	53%	67%
6	93	78	184	0	0	0	0%	0%	0%	0	0	0			
7	33	34	45	0	0	0	0%	0%	0%	0	0	0			
8	38	32	35	0	0	0	0%	0%	0%	0	0	0			
9	29	60	346	0	0	0	0%	0%	0%	0	0	0			
10	12	17	23	0	0	0	0%	0%	0%	0	0	0			
11	10	7	16	0	0	0	0%	0%	0%	0	0	0			
12	8	9	8	0	0	0	0%	0%	0%	0	0	0			
Total	**357**	**375**	**708**	**91**	**53**	**6**	**25%**	**14%**	**1%**	**76**	**28**	**4**	**84%**	**53%**	**67%**

SY21-22 Lottery Waitlisted by (Original) Ranking
This table breaks down Lottery applicants that were initially waitlisted by outcome and rank

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate (Enrolled/WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	43	55	16	25	28	8	18	4	0	72%	14%	0%
6	93	68	69	4	0	0	3	0	0	75%		
7	33	30	27	0	0	0	0	0	0			
8	38	31	24	0	0	0	0	0	0			
9	29	35	113	0	0	0	0	0	0			
10	12	15	12	0	0	0	0	0	0			
11	10	6	8	0	0	0	0	0	0			
12	8	8	2	0	0	0	0	0	0			
Total	**266**	**248**	**271**	**29**	**28**	**8**	**21**	**4**	**0**	**72%**	**14%**	**0%**

GUIDING QUESTIONS:

- **Capture Rates:** How are your capture rates varying by timeline (Lottery matches, Lottery waitlists, Post-Lottery)?

- **Lottery Applications Received:** How are applicants ranking you in the Lottery? Do you have many applicants ranking you #1 or #2?

- **Lottery Enrolled from Match:** Do you see a trend of applicants that match you #3 or higher not matching or enrolling?

- **Post-Lottery Capture Rate:** How do your Post-Lottery capture rates compare to your Lottery capture rates?

- **Post-Lottery Applications Received:** What can you do to push these applicants to apply earlier in the process?

- **Remember** - the lower an applicant ranks you, the more likely they will match with a school they rank higher and not be considered for your school. This should be considered when setting enrollment targets.
   - Lottery applicants are generally more likely to enroll when compared to Post-Lottery applicants

SY21-22 Post-Lottery Waitlisted by (11/9/2021) Rank
This table breaks down Post-Lottery applicants outcomes by rank.

Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate (Enrolled/Post Lottery WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	21	15	15	-	-	-	-	-	-			
6	20	14	57	0	0	0	0	0	0			
7	19	8	38	0	0	0	0	0	0			
8	18	8	26	0	0	0	0	0	0			
9	11	17	90	0	0	0	0	0	0			
10	6	10	21	0	0	0	0	0	0			
11	7	9	9	0	0	0	0	0	0			
12	0	5	7	0	0	0	0	0	0			
Total	**102**	**87**	**263**	**-**	**-**	**-**	**-**	**-**	**-**			

Note: ranking data hidden if there is only 1 applicant or if it is otherwise possible to identify rankings for specific applicants

My School DC SY21-22 Year-End Report

School Name: BASIS DC PCS

Date of Report: 1/17/2022

SY21-22 Weekly Applications by Final (11/9/2021) Submission Date
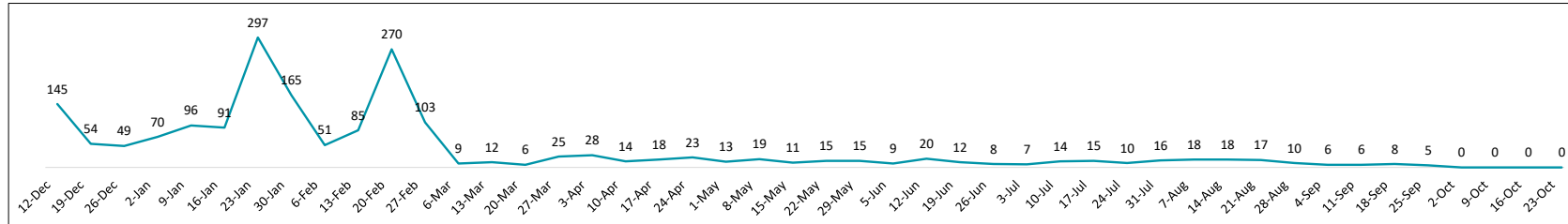
SY21-22 Applications Benchmarks by Final (11/9/2021) Submission Date and Round

Grade	Total Applicants		% by the Lottery Deadline			% of Lottery Apps by end of Dec.			% of Lottery Apps by end of Jan.		
	Lottery	Post-Lottery	% by Deadline	vs. District	vs. Ward 2	% by end of Dec.	vs. District	vs. Ward 2	% by end of Jan.	vs. District	vs. Ward 2
5	323	50	86%	57%	79%	15%	16%	14%	40%	43%	27%
6	355	90	79%	60%	81%	19%	19%	15%	41%	45%	47%
7	112	63	64%	45%	59%	21%	20%	31%	43%	49%	62%
8	105	52	67%	49%	78%	10%	15%	6%	39%	49%	39%
9	432	115	78%	67%	68%	12%	17%	19%	83%	85%	90%
10	52	40	54%	35%	56%	17%	15%	11%	73%	77%	56%
11	34	23	58%	35%	57%	26%	19%	50%	65%	72%	100%
12	25	12	68%	29%	0%	8%	12%	#DIV/0!	92%	80%	#DIV/0!
Total	**1438**	**445**	**76%**	**56%**	**72%**	**16%**	**16%**	**13%**	**56%**	**49%**	**42%**

GUIDING QUESTIONS:

- **Applications by the Deadline:** Do more or less of your applicants meet the deadline, relative to the city? To the ward? How might that impact your outreach strategy and enrollment planning?

- **Projecting total applications:** Using the % of applications you received by the end of December last

SY21-22 Percentage Distribution of Lottery Applicants to Your School (All Grades)

In-Ward: 4%
Out-of-Ward: 96%
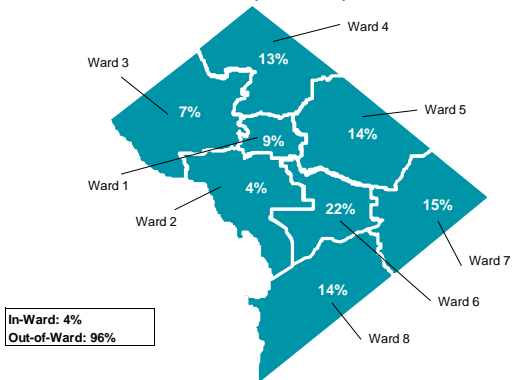
SY21-22 Leaving Students

This table shows the number of students from SY20-21 that applied to a different school for SY21-22. And of those students, how many enrolled at the new school. The grade displayed is for SY20-21.

Grade	# of students that applied out	# of students that enrolled at a new school through MSDC
5	40	7
6	23	6
7	24	11
8	28	7
9	5	1
10	3	0
11	0	0
12	0	0
Total	**123**	**32**

GUIDING QUESTIONS:

- **Graduating students:** If you have a terminal grade, did they all get support on the application process - did all your graduating students apply?

- **Current students:** Do you have a large number of students applying out in non-terminal grades?

- **Current students:** Can you adjust outreach to your current students to boost re-enrollment?

My School DC SY21-22 Year-End Report

School Name: BASIS DC PCS

Date of Report: 1/17/2022

SY20-21 Lottery Results and SY21-22 Demographic Review

SY21-22 Capture Rates by Round (11/09/2021)
This table shows results from SY21-22 for comparison to the demographic data below.

| | | Lottery | | | | | | | | Post-Lottery | | | | Total |
Grade	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate	Waitlist Capture Rate
5	323	150	150	108	72%	114	61	22	36%	51	1	1	100%	37%
6	355	0	0	0	-	230	4	3	75%	91	0	0	-	75%
7	112	0	0	0	-	90	0	0	-	65	0	0	-	-
8	105	0	0	0	-	93	0	0	-	52	0	0	-	-
9	432	0	0	0	-	176	0	0	-	118	0	0	-	-
10	52	0	0	0	-	39	0	0	-	37	0	0	-	-
11	34	0	0	0	-	24	0	0	-	25	0	0	-	-
12	25	0	0	0	-	18	0	0	-	12	0	0	-	-
Total	**1438**	**150**	**150**	**108**	**72%**	**784**	**65**	**25**	**38%**	**451**	**1**	**1**	**100%**	**39%**

SY21-22 Capture Rate by Demographics
This table shows your capture rate for the SY21-22 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified)

| | Capture Rate by Special Populations | | | | Capture Rate by Race/Ethnicity | | | | | | | |
Grade	Overall Capture Rate	At-Risk Capture Rate	LEP Capture Rate	SWD Capture Rate	American Indian/ Alaskan	Asian	Black/ African American	Hawaiian/ Pacific Islander	Hispanic/ Latino	Two or more races	White	Unknown
5	62%	89%	75%	60%		71%	69%		64%	100%	78%	0%
6	75%	50%		100%			50%				100%	
7												
8												
9												
10												
11												
12												
Total	**62%**	**82%**	**75%**	**64%**		**71%**	**68%**		**64%**	**100%**	**78%**	**0%**

GUIDING QUESTIONS:

- **Capture Rate:** How might your capture rate have been impacted by COVID-19?

- **Applicant Demographics:** Do any of your practices during recruitment or registration impact whether subgroups enroll at your school?

SY21-22 Total Applicants by Demographics
This table shows your applicant demographics for the SY21-22 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified)

| | % of Apps by Special Populations | | | % of Apps by Race/Ethnicity | | | | | | | |
Grade	% At-Risk	% LEP	% SWD	% American Indian/ Alaskan	% Asian	% Black/ African American	% Hawaiian/ Pacific Islander	% Hispanic/ Latino	% Two or more races	% White	% Unknown
5	12%	4%	7%	<1%	4%	25%	<1%	9%	9%	52%	1%
6	32%	9%	14%	<1%	2%	59%	<1%	15%	5%	17%	2%
7	40%	11%	13%	<1%	3%	66%	1%	13%	4%	11%	2%
8	38%	6%	17%	<1%	1%	66%	<1%	12%	1%	18%	1%
9	41%	6%	17%	<1%	2%	70%	<1%	13%	4%	9%	2%
10	54%	7%	15%	<1%	2%	72%	<1%	11%	3%	9%	2%
11	69%	3%	10%	<1%	2%	69%	<1%	15%	3%	8%	2%
12	51%	5%	11%	<1%	5%	78%	<1%	8%	<1%	8%	<1%
Total	**34%**	**7%**	**13%**	**<1%**	**3%**	**58%**	**<1%**	**12%**	**5%**	**20%**	**2%**

My School DC SY22-23 Year-End Report
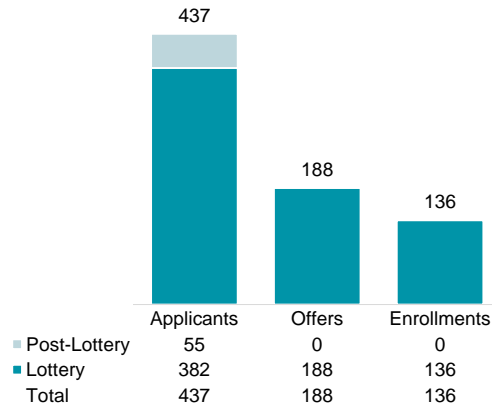
School Name: BASIS DC PCS

This report compiles all the applications that My School DC collected for SY22-23 and their results up until 10/08/2022. Below is an in-depth look at your school's capture rate by grade and a spotlight on your entry grade. On subsequent pages are tables that break down outcomes of applications by how that applicant ranked your school, leaving students, and a short review of SY22-23 applicants and audited demographics. The dates for this past year's Lottery applications are listed here, all applications received after these dates are Post-Lottery applications. PK3-8: 12/13/2021 - 3/1/2022; 9-12: 12/13/2021 - 2/1/2022

SY22-23 Overall Capture Rates (Enrollments / Offers) by Grade

Grade:	5	6	7	8	9	10	11	12	Total
SY22-23 Total Offers	188	0	0	0	0	0	0	0	188
SY22-23 Enrollments	136	0	0	0	0	0	0	0	136
Capture Rate	72%								72%
vs. SY21-22 Capture Rate	62%	75%	-	-	-	-	-	-	62%
vs. District Capture Rate	37%	43%	30%	27%	46%	26%	25%	22%	38%
vs. Ward 2 Capture Rate	59%	22%	27%	15%	65%	52%	33%	100%	43%

SY22-23 Entry Grade Spotlight: Grade 5

Grade 5: Lottery Round Breakdown

	Applicants	Offers	Enrollments
■ Post-Lottery	55	0	0
■ Lottery	382	188	136
Total	437	188	136

Grade 5: Ward Distribution of Applicants*

Ward 4: 12%
Ward 3: 8%
Ward 5: 15%
Ward 1: 5%
Ward 2: 5%
Ward 6: 40%
Ward 7: 7%
Ward 8: 6%

In-ward: 5%
Out-of-ward: 95%

Grade 5: Enrollments by Month

Apr: 73, May: 48, June: 13, July: 0, Aug: 2, Sept: 0, Oct: 0, Total: 136
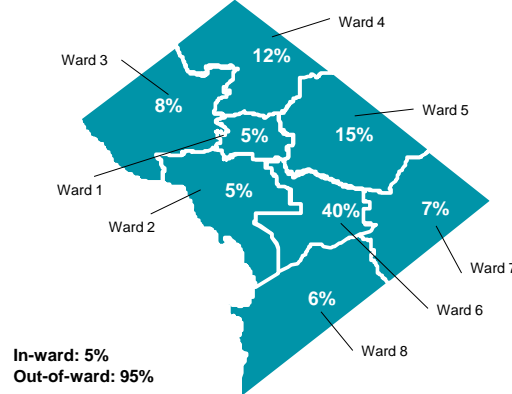
Grade 5: Capture Rate (Enrollments / Offers) by Lottery Round
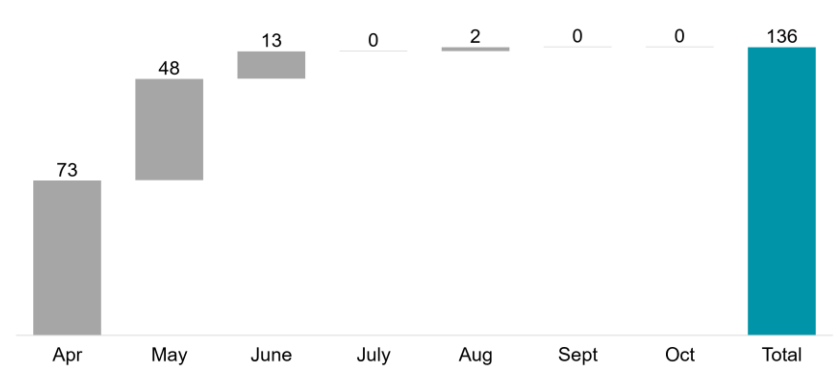
Lottery: 72%
Post-Lottery: 0%
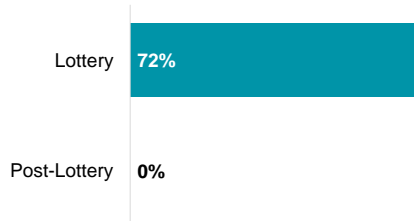
Grade 5: Key Competitors

Competitor #1	Washington Latin PCS - Middle School
Competitor #2	Washington Latin PCS - Cooper Campus
Competitor #3	Inspired Teaching Demonstration PCS
Competitor #4	Two Rivers PCS at 4th Street
Competitor #5	School Without Walls - Francis-Stevens

Note - My School DC did not collect applicant Ward for the updated 2022 Ward Boundaries during the SY22-23 lottery cycle.

My School DC SY22-23 Year-End Report

School Name: BASIS DC PCS

Date of Report: January 17th, 2023.

SY22-23 Overall Capture Rates (Lottery + Post-Lottery) and District/Ward Rates

Grade	# of Total Offers	# of Total Enrollments	Capture Rate (enrolled/offers)	Ratio of Offers to Enroll-ments	District Capture Rate	District Ratio of Offers	Ward 2 Capture Rate	Ward 2 Ratio of Offers	SY21-22 Capture Rate
5	188	136	72%	1.4 : 1	37%	2.7 : 1	59%	1.7 : 1	62%
6	0	0	-		43%	2.3 : 1	22%	4.5 : 1	75%
7	0	0	-		30%	3.3 : 1	27%	3.8 : 1	-
8	0	0	-		27%	3.7 : 1	15%	6.5 : 1	-
9	0	0	-		46%	2.2 : 1	65%	1.5 : 1	-
10	0	0	-		26%	3.8 : 1	52%	1.9 : 1	-
11	0	0	-		25%	4.0 : 1	33%	3.1 : 1	-
12	0	0	-		22%	4.6 : 1	100%	1 : 1	-
Total	**188**	**136**	**72%**	**1.4 : 1**	**38%**	**2.6 : 1**	**43%**	**2.3 : 1**	**62%**

SY22-23 Enrollments by Lottery Round and Enrollment Month

	April	May	June	July	August	Sept	Oct	Nov
Post-Lottery Waitlist Offer	0	0	0	0	0	0	0	0
Lottery Waitlist Offer	0	21	11	0	2	0	0	0
Lottery Match	73	27	2	0	0	0	0	0

SY22-23 Capture Rates (Enrollments / Offers) by Round

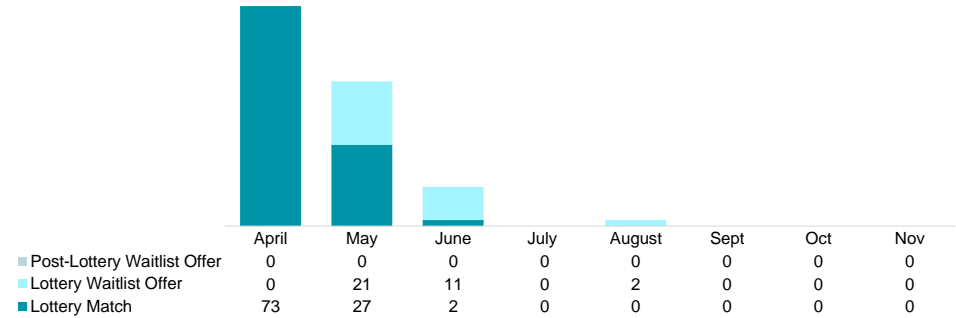| Grade	Lottery # of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	Post-Lottery # of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate
5	383	135	135	102	76%	155	53	34	64%	55	0	0	
6	353	0	0	0		218	0	0		90	0	0	
7	171	0	0	0		150	0	0		71	0	0	
8	130	0	0	0		109	0	0		73	0	0	
9	386	0	0	0		138	0	0		107	0	0	
10	98	0	0	0		63	0	0		74	0	0	
11	55	0	0	0		43	0	0		46	0	0	
12	18	0	0	0		13	0	0		25	0	0	
Total	**1594**	**135**	**135**	**102**	**76%**	**889**	**53**	**34**	**64%**	**542**	**0**	**0**	

GUIDING QUESTIONS:

- **Overall Capture Rate:** Are certain grades harder to fill than others? What can you do differently to fill them? How does it compare to the District/Ward or last year?

- **Ratio of Offers to Enrollments:** How many offers do you have to give out before it turns into an actual enrollment? Should you give out more, earlier? How does it compare to the District/Ward?

- **Enrollments by Round and Enrollment Month:** How late into the summer are you enrolling students? Can you attract them earlier?

- **Capture Rates by Round:** Where do you have the strongest capture rate? When are most of your offers going out? Are these

SY22-23 Lottery Competitor School

This table lists the schools that were most often included on the same application to your school. Reminder: this does not include any "by-right" competitor schools (i.e., DCPS in-boundary schools, feeder schools)

Grade	Competitor #1	Competitor #2	Competitor #3
5	Washington Latin PCS - Middle School	Washington Latin PCS - Cooper Campus	Inspired Teaching Demonstration PCS
6	Washington Latin PCS - Middle School	Deal Middle School	Washington Latin PCS - Cooper Campus
7	Washington Latin PCS - Middle School	Deal Middle School	Hardy Middle School
8	Washington Latin PCS - Middle School	Deal Middle School	Hardy Middle School
9	School Without Walls High School	Benjamin Banneker High School	Washington Latin PCS - Upper School
10	Jackson-Reed High School	School Without Walls High School	Washington Latin PCS - Upper School
11	Jackson-Reed High School	Washington Latin PCS - Upper School	School Without Walls High School
12	Jackson-Reed High School	Washington Latin PCS - Upper School	Capital City PCS - High School
Total	**Washington Latin PCS - Middle School**	**Washington Latin PCS - Cooper Campus**	**School Without Walls High School**

My School DC SY22-23 Year-End Report

School Name: BASIS DC PCS

Date of Report: January 17th, 2023.

SY22-23 Lottery Application Results
This table breaks down applicants' submitted rank of your school by those that applied, were matched, and enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate (Matches / Applications)			Lottery Enrolled from Match			Capture Rate (Enrolled / Matches)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	158	72	153	95	20	20	60%	28%	13%	79	12	11	83%	60%	55%
6	97	74	182	0	0	0	0%	0%	0%	0	0	0			
7	53	56	62	0	0	0	0%	0%	0%	0	0	0			
8	48	28	54	0	0	0	0%	0%	0%	0	0	0			
9	29	51	306	0	0	0	0%	0%	0%	0	0	0			
10	14	24	60	0	0	0	0%	0%	0%	0	0	0			
11	17	16	22	0	0	0	0%	0%	0%	0	0	0			
12	4	3	11	0	0	0	0%	0%	0%	0	0	0			
Total	**420**	**324**	**850**	**95**	**20**	**20**	**23%**	**6%**	**2%**	**79**	**12**	**11**	**83%**	**60%**	**55%**

SY22-23 Lottery Waitlisted by (Original) Ranking
This table breaks down Lottery applicants that were initially waitlisted by outcome and rank

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate (Enrolled/WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	63	34	58	15	13	25	11	7	16	73%	54%	64%
6	97	47	74	0	0	0	0	0	0			
7	53	49	48	0	0	0	0	0	0			
8	48	27	34	0	0	0	0	0	0			
9	29	29	80	0	0	0	0	0	0			
10	14	19	30	0	0	0	0	0	0			
11	17	14	12	0	0	0	0	0	0			
12	4	3	6	0	0	0	0	0	0			
Total	**325**	**222**	**342**	**15**	**13**	**25**	**11**	**7**	**16**	**73%**	**54%**	**64%**

SY22-23 Post-Lottery Waitlisted by (10/8/2022) Rank
This table breaks down Post-Lottery applicants outcomes by rank.

Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate (Enrolled/Post Lottery WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	18	8	29	0	0	0	0	0	0			
6	15	17	58	0	0	0	0	0	0			
7	17	13	41	0	0	0	0	0	0			
8	19	16	38	0	0	0	0	0	0			
9	12	17	78	0	0	0	0	0	0			
10	14	12	48	0	0	0	0	0	0			
11	8	14	24	0	0	0	0	0	0			
12	2	7	16	0	0	0	0	0	0			
Total	**105**	**104**	**333**	**0**	**0**	**0**	**0**	**0**	**0**			

GUIDING QUESTIONS:

- **Capture Rates:** How are your capture rates varying by timeline (Lottery matches, Lottery waitlists, Post-Lottery)?

- **Lottery Applications Received:** How are applicants ranking you in the Lottery? Do you have many applicants ranking you #1 or #2?

- **Lottery Enrolled from Match:** Do you see a trend of applicants that match you #3 or higher not matching or enrolling?

- **Post-Lottery Capture Rate:** How do your Post-Lottery capture rates compare to your Lottery capture rates?

- **Post-Lottery Applications Received:** What can you do to push these applicants to apply earlier in the process?

- **Remember** - the lower an applicant ranks you, the more likely they will match with a school they rank higher and not be considered for your school. This should be considered when setting enrollment targets**.**
  - Lottery applicants are generally more likely to enroll when compared to Post-Lottery applicants

Note: ranking data hidden if there is only 1 applicant or if it is otherwise possible to identify rankings for specific applicants
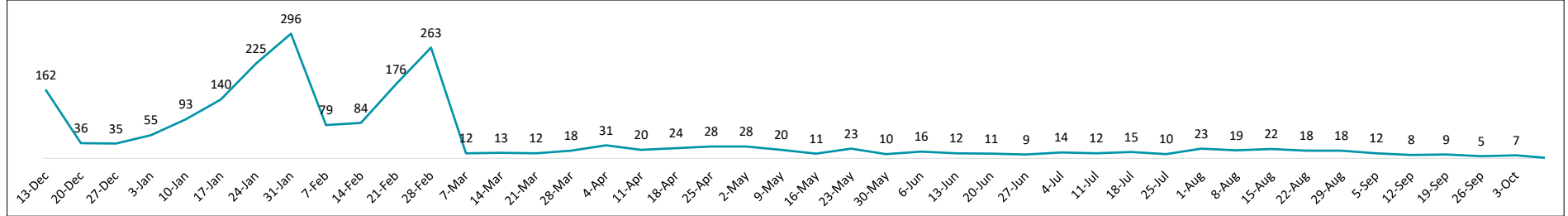
My School DC SY22-23 Year-End Report

School Name: BASIS DC PCS

SY22-23 Weekly Applications by Final (10/8/2022) Submission Date
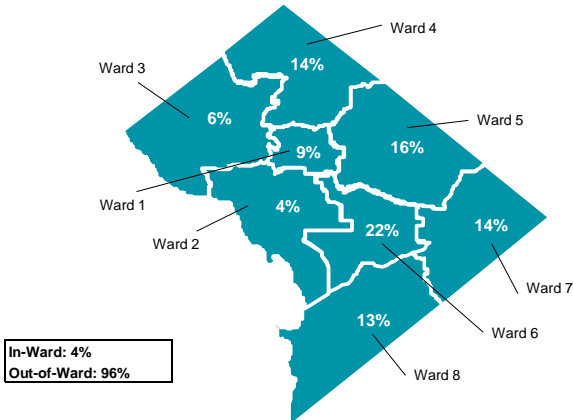

SY22-23 Applications Benchmarks by Final (10/8/2022) Submission Date and Round

Grade	Total Applicants		% by the Lottery Deadline			% of Lottery Apps by end of Dec.			% of Lottery Apps by end of Jan.		
	Lottery	Post-Lottery	% by Deadline	vs. District	vs. Ward 2	% by end of Dec.	vs. District	vs. Ward 2	% by end of Jan.	vs. District	vs. Ward 2
5	382	60	86%	61%	87%	16%	16%	15%	40%	43%	42%
6	354	99	78%	63%	81%	19%	19%	23%	38%	44%	49%
7	171	78	68%	54%	62%	10%	14%	8%	38%	45%	46%
8	130	81	61%	48%	38%	18%	16%	17%	51%	49%	67%
9	384	125	74%	69%	78%	9%	12%	9%	84%	84%	83%
10	98	89	51%	41%	71%	9%	14%	10%	65%	77%	90%
11	56	60	47%	36%	55%	11%	17%	17%	75%	77%	100%
12	17	35	32%	28%	50%	24%	24%	100%	82%	86%	100%
Total	**1592**	**628**	**71%**	**59%**	**76%**	**14%**	**15%**	**14%**	**54%**	**50%**	**44%**

GUIDING QUESTIONS:

- **Applications by the Deadline:** Do more or less of your applicants meet the deadline, relative to the city? To the ward? How might that impact your outreach strategy and enrollment planning?

- **Projecting total applications:** Using the % of applications you received by the end of December last

SY22-23 Percentage Distribution of Lottery Applicants to Your School (All Grades)

Ward 4 — 14%
Ward 3 — 6%
Ward 5 — 16%
Ward 1 — 9%
Ward 2 — 4%
Ward 7 — 14%
Ward 6 — 22%
Ward 8 — 13%

In-Ward: 4%
Out-of-Ward: 96%

SY22-23 Leaving Students

This table shows the number of students from SY21-22 that applied to a different school for SY22-23. And of those students, how many enrolled at the new school. The grade displayed is for SY21-22.

Grade	# of students that applied out	# of students that enrolled at a new school through MSDC
5	29	5
6	25	8
7	24	3
8	52	3
9	3	1
10	0	0
11	1	1
12	0	0
Total	**134**	**21**

GUIDING QUESTIONS:

- **Graduating students:** If you have a terminal grade, did they all get support on the application process - did all your graduating students apply?

- **Current students:** Do you have a large number of students applying out in non-terminal grades? Is that number consistent year-to-year?

- **Current students:** How can you adjust outreach to bring in new students to fill openings left by leaving students?

My School DC SY22-23 Year-End Report

School Name: BASIS DC PCS

Date of Report: January 17th, 2023.

SY22-23 Audited Demographic Data of Lottery Applicants

SY22-23 Capture Rates by Round (10/08/2022)
This table shows data from the current year's lottery for easy comparison against the audited demographic data below.

Grade	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate	Waitlist Capture Rate
					Lottery					Post-Lottery				Total
5	382	135	135	102	76%	154	53	34	64%	55	0	0	-	64%
6	354	0	0	0	-	219	0	0	-	90	0	0	-	-
7	171	0	0	0	-	150	0	0	-	71	0	0	-	-
8	130	0	0	0	-	109	0	0	-	73	0	0	-	-
9	384	0	0	0	-	138	0	0	-	107	0	0	-	-
10	98	0	0	0	-	63	0	0	-	74	0	0	-	-
11	56	0	0	0	-	43	0	0	-	46	0	0	-	-
12	17	0	0	0	-	13	0	0	-	25	0	0	-	-
Total	**1592**	**135**	**135**	**102**	**76%**	**889**	**53**	**34**	**64%**	**541**	**0**	**0**	**-**	**64%**

SY22-23 Capture Rate by Demographics
This table shows your capture rate for the SY22-23 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified within audited enrollment data.)

Grade	Overall Capture Rate	At-Risk Capture Rate	LEP Capture Rate	SWD Capture Rate	American Indian/ Alaskan	Asian	Black/ African American	Hawaiian/ Pacific Islander	Hispanic/ Latino	Two or more races	White	Unknown
		Capture Rate by Special Populations			Capture Rate by Race/Ethnicity							
5	72%	78%	67%	75%		80%	84%		82%	89%	74%	6%
6												
7												
8												
9												
10												
11												
12												
Total	**72%**	**78%**	**67%**	**75%**		**80%**	**84%**		**82%**	**89%**	**74%**	**6%**

GUIDING QUESTIONS:

- **Capture Rate:** How do the capture rates for subgroups compare to your overall capture rate? To your grade-level capture rates?

- **Applicant Demographics:** Do any of your practices during recruitment or registration impact whether subgroups enroll at your school? How can you adjust your practices to better engage with specific subgroups?

SY22-23 Total Applicants by Demographics
This table shows your applicant demographics for the SY22-23 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified)

Grade	% At-Risk	% LEP	% SWD	% American Indian/ Alaskan	% Asian	% Black/ African American	% Hawaiian/ Pacific Islander	% Hispanic/ Latino	% Two or more races	% White	% Unknown
	% of Apps by Special Populations			% of Apps by Race/Ethnicity							
5	10%	3%	9%	<1%	5%	24%	<1%	7%	9%	43%	12%
6	24%	4%	10%	<1%	1%	50%	<1%	12%	3%	14%	20%
7	26%	3%	13%	<1%	<1%	47%	<1%	6%	6%	13%	27%
8	37%	6%	12%	<1%	2%	55%	<1%	13%	2%	8%	20%
9	38%	5%	13%	<1%	2%	63%	<1%	11%	2%	6%	16%
10	43%	3%	14%	<1%	<1%	57%	<1%	11%	1%	3%	27%
11	54%	3%	12%	<1%	2%	63%	<1%	5%	<1%	<1%	28%
12	36%	2%	10%	<1%	<1%	57%	<1%	5%	2%	<1%	36%
Total	**29%**	**4%**	**11%**	**<1%**	**2%**	**49%**	**<1%**	**10%**	**4%**	**15%**	**20%**

SY23-24 BASIS DC PCS Year End Report

This report compiles all applications that My School DC (MSDC) collected for the SY23-24 lottery cycle and their results up to 10/6/2023. The dates for this past year's *Lottery* are 12/12/2022 to 3/1/2023 while *Post-Lottery* reflects applications received between 3/2/2023 and 10/6/2023. This report is composed of five sections:

1. An Entry Grade Spotlight on 5th Grade

2. Capture Rate (Enrollments from Offers Made)

3. Applicants' Rank by Round and Offer Status

4. Applicant Submission Patterns

5. Applicant Demographics

SY23-24 Overall Capture Rate by Grade

Over the past lottery cycle, BASIS DC PCS made 230 total offers (initial matches + waitlist offers) resulting in 138 enrollments as of October 6th through MSDC. BASIS DC PCS's capture rate was -12 percentage points lower than last year.

| Grade:	5	6	7	8	9	10	11	12	Total
Total Offers	225	1	4	0	0	0	0	0	230
Enrollments	134	0	4	0	0	0	0	0	138
SY23-24 Capture Rate	60%	0%	100%						60%
SY22-23 Capture Rate	72%								72%
District Capture Rate	40%	43%	33%	32%	45%	29%	26%	23%	38%
Ward 2 Capture Rate	50%	40%	31%	28%	71%	49%	23%	50%	45%

SY23-24 Entry Grade Spotlight: 5th Grade

In 5th Grade, BASIS DC PCS captured 60% of all offers made. Most often, seats and waitlist offers made to applicants who applied by the lottery deadline are more likely to enroll. This table outlines the number of applications, offers, and enrollments made by round to 5th Grade applicants. The accompanying bar chart depicts when enrollments occurred by month.

SY23-24 5th Grade Applications, Offers, and Enrollments

Round	Applications	Offers	Enrollments	Offer Capture
Lottery	441	224	133	59%
Post-Lottery	68	1	1	100%
Total	509	225	134	60%
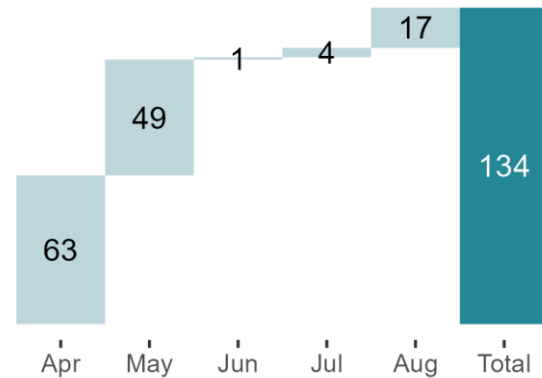
SY23-24 5th Grade Applicant Home Ward and Top 5 Competitor Schools

Next, we look at where your 5th Grade applicants live by home ward, as well as the most common other schools an applicant added to their application along with yours. Note that Competitor #1 was most commonly applied to along with your school, #2 the next highest, and so on.
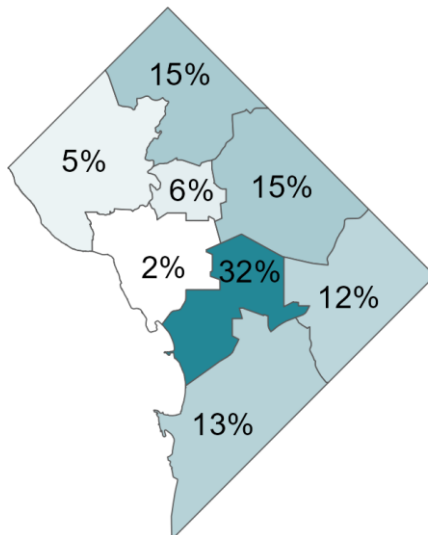
Competitor #1	Washington Latin PCS – Middle School
Competitor #2	Washington Latin PCS – Cooper Campus
Competitor #3	Inspired Teaching Demonstration PCS
Competitor #4	School Without Walls @ Francis-Stevens
Competitor #5	Creative Minds International PCS

SY23-24 School Capture Rate & Competitor Schools

This table outlines the number of offers made by grade, as well as the ratio of the number of offers to enrollments that occurred this year. As you review the table, consider, which grade was challenging to fill this past year? How does that grade compare to the average district and Ward capture rate for this year? *An example ratio: '2:1' means that for every 2 offers, 1 applicant enrolled.*

SY23-24 Overall Capture Rate

Grade	Applications	Offers	Enrollments	Capture Rate	Ratio of Offers to Enrollments	District Capture Rate	District Ratio	Ward 2 Capture Rate	Ward Ratio	SY22-23 Capture Rate
5	509	225	134	60%	1.7 : 1	40%	2.5 : 1	50%	2 : 1	72%
6	578	1	0	-	- : 1	43%	2.3 : 1	40%	2.5 : 1	
7	253	4	4	100%	1 : 1	33%	3 : 1	31%	3.2 : 1	
8	230	0	0	-	- : 1	32%	3.1 : 1	28%	3.5 : 1	
9	531	0	0	-	- : 1	45%	2.2 : 1	71%	1.4 : 1	
10	145	0	0	-	- : 1	29%	3.5 : 1	49%	2.1 : 1	
11	129	0	0	-	- : 1	26%	3.9 : 1	23%	4.4 : 1	
12	61	0	0	-	- : 1	23%	4.4 : 1	50%	2 : 1	
Total	**2436**	**230**	**138**	**60%**	**1.7 : 1**	**38%**	**2.6 : 1**	**45%**	**2.2 : 1**	**72%**

SY23-24 Enrollments by Lottery Round & Month

This table highlights the number of enrollments by both lottery round and enrollment month. Consider the differences between waitlist offers to *lottery* and *post-lottery* students. How late into the summer are you enrolling students? When do you begin to make waitlist offers vs when do applicants enroll?

Enrollment Month	Apr	May	Jun	Jul	Aug
Lottery Matches	63	31	1	0	0
Lottery Waitlisted	0	17	0	7	17
Post-Lottery Waitlisted	0	1	0	0	1

MY SCHOOL DC
The Public School Lottery

SY23-24 Capture Rate by Round

Now, let's consider the difference in capture rate by round. This table compares enrollments by matches, lottery waitlist offers, and post-lottery waitlist offers. Where do you have the highest percentage: under match, lottery waitlist, or post-lottery waitlist capture rate?

Grade	Applicants	Seats Offered	Matches	Matches Enrolled	Match Capture Rate	Waitlisted	Waitlist Offers Made	Waitlist Enrolled	Lottery Waitlist Capture Rate	Applicants	Waitlist Offers Made	Waitlist Enrolled	PL Waitlist Capture Rate
			Lottery							Post Lottery			
5	441	150	150	95	63%	188	75	38	51%	68	1	1	100%
6	451	0	0	0		293	0	0		127	0	0	
7	183	0	0	0		154	3	3	100%	70	1	1	100%
8	142	0	0	0		121	0	0		88	0	0	
9	409	0	0	0		168	0	0		122	0	0	
10	81	0	0	0		53	0	0		64	0	0	
11	73	0	0	0		52	0	0		56	0	0	
12	17	0	0	0		8	0	0		44	0	0	
Total	1797	150	150	95	63%	1037	78	41	53%	639	2	2	100%

SY23-24 Competitor Schools

Finally, this table lists the schools that were most often included on the same application as your school in the lottery.

Grade	Competitor #1	Competitor #2	Competitor #3
5	Washington Latin PCS – Middle School	Washington Latin PCS – Cooper Campus	Inspired Teaching Demonstration PCS
6	Washington Latin PCS – Middle School	Deal Middle School	School Without Walls @ Francis-Stevens
7	Washington Latin PCS – Middle School	Deal Middle School	Hardy Middle School
8	Washington Latin PCS – Middle School	Deal Middle School	Hardy Middle School
9	School Without Walls High School	Benjamin Banneker High School	McKinley Technology High School
10	Jackson-Reed High School (formerly Wilson HS)	School Without Walls High School	E.L. Haynes PCS – High School
11	Jackson-Reed High School (formerly Wilson HS)	School Without Walls High School	Washington Latin PCS – Upper School
12	Washington Leadership Academy PCS	Jackson-Reed High School (formerly Wilson HS)	E.L. Haynes PCS – High School
Total	Washington Latin PCS – Middle School	Washington Latin PCS – Cooper Campus	School Without Walls High School

SY23-24 Applicants by Submitted Rank

The following tables break down applicants' submitted rank of your school. Please note that any grade where only 1 applicant either applied, received an offer, or enrolled, has been suppressed as a *blank space*. As you review these data here are some guiding questions to consider:

- How are applicants ranking your school in the lottery, and by grade?

- Does BASIS DC PCS receive enough #1 and #2 ranked applicants to meet internal enrollment goals?

- Are there any capture rate trends among applicants who rank BASIS DC PCS at #3 or higher?

SY23-24 Lottery Application Results by Rank

This table displays lottery applicants who applied, were matched, and then enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate			Lottery Enrolled from Match			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	190	57	194	106	19	25	56%	10%	13%	81	8	6	76%	8%	24%
6	112	92	247												
7	66	27	90												
8	38	34	70												
9	28	50	331												
10	15	13	53												
11	16	20	37												
12	3	4	10												
Total	468	297	1032	106	19	25	23%	4%	2%	81	8	6	76%	8%	24%

SY23-24 Lottery Waitlisted by Rank

This table displays lottery applicants who were waitlisted, received a waitlist offer, and then enrolled.

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	91	29	68	39	12	24	23	4	11	59%	10%	46%
6	124	67	102									
7	75	21	58	3			3			100%		
8	40	33	48									
9	34	32	102									
10	17	14	22									
11	17	18	17									
12	4	3	1									
Total	402	217	418	42	12	24	26	4	11	62%	10%	46%

SY23-24 Post-Lottery Waitlisted by Rank

This table displays post-lottery applicants who received an eventual offer and then enrolled.

Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	24	11	33									
6	37	24	66									
7	17	13	40									
8	25	17	46									
9	23	29	70									
10	11	7	46									
11	9	16	31									
12	15	9	20									
Total	161	126	352									

SY23-24 Application Patterns

The following charts and tables review when applicants submitted their application, where they live in D.C., as well as which current students applied and enrolled at a new school through MSDC.

SY23-24 Application Submissions by Week

This line chart displays the total number of applicants who applied to BASIS DC PCS each week. MSDC tends to a see a surge in applications just before the lottery deadline. As you review your chart, are there other points in time when applicants apply? *Please note that submission dates are as of October 2023 and may vary slightly from downloaded data.*
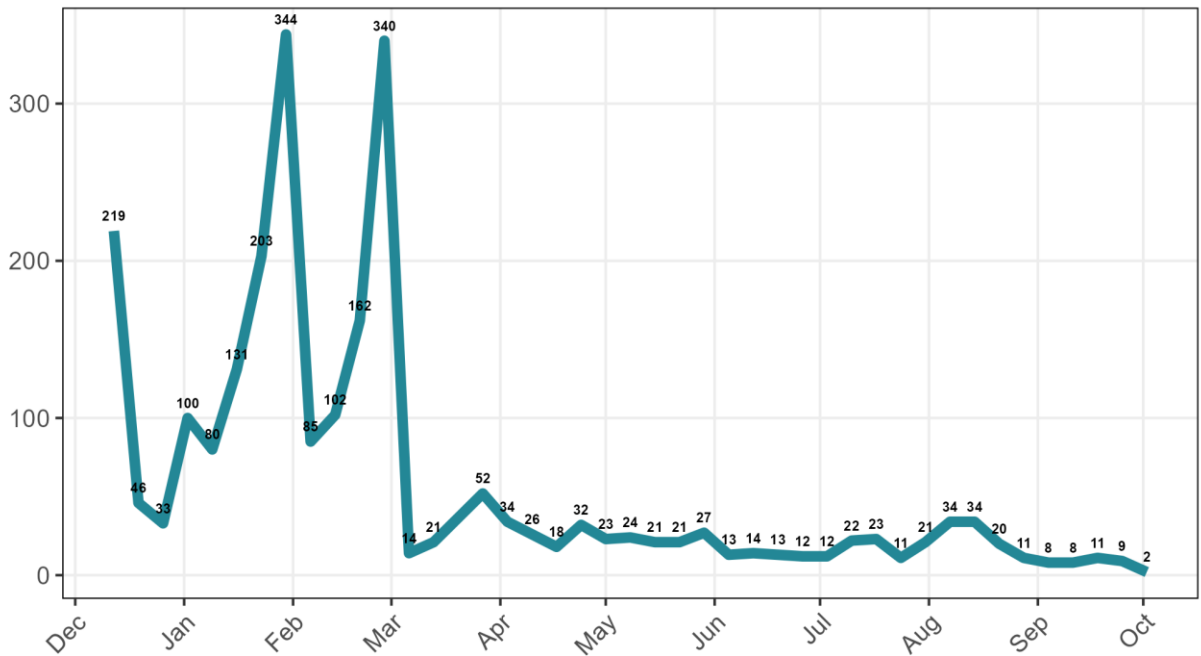
SY23-24 Application Submissions by Lottery Round

The following table summarizes application patterns by lottery round. As you review these data, consider: do your applicants apply by the deadline, or in the post-lottery? How do application patterns compare to the district? To Ward 2?

			Total Applicants			% Lottery Applicants End of Dec.			% Lottery Applicants End of Jan.		
Grade	Lottery	Post-Lottery	% by Deadline	vs. District	vs. Ward	% by End of Dec.	vs. District	vs. Ward	% by End of Jan.	vs. District	vs. Ward
5	441	68	87%	64%	75%	14%	9%	12%	35%	26%	12%
6	451	127	78%	63%	77%	15%	13%	19%	36%	30%	22%
7	183	70	72%	52%	69%	12%	8%	14%	29%	22%	14%
8	142	88	62%	48%	66%	14%	10%	7%	29%	23%	7%
9	409	122	77%	74%	86%	7%	7%	10%	63%	62%	10%
10	81	64	56%	42%	67%	10%	7%	8%	46%	35%	8%
11	73	56	57%	43%	87%	7%	7%	6%	46%	34%	6%
12	17	44	28%	31%	9%	8%	5%		23%	26%	
Total	1797	639	74%	61%	78%	12%	9%		41%	39%	

SY23-24 Application Submissions by Home Ward

The below Ward graphic and chart display where BASIS DC PCS applicants live in the District. Most applicants will generally live close to your school, as the annual MSDC parent survey data continues to suggest that most families are seeking a school near where they live. However, as you review the data, is there another neighborhood or Ward where students tend to apply from? *Note: this data excludes out-of-state and 'unknown ward' applicants.*

School Location - ● BASIS DC PCS
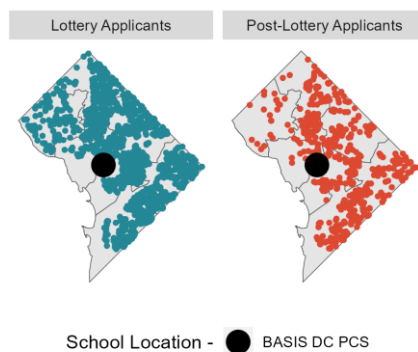
Ward	Lottery Applicants	Post-Lottery Applicants	Total
1	120	59	179
2	59	15	74
3	133	23	156
4	258	63	321
5	303	93	396
6	388	99	487
7	250	87	337
8	221	152	373

SY23-24 Applicants Applying to a New School

Lastly, some applicants may apply to a new school for the next year. The following table depicts applicants who applied to a new school and also enrolled through MSDC data.

Current Grade	Students Applying to a New School	Students that Enrolled at a New School Through MSDC
5	35	2
6	37	3
7	20	1
8	58	8
9	14	0
10	3	0
11	1	0
12	1	0
Total	**169**	**14**

SY23-24 Demographic Data of Lottery Applicants

The final tables of this report review BASIS DC PCS's application pool by their demographic status. Since not all of these applicants will have enrolled at your school the data has been suppressed where necessary. Please note in some cases, not all applicants could be matched to demographic data by USI. Those students have additionally been excluded. In this data an applicant may be counted several times if they qualify for multiple categories.

SY23-24 Applicant Pool by Demographics

This table reviews your total applicant pool by grade through October 6th. As you review this table, consider: do any practices throughout the lottery cycle influence how a particular demographic might view BASIS DC PCS and apply?

	Applications from Special Populations			Applications by Race/Ethnicity							
Grade	% At-Risk	% EL	% IEP	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	13%	2%	7%	<1%	5%	27%	9%	<1%	8%	12%	38%
6	23%	5%	12%	<1%	2%	48%	12%	<1%	5%	22%	11%
7	25%	4%	7%	<1%	2%	47%	11%	<1%	3%	25%	12%
8	26%	6%	10%	<1%	<1%	42%	13%	<1%	5%	29%	10%
9	38%	5%	11%	<1%	2%	55%	13%	<1%	3%	21%	6%
10	40%	6%	12%	<1%	<1%	53%	16%	<1%	<1%	26%	2%
11	45%	8%	15%	<1%	<1%	58%	10%	<1%	2%	27%	2%
12	36%	5%	10%	<1%	2%	52%	5%	<1%	<1%	39%	2%
Total	27%	5%	10%	<1%	2%	46%	11%	<1%	4%	22%	15%

SY23-24 Applicant Pool Capture Rate by Demographics

This table reviews the percentage of captured students by subgroup (enrollment vs. offer made). As you review this table, consider, how do the capture rates for some subgroups compare to your overall capture rate?

		Capture of Special Populations			Capture by Race/Ethnicity							
Grade	Overall Capture Rate	At-Risk Capture	EL Capture Rate	IEP Capture	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	60%	57%	67%			86%	60%	55%		75%		50%
6	-											
7	100%	100%					100%					100%
8	-											
9	-											
10	-											
11	-											
12	-											
Total	60%	62%	67%			86%	67%	55%		75%		52%

Appendix D

Important Updates for Parents and Students: Town Hall Tomorrow and Proposed Redesign of Bus Routes

Archived

Alexander Cobalt • hace un año • Wednesday, May 3 at 8:28 PM • **BASIS DC**

Good evening families!

Don't miss the **Whole School Town Hall tomorrow, May 4th, at 6pm**. Come to hear from school leadership, meet staff members you have not seen before, get info about the state of the school, and hear about important new developments including BASIS DC's potential future K-4 expansion! **Click here to join the meeting** or **(888) 313-1543,,672144506#**

We have also received information from a fellow BASIS parent who works for WMATA about a proposed redesign of the bus routes, which could impact students who ride the D6 bus. The planned changes would eliminate the direct connection the current D6 route provides from Hill East/Lincoln Park to Penn Quarter. If your student(s) are frequent users of the D6 and depend on it to get to and from school, **please take a look at what is planned and consider commenting on the need for that direct connection between Hill East/Lincoln Park to Penn Quarter**. I have reach out to the folks I know at council and DDOT as well as the charter school advocacy team in DC - but if this impacts your student, I would encourage you to comment and share in your communities.

Lastly, I want to keep reminding families to **sign up for FREE summer programs before space fills up**. And while you're at it, show **some love to your hardworking teachers by signing up for teacher appreciation week gift tags**.

We want to keep you informed and engaged, so I hope you take the time to attend the Town Hall, or watch the recording after the fact. See you tomorrow families!

Best,
Alexander Rose-Henig
Head of School
He/Him pronouns
Meetings: ***Book time here***

BASIS DC
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C. (202) 384-3142
BASISDC.org

BASIS DC

Exploring New Horizons: BASIS DC's Proposed Expansion to include grades K-4 and increase enrollment

Alexander Cobalt • a year ago • Wednesday, May 17 at 5:17 PM • **BASIS DC, Class of 2023 - March grads**

Dear BASIS DC families,

We hope this message finds you well. We're delighted to announce our intention to expand our academic reach to encompass grades K-4, **starting in Fall of 2025**. This expansion signifies our growth and the potential to enhance the academic and social fabric of our BASIS DC community. We know that there will be a lot of great feedback and important questions around this proposal, and we need your continued collaboration to ensure that our decisions are right for our current and future community.

We ask that you:
1. Take this survey to help us gather insight into your]thoughts and questions regarding expansion: **https://www.surveymonkey.com/r/HDWM9BF**
2. Share **the same survey** broadly with your friends, family, neighbors, Advisory Neighborhood commissions, civic associations, and local communities.
3. Come to our internal community-only expansion info session and Q&A with current families on Wednesday, May 24, 2023 at 6:00 p.m. – **Click here to join the meeting (888) 313-1543,,121208384#**

Why now?
BASIS DC has experienced significant academic and social growth in the decade since its inception, bolstering our confidence in this expansion.

We have always been committed to serving students in grades K-12. In fact, **BASIS DC is the only BASIS campus without a K-4 feeder campus, and it is time we bridged this gap**. The last time we applied for charter expansion, one of the fundamental impediments was access to appropriate facilities. The current financial climate and the availability of commercial real estate have created an opportune moment for us to extend our enriching curriculum to younger learners.

An expanded campus(es) would leverage economies of scale, enhancing resources and outcomes for all members of the BASIS DC community. Opening doors of possibility aligned to feedback from current parents, such as **access to outdoor/athletic space, enrollment options for siblings, a more consistent 'BASIS' culture within the school, and even the chance for more middle school and high school seats for students**.

Moreover, **BASIS DC has consistently achieved its growth targets, particularly in increasing our Special Education enrollment and reducing student attrition**. Our latest PARCC scores post-COVID have underscored BASIS DC's exceptional performance, surpassing citywide outcomes across all student demographics.

It is important that parents understand that the burden of expansion is not on the current BASIS DC team. Instead, it is a dynamic collaboration between a broad and deep bench of seasoned school leaders and

executives working alongside BASIS DC teachers, community members, and leaders with the advice of local city representatives and government officials. "Why now" also has to do with BASIS Charter Schools and BASIS Ed having more established knowledge, experience, visibility, and support in the DC region than in the past.

Even with that context, **we know you have and encourage you to ask lots of questions!** So, we ask that you take a brief <u>survey regarding the expansion possibilities</u>. We value your thoughts and kindly, respectfully, ask you to **share this survey link** with friends and neighbors who may be interested in or have thoughts about our proposed K-4 campus.

To address your insights and answer any questions directly, we invite you to participate in a unique town hall meeting devoted to BASIS DC's charter expansion. **The event will be held on <u>Wednesday, May 24, 2023, from 6:00 p.m. - 7:30 p.m</u>.** Representatives from the **BASIS Ed central office and a select group of our current K-4 BASIS Charter School teachers and school leaders** will be present to provide insight into the process and share how our K-4 curriculum is similarly exceptional and high-achieving, like to our grades 5-12 academic program, while also being utterly unique for primary school students.

Your feedback, ideas, and active participation will continue to be invaluable as we embark on this new chapter. We are grateful to those of you who attended the last town hall and voiced your thoughts. As always, we are committed to transparency and open dialogue in all our initiatives.

Thank you for your ongoing support and dedication to the BASIS DC community. Together, we can forge new pathways and cross new horizons for our students and future generations of BASIS DC students to come.

In partnership,
Carolyn McGarvey
Chief Executive Officer
BASIS.ed Washington DC

Alexander Rose-Henig
Head of School
BASIS DC

DeAnna Rowe
Executive Director
BDC, A Public Charter School, Inc.

BASIS DC K–4 Expansion

Information Session for Current Families

Agenda

- Core Values & Philosophy
- Primary Overview
- Primary Curriculum
- K–4 Supports
- Addressing Logistics & Concerns

BASIS CHARTER SCHOOLS **Washington, D.C.**™

Core Values

- Nerds are cool
- School should be hard and joyful
- Excellent student outcomes require expert teachers
- Academic achievement is the responsibility and the reward of the entire network
- Students are leaders, not spectators, in their own educational journey

Three key philosophies

- Accountability – Students at the Center
- Autonomy – freedom, curiosity, joy
- Support – care, attention, foundational life skills

Primary Curriculum – Accountability

Students at the Center

BASIS CHARTER SCHOOLS Washington, D.C.™

Primary Overview

The focus of our primary grades is ultimately to prepare our students to be successful in all aspects of schooling as a BASIS student. This starts with fostering a love of learning at a young age while emphasizing student responsibility and ownership of their education.

Our teaching model facilitates the transition in foundational skills to independent thinking and active learning.

The progression

Grades K–4 Academic Foundations, Joy, Connection, fundamental life skills

Grades 5–7 Mastering success skills and deep content knowledge

Grades 8–12 Maximizing college readiness

KINDERGARTEN

- Co-teaching model
- Language and Literacy
- Math
- Civics, History, and Science
- Movement
- Engineering
- Mandarin
- Music, Visual Arts, and Performance Arts

GRADES 1–3

Teaching Model

- **Highly Qualified Elementary Primary Teachers for each class lead the day!**

- **With awesome specialists providing cool and advanced specials**
  - **Phonics specialist for reading!**
  - **Core science and computer science experts for Engineering!**
  - **Drama and Art teachers for specials!**

Course	Frequency
Humanities	Daily, 85 min
Math & Science	Daily, 85 min
P.E. / Movement	Daily, 40 min
Literacy Enrichment	3x Weekly, 40 min
Mandarin	2x Weekly, 40 min
Specials - Connections - Engineering - Music - Performing Arts - Visual Arts	1x Weekly, 85 min
READ	Daily, 20 min

Grade 4

Moving toward more independence.

- Subject Expert Teachers by Content Area

Course	Frequency
English, Math, Science, History	Each Daily, 50 min
Writing	3 x Weekly, 50 min
P.E.	4 x Weekly, 50 min
Specials - Music - Performing Arts - Visual Arts - Engineering	2 x Weekly, 50 min

K–4 SUPPORTS

care, attention, foundational life skills

BASIS
CHARTER SCHOOLS

Washington, D.C.™

FOUNDATIONAL SKILLS

- Organization
- Time management
- Accountability
- Critical thinking
- Creative thinking
- Problem-solving
- Communication
- Collaboration

Specific Learning Disability | 3rd Grade

Danai

Danai is in grade 3 at BASIS DC and has a specific learning disability in the areas of reading and writing that cause difficulties with word decoding and reading fluency. She also has been diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) by her doctor. The school team and Danai's parents determined that her learning disability and ADHD diagnosis impact her ability to access the school curriculum, so together they developed an **Individualized Education Program** (IEP) for Danai designed to support her in reading, writing, and executive functioning.

IEP goal areas
- Reading
- Written Expression
- Social-Emotional/Executive Functioning

Additional Accommodations
- Breaks on exams as needed
- Small group testing
- Audiobooks as needed
- Someone to read tests

Sample Schedule

Core Classes	
Subject	**Class Name**
Math/Science	85 min – 5 days/week
Humanities	85 min – 5 days/week
Literacy Enrichment	40 min – 3 days/week
Read	20 min – 5 days/week
Mandarin	Mandarin: 40 min – 2 days/week
PE	PE: 40 min – 5 days/week
Specials	Music, Drama, Art, Connections, Engineering: Each 85 min–1 days/week

Services and Support

Support	Activity Purpose
Co-taught English 50 min – 3 x per week	Access to small group breakouts, and individual reteaching/additional review
Literacy Intervention 25 min – 2 x per week	Background knowledge building with intervention software
Daily check-in 10 minutes – 5 x per week	Support maintaining organization skills

- Special education in the general education environment
- Special education pull out services
- Related services pull out support

Curiosity and Freedom

- Recess throughout the day
- Brain Breaks
- Music
- Movement
- Art
- P.E./Martial arts
- Extracurricular clubs
- Sports

Addressing logistics and concerns

BASIS CHARTER SCHOOLS Washington, D.C.™

Location – Facilities

- Priorities:
  - Gym or outdoor space
  - Location proximal to the school
  - Location where demand will fill seats
  - Affordability

Timeline

- May – June
  - Market demand research and community engagement
- August – September
  - Submit our application to PCSB
  - Continue community engagement
- November – December
  - Public Charter School Board reviews and votes on our application
  - Parent voice will be necessary to lift up the school!
- December 2023 – June 2024
  - Property acquisition
- July 1 2024 – June 2025
  - Continued community engagement
  - Renovation
  - Begin enrollment
  - Hire for staff!

Anticipated Enrollment (three options)

The "slow and low"

Grade Level	Seats Fall 2025	Seats Fall 2026	Seats Fall 2027	Seats Fall 2028
PK4?	80	80	80	80
K	80	80	80	80
1	80	80	80	80
2	--	80	80	80
3	--	--	80	80
4	--	--	--	80
5	135	135	135	135

The "one by one"

Grade Level	Seats Fall 2025	Seats Fall 2026	Seats Fall 2027	Seats Fall 2028
PK4?	20	40	60	80
K	20	40	60	80
1	20	40	60	80
2	20	40	60	80
3	20	40	60	80
4	20	40	60	80
5	135	135	135	135

Anticipated Enrollment (three options)

The "ALL IN"

Grade Level	Seats Fall 2025	Seats Fall 2026	Seats Fall 2027	Seats Fall 2028
PK4?	80	80	80	80
K	80	80	80	80
1	80	80	80	80
2	80	80	80	80
3	80	80	80	80
4	80	80	80	80
5	135	135	135	135

What about 5th grade and current BDC seats?

- Depending on facilities, there is some chance of moving the 5th grade to the new facility, which would allow us to **INCREASE** seat offerings for the "5–12" campus as a whole

- There is very little chance of the 5–12 becoming an "all siblings" school within the next decade or ever!

Engaging with the community

Why now?

Does this dilute the existing, high-quality, 5-12 school?

Seat availability for families who like their IB elementary

What grade levels do you plan to open within the first year? What about the first few years?

Engaging with the community

Would this facility provide access/opportunities for the current students to get gym/outdoor space?

Why can't you just buy a better gym/current building/extra space for the current school?

Why not open a second middle/high?

Please ask any questions in the Meeting Chat or raise your virtual hand on TEAMS!

BASIS CHARTER SCHOOLS Washington, D.C.™

BASIS DC K-4 Expansion

Current Families Info Session

Academic Excellence – at a primary

Top Ranked Elementary Schools

- **#1 BASIS Mesa**
- **#2 BASIS Flagstaff**
- **#7 BASIS Tucson Primary**
- **#12 BASIS Chandler Primary North**
- **#14 BASIS Oro Valley North**
- **#17 BASIS Peoria Primary**
- **#18 BASIS Scottsdale Primary East**

- #21 BASIS Scottsdale Primary West
- #26 BASIS Phoenix Primary
- #29 BASIS Goodyear Primary
- #44 BASIS Chandler Primary South
- #67 BASIS Prescott
- #74 BASIS Phoenix Central

NICHE ®

OECD

State Testing Results

Core Values

- Nerds are cool
- School should be hard and joyful
- Excellent student outcomes require expert teachers
- Academic achievement is the responsibility and the reward of the entire network
- Students are leaders, not spectators, in their own educational journey

Three key philosophies

- Accountability - Students at the Center
- Autonomy – Freedom, curiosity, joy
- Support – care, attention, foundational life skills

Primary Curriculum – Accountability

Students at the center

Grades K-4	Academic Foundations, Joy, Connection, fundamental life skills
Grades 5–7	Mastering success skills and deep content knowledge
Grades 8–12	Maximizing college readiness

KINDERGARTEN

- **Half-Day and Full-Day programs**
- **Co-teaching model**
- **Language and Literacy**
- **Math**
- **Civics, History, and Science**
- **Movement**
- **Engineering**
- **Mandarin**
- **Music, Visual Arts, and Performance Arts**

GRADES 1–3
Building foundations and making connections

Co-Teaching Model

- **Learning Expert Teacher (LET)**

- **Subject Expert Teacher (SET)**
  - **Facilitates transition from instruction in foundational skills to independent thinking and active learning**

BASIS Charter School Curriculum K–12

BASIS® Charter Schools

	English		Social Science and Humanities	Math			Science			World Language	Fine Arts, PE, and Electives				Other
K	Language & Literacy Foundation; Civics, History, & Science Foundation; and Math Foundation									Mandarin	Visual Art Foundation	Performance Art Foundation	Music Foundation	Movement Foundation	Engineering & Technology Foundation
1	READ, Phonics 1, and Butterfly Humanities 1			Butterfly Math & Science 1						Mandarin	Visual Art	Performance Art	Music	PE & Sports	Connections and Engineering
2	READ, Phonics 2, and Humanities 2			Math & Science 2						Mandarin	Visual Art	Performance Art	Music	PE & Sports	Connections and Engineering
3	READ, Phonics 3, and Humanities 3			Math & Science 3						Mandarin	Visual Art	Performance Art	Music	PE & Sports	Connections and Engineering
4	English 4	Writing Enrichment	History 4	Arithmetic A			Science 4				Visual Art	Performance Art	Music	PE & Sports	Engineering & Technology
5	English 5	Writing Mastery	U.S. History 5	Arithmetic B			Science 5	Physical Geography			Visual Art	Performance Art	Music	PE & Sports	
6	English 6		World History I	Pre-Algebra	Pre-Algebra	Pre-Algebra / Algebra and Geometry I	Biology	Chemistry	Physics	Linguistics 6	Art History & Practice			PE & Sports	
7	English 7		World History II	Algebra and Geometry I	Algebra and Geometry I	Algebra and Geometry II	Biology	Chemistry	Physics	Linguistics 7	One of: Visual Art / Performance Art / Music / PE				Logic/Computer Logic
8	English 8		U.S. History	Algebra and Geometry II	Algebra and Geometry II	Pre-Calculus AB	Biology	Chemistry	Physics	French, Latin, Mandarin, or Spanish	One of: Visual Art / Performance Art / Music / PE				Economics
9	Honors English Literature	Honors English Language	AP U.S. Government & Politics	Pre-Calculus A	Pre-Calculus AB	AP Calculus AB	One of: Honors Biology / Honors Chemistry / Honors Physics			French, Latin, Mandarin, or Spanish	AP and Non-AP Electives				
10	One of: AP English Language / AP English Literature		Honors Modern World History	Pre-Calculus B	AP Calculus AB	AP Calculus BC	One of: Honors Biology / Honors Chemistry / Honors Physics		AP Science	French, Latin, Mandarin, or Spanish	AP and Non-AP Electives				
11	One of: AP English Language / AP English Literature		One of: AP U.S. History / Academy U.S. History Seminar	AP Calculus AB	AP Calculus BC	Post-AP Math	One of: Honors Biology / Honors Chemistry / Honors Physics		AP Science or AP Elective	French, Latin, Mandarin, or Spanish	AP and Non-AP Electives				
12	Humanities Capstone			Math Capstone			Science Capstone			World Language Capstone	N/A				College Counseling

22BEO007 V1
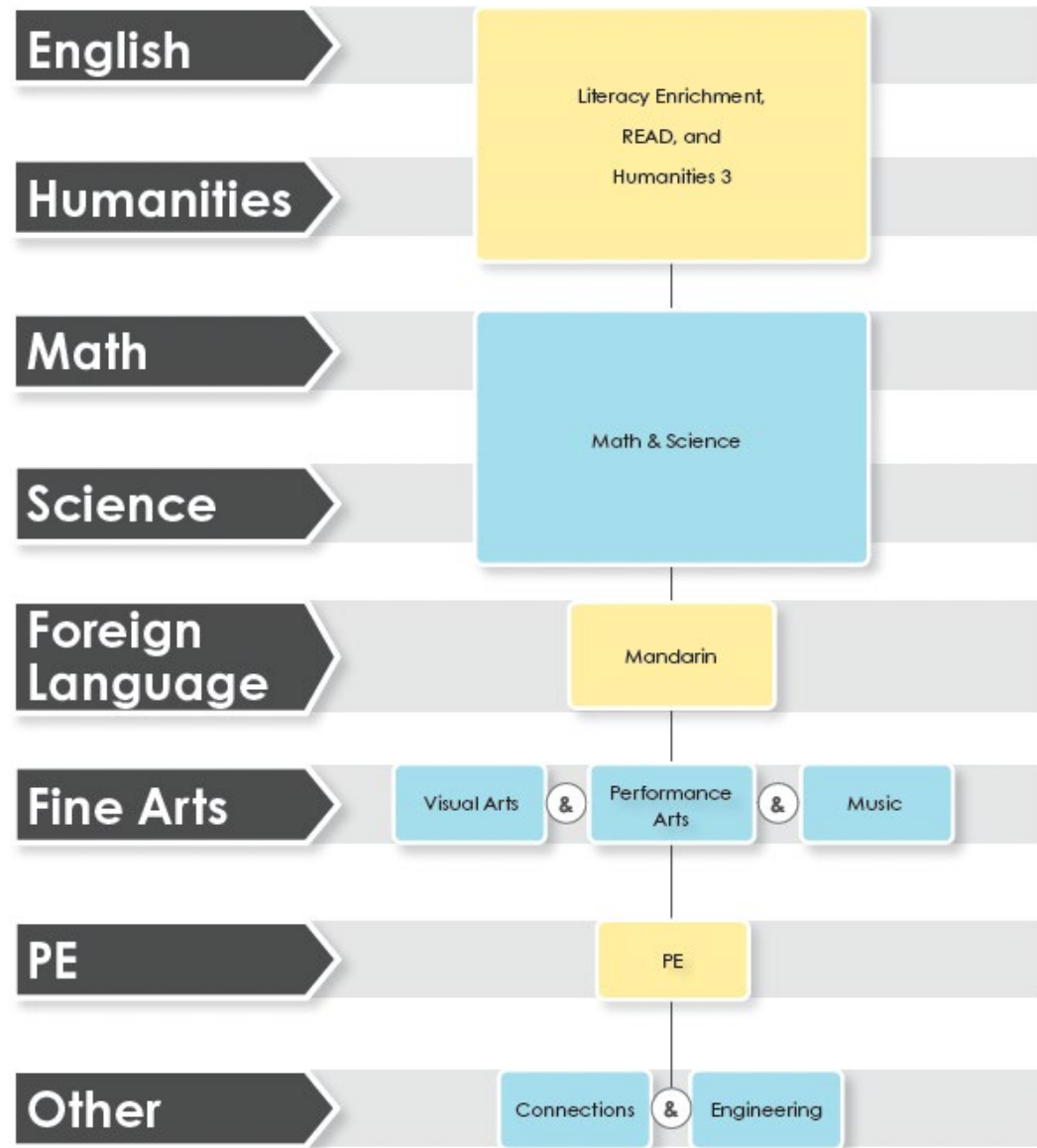
K-4 SUPPORTS

care, attention, foundational life skills

- Organization
- Time management
- Accountability
- Critical thinking
- Creative thinking
- Problem-solving
- Communication
- Collaboration

A Wide and Deep Range of Programs

Specific Learning Disability | 2ⁿᵈ Grade

Seong – Su

Seong-Su is in grade 10 at BASIS DC and has a specific learning disability in mathematics that affects his understanding of basic arithmetic. He also struggles with anxiety as diagnosed by his doctor. The school team and Seong-Su's parents determined that his learning disability impacts his ability to access the school curriculum, so together we developed an **Individualized Education Program (IEP)** for Seong-Su designed to support him specifically in the areas of mathematics and social-emotional wellbeing.

IEP goal areas
- Mathematics
- Executive Functioning
- Behavior/Social-Emotional

Additional Accommodations
- Breaks as needed on exams
- Small group testing
- Transition goals for college ambitions
- "Flash Pass" to take a break with the school counselor

Sample Schedule

Core Classes	
Subject	**Class Name**
Math	Pre-Calculus B: 50 min – 5 days/week
History	AP European History: 50 min – 5 days/week
English	AP English Language: 50 min – 5 days/week
World Language	French II: 50 min – 5 days/week
Science (level I)	Honors Chemistry: 50 min – 5 days/week
Science (level II)	AP Biology: 50 min – 5 days/week
Elective	AP Comparative Government and Politics: 50 min – 5 days/week

Services and Support

Support	Activity Purpose
Co-taught Pre-Calculus 50 minutes – 3 x per week	Access to small group breakouts, and individual reteaching/additional review
Math Intervention 25 minutes – 2 x per week	Background knowledge building with intervention software
Counseling 30 minutes – 1x per week	Develop strategies for managing anxiety and maintaining organizational skills

- Special education in the general education environment
- Special education pull out services
- Related services pull out support

Specific Learning Disability | 1st Grade

Danai

Danai is in grade 5 at BASIS DC and has a specific learning disability in the areas of reading and writing that cause difficulties with word decoding and reading fluency. She also has been diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) by her doctor. The school team and Danai's parents determined that her learning disability and ADHD diagnosis impact her ability to access the school curriculum, so together they developed an **Individualized Education Program** (IEP) for Danai designed to support her in reading, writing, and executive functioning.

IEP goal areas

- Reading
- Written Expression
- Social-Emotional/Executive Functioning

Additional Accommodations

- Breaks on exams as needed
- Small group testing
- Audiobooks as needed
- Someone to read tests

Sample Schedule

Core Classes			
Subject	**Class Name**		
Math	Pre-Algebra: 50 min – 5 days/week		
History	World History & Geography I: 50 min – 5 days/week		
English	English 6: 50 min – 5 days/week		
World Language	Linguistics: 50 min – 3 days/week		
Sciences	Biology 6: 50 min – 3 days/week	Chemistry 6: 50 min – 3 days/week	Physics 6: 50 min – 3 days/week
Elective	Visual Arts: 50 min–5 days/week	PE: 50 min–3 days/week	

Services and Support

Support	Activity Purpose
Co-taught English 50 min – 3 x per week	Access to small group breakouts, and individual reteaching/additional review
Literacy Intervention 25 min – 2 x per week	Background knowledge building with intervention software
Daily check-in 10 minutes – 5 x per week	Support maintaining organization skills

- Special education in the general education environment
- Special education pull out services
- Related services pull out support

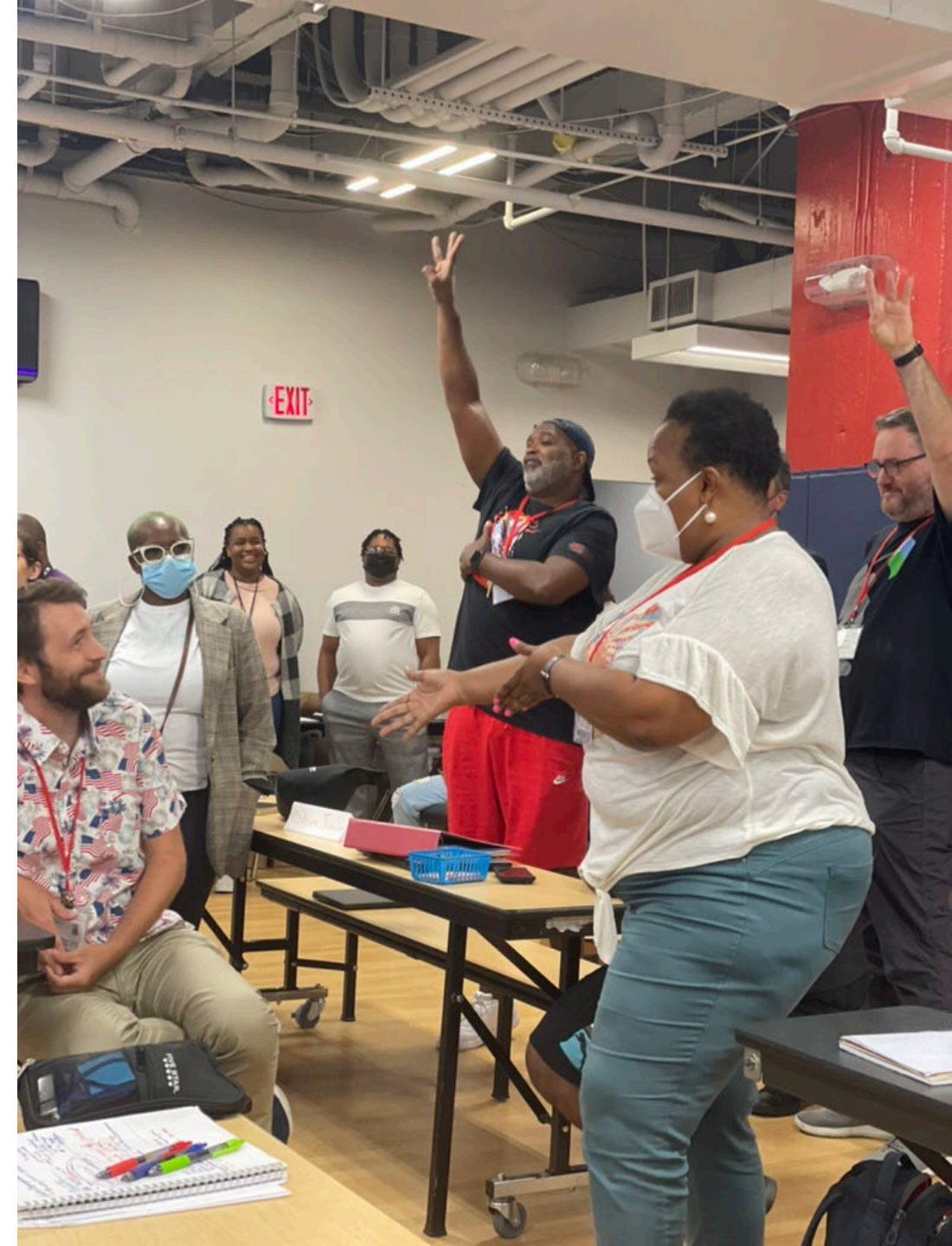# Autonomy – Intellectual curiosity
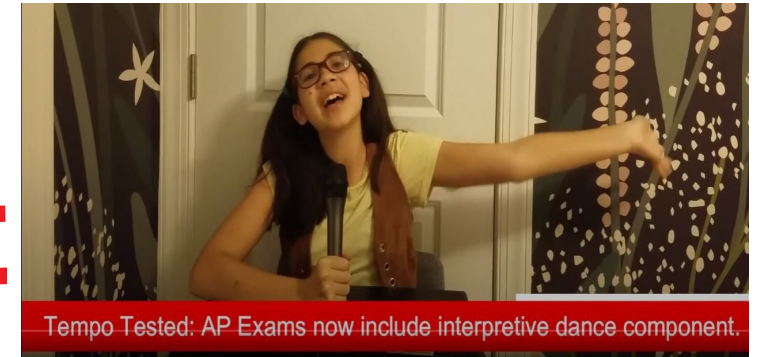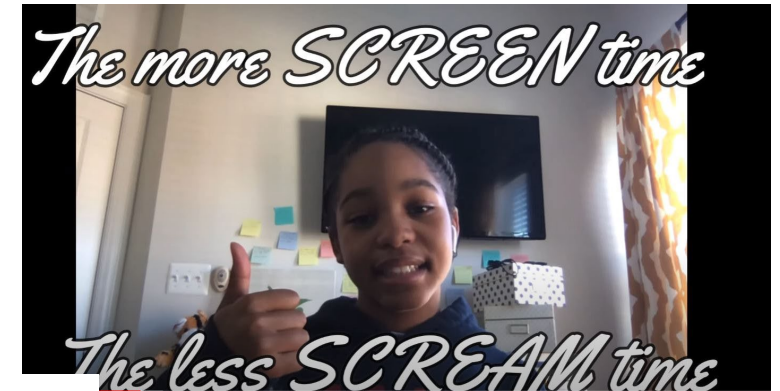
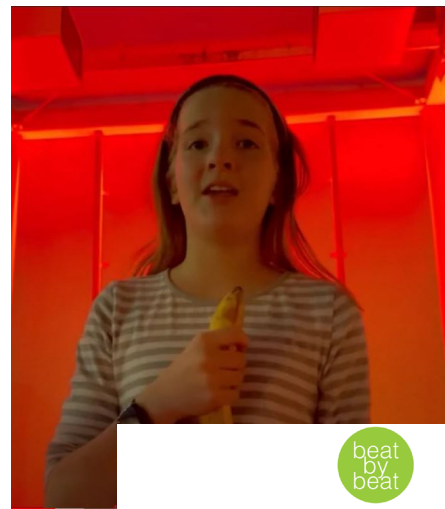Freedom, joy, recreation

Lockers and Passing Periods

Teachers

Lower School
Electives
Grades 5-7

The more SCREEN time

The less SCREAM time

beat
by
beat

SUPER
HAPPY
AWESOME
NEWS!
A VIRTUAL MUSICAL
MUSIC & LYRICS BY DENVER CASADO   BOOK BY JESSICA PENZIAS

Tempo Tested: AP Exams now include interpretive dance component.

radish

STUDENT LIFE
Sample extracurricular activities offered at a BASIS upper campus:

- Basketball
- Chess Club
- Cross Country Running
- Dance
- Drama

- French Club
- LEGO Robotic
- National Honor Society
- Science Bowl'
- Speech & Debate

- Soccer
- Tennis
- Volleyball
- Yearbook
- Yoga Club

Sample extracurricular activities offered at a BASIS primary campus:

- Arts & Crafts Club
- Chess Club
- Choir Club
- Game Club

- Kid's Yoga
- LEGO Engineering
- Soccer Club
- Tumble & Dance

Addressing logistics and concerns

Location – Facilities

- Priorities:
  - Gym or outdoor space
  - Location proximal to the school
  - Location where demand will fill seats
  - Affordability

Timeline

- May – June
  - Market demand research and community engagement
- August – September
  - submit our application
  - Continue community engagement
- November – December
  - Public Charter School Board reviews and votes on our application
  - Parent voice will be necessary to lift up the school!
- December 2023 – June 2024
  - Facilities identification and groundbreaking
- July 1 2024 – June 2025
  - Continued community engagement
  - Begin enrollment
  - Hire for staff!

Anticipated Enrollment (three options)

The "slow and low"

Grade Level	Seats Fall 2025	Seats Fall 2026	Seats Fall 2027	Seats Fall 2028
K	80	80	80	80
1	80	80	80	80
2	--	80	80	80
3	--	--	80	80
4	--	--	--	80
5	135	135	135	135

The "one by one"

Grade Level	Seats Fall 2025	Seats Fall 2026	Seats Fall 2027	Seats Fall 2028
K	20	40	60	80
1	20	40	60	80
2	20	40	60	80
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4	20	40	60	80
5	135	135	135	135

Anticipated Enrollment (three options)

The "ALL IN"

What about 5th grade and current BDC seats?

Grade Level	Seats Fall 2025	Seats Fall 2026	Seats Fall 2027	Seats Fall 2028
K	80	80	80	80
1	80	80	80	80
2	80	80	80	80
3	80	80	80	80
4	80	80	80	80
5	135	135	135	135

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Engaging with the community

Why now?

Does this dilute the existing, high-quality, 5-12 school?

Seat availability for families who like their IB elementary

What grade levels do you plan to open within the first year? What about the first few years?

Engaging with the community

Would this facility provide access/opportunities for the current students to get gym/outdoor space?

Why can't you just buy a better gym/current building/extra space for the current school?

Why not open a second middle/high?

Questions

Please ask any questions in the Meeting Chat or raise your virtual hand on TEAMS!

Great news - BASIS DC adds "equitable access" preference to next year's MySchool DC lottery program - + Town Hall reminder - FYI for families

Alexander Cobalt • hace 7 meses • Wednesday, Sep 20 at 11:08 AM • **BASIS DC**

Hi BASIS DC families,

We have been working hard to keep you in the loop regarding our potential expansion, and BASIS's future in DC. **There are two realities that are top priorities for ensuring sustainable growth and excellent student outcomes:**

1. We have an amazing school with outstanding outcomes that we deeply believe should be available to more students in this city.
2. We have amazing students and families that are already enrolled that also deserve the best facilities, staff, teachers, and support the network has to offer.

Sometimes those priorities feel at odds, but they are really one and the same. **The more students we serve, the more resources we have, and the better and brighter BASIS can be for your families.**

One update to share with you is about ensuring access to the amazing curriculum and program we offer to all DC families. Recently, the DC Public Charter School Board (DC PCSB) announced a new "at-risk preference" policy option, called Equitable Access Priority. **This summer, BASIS DC applied for and was accepted to add the preference to our enrollment policy, starting in the school year 2024-25 (next school year)**. Please read on for details, and the reasons we did so.

We will also discuss this and more about expansion and the start of the school year, at tonight's Town Hall starting at 6PM!
Click here to join the meeting
(888) 313-1543,,988716003#   United States (Toll-free)

What is the at-risk preference policy?

DC public charter schools must follow a random lottery selection process if a school receives more applications for open seats than seats that are available. But schools can provide admission preferences to students. When this happens, students with a preference are offered a seat before students who don't have a preference.

BASIS DC has a few admission preferences, including, for example, one for siblings of current students. This makes it easy for siblings to attend BASIS DC as long as a seat is available.

The new DC PCSB policy gives admission preference to students considered "at risk." As defined by DC, these children may be:

- Experiencing homelessness
- In the foster care system
- Qualified for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP)

Families who believe they meet the at-risk preference requirements will still need to follow the My School DC application and lottery process.

Do all DC public charter schools automatically get to add this preference?

No. Each school that wants it must apply through DC PCSB to add the at-risk preference to its enrollment policy. If approved, a school can use the preference for five consecutive years, after which it can reapply.

The at-risk preference began last year, in the 2022-23 school year. And 18 schools across 12 Local Education Agencies (LEA) applied and were approved. Among those 18 schools, 400 students who otherwise might have been denied a seat through random chance, instead received a seat at a high-quality school and were able to enroll.

Why is BASIS DC doing this?

Diversity is a cornerstone of the BASIS Charter School network's cultural components – and, of course, of BASIS DC's. We're very proud of the racial and cultural diversity of our community. But we want to do more to help increase equitable educational outcomes for all children in DC. We can do this by making it easier for children with the greatest needs to attend our school.

We feel adding the at-risk preference is a solid step in that direction. It's also important to know this isn't a new goal of ours. We've already been moving this way for several years. Over the last few years, and in conversations we have had with our families and community in our Town Halls, we have seen declining enrollment demographics in communities that we used to serve more robustly. Our enrollment rates for students in Ward 7 and Ward 8 have been declining for several years, as have our Special Education enrollment numbers, and our at-risk enrollment rate is one of the lowest in the city.

We have been sharing with you some of the ways we are actively combatting those trends with programs like bus advertisements in traditionally underserved neighborhoods, a strategic action plan that boldly includes special education enrollment and programs as a cornerstone, and more. Those programs have only come to fruition over the last two years and have helped increase once-declining numbers. That said, BASIS DC still does not enroll high numbers of at-risk students.

This is because, in no small part, we receive an overwhelming number of applications from upper-middle-class and middle-class families, primarily through a robust word-of-mouth presence in Ward 6. This means that while we believe we do receive enough applications from at-risk families, simple mathematical probability means they just don't receive enough seat offers in the MySchoolDC lottery.

In fact, over 34% of all MySchoolDC applications to our school are at-risk students. Despite this, only 7% of our actual student population that ends up receiving a seat offer is at-risk. Of the at-risk families that are offered seats 90% accept them. This means that we are attractive to at-risk families, but they are crowded out in the lottery and do not end up in seats.

The new preference will give at-risk families a fighting chance of being offered a seat at BASIS DC!

How are BASIS DC's other preference policies affected?

We plan to reserve a certain number of spots for at-risk students entering grades 5-12. **However, this will not change our current sibling or staff preference policies.** There is no chance in the world that the new equitable access preference will impact our interested sibling families. As has been the case for years, all rising 5th grade siblings will be able to get a seat offer at BASIS DC.

However, let's not play "make believe" -- adding another preference option will mean fewer open spots for other families applying to BASIS DC through the lottery.

We strongly believe this will be less of an issue if we are able to expand to a second campus. If and when we are able to expand, our equitable access policy would move to the K-4 campus and the primary enrolling grades. Furthermore, this new preference will impact our opening grade level seat
size by less than 8% of total seat offers -- meaning a marginal impact to new families submitting applications.

It is also important to note that BASIS continues to believe that while we can be the right fit for any family and student, we are the best fit for families who want BASIS DC in particular, and our unique academic program. Currently, over 5% of all children in DC (ages 10-13) apply to be BASIS DC students. Only a fraction of those families truly and deeply desires what we specifically offer. If there are families of traditionally underserved students who really think of BASIS DC as their number one choice, let's give them a fighting chance to be future Red Giants!

Thank you in advance for supporting this new program. Thank you for your continuing support overall, which makes BASIS DC the number one school in DC! If you have other questions, please feel free to email me at alexander.rose-henig@basised.com!

As always, thank you for being a valued part of our wonderful community! Hope to see you at tonight's town hall!

Best,
Alexander Rose-Henig
Head of School
He/Him pronouns
*Meetings: **Book time here***

BASIS DC
410 8th Street NW, Washington, DC 20004
P. (202) 804-6390
C. (202) 384-3142
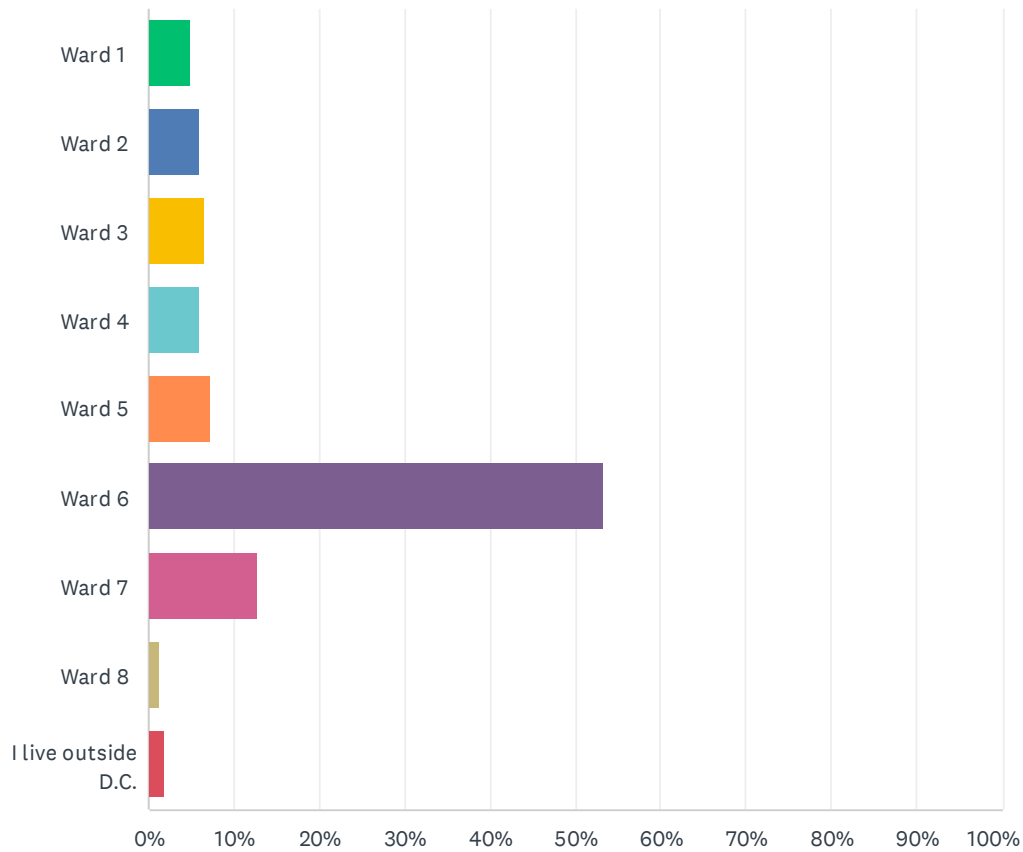**BASISDC.org**

Q1 Please select the Ward in which you currently reside.

Answered: 165   Skipped: 0

ANSWER CHOICES	RESPONSES	
Ward 1	4.85%	8
Ward 2	6.06%	10
Ward 3	6.67%	11
Ward 4	6.06%	10
Ward 5	7.27%	12
Ward 6	53.33%	88
Ward 7	12.73%	21
Ward 8	1.21%	2
I live outside D.C.	1.82%	3
TOTAL		165

Q2 What is your "in Boundary" or "By right" elementary school

Answered: 165   Skipped: 0

District of Columbia Pub...

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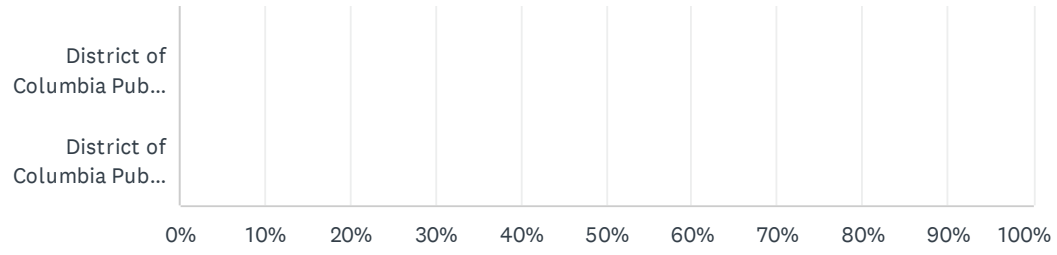
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BASIS K-4 Expansion Interest and Concerns

District of
Columbia Pub…

District of
Columbia Pub…

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

BASIS K-4 Expansion Interest and Concerns

ANSWER CHOICES	RESPONSES	
District of Columbia Public Schools - Brent Elementary School - (PK4 - 5)	25.45%	42
District of Columbia Public Schools - Watkins Elementary School (Capitol Hill Cluster) - (1 - 5)	12.73%	21
District of Columbia Public Schools - Beers Elementary School - (PK4 - 5)	6.67%	11
District of Columbia Public Schools - Maury Elementary School - (PK4 - 5)	6.67%	11
District of Columbia Public Schools - Ludlow-Taylor Elementary School - (PK4 - 5)	3.64%	6
District of Columbia Public Schools - Thomson Elementary School - (PK4 - 5)	3.03%	5
District of Columbia Public Schools - Wheatley Education Campus - (PK4 - 8)	3.03%	5
District of Columbia Public Schools - Eaton Elementary School - (PK3 - 5)	2.42%	4
District of Columbia Public Schools - Lafayette Elementary School - (PK3 - 5)	2.42%	4
District of Columbia Public Schools - Payne Elementary School - (PK4 - 5)	2.42%	4
I do not reside in DC	1.82%	3
District of Columbia Public Schools - Amidon-Bowen Elementary School - (PK4 - 5)	1.82%	3
District of Columbia Public Schools - Stoddert Elementary School - (PK3 - 5)	1.82%	3
District of Columbia Public Schools - Tubman Elementary School - (PK4 - 5)	1.82%	3
District of Columbia Public Schools - Bancroft Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Hyde-Addison Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - J.O. Wilson Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Langley Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Miner Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Powell Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Ross Elementary School - (PK3 - 5)	1.21%	2
District of Columbia Public Schools - Shepherd Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Thomas Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Tyler Elementary School - (PK4 - 5)	1.21%	2
District of Columbia Public Schools - Whittier Elementary School - (PK4 - 5)	1.21%	2
Other or unsure (please specify)	1.21%	2
District of Columbia Public Schools - Browne Education Campus - (PK4 - 8)	0.61%	1
District of Columbia Public Schools - Bruce-Monroe Elementary School @ Park View - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Bunker Hill Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Burroughs Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Janney Elementary School - (PK3 - 5)	0.61%	1
District of Columbia Public Schools - Key Elementary School - (PK3 - 5)	0.61%	1

BASIS K-4 Expansion Interest and Concerns

|		
District of Columbia Public Schools - Kimball Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Langdon Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Leckie Education Campus - (PK4 - 8)	0.61%	1
District of Columbia Public Schools - Mann Elementary School - (PK3 - 5)	0.61%	1
District of Columbia Public Schools - Marie Reed Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Nalle Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Noyes Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Peabody Elementary School (Capitol Hill Cluster) - (PK4 - K)	0.61%	1
District of Columbia Public Schools - Randle Highlands Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Takoma Elementary School - (PK4 - 5)	0.61%	1
District of Columbia Public Schools - Aiton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Barnard Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Brightwood Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Burrville Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - C.W. Harris Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Capitol Hill Montessori School @ Logan - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Cleveland Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Dorothy I. Height Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Drew Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Excel Academy - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Garfield Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Garrison Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - H.D. Cooke Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Hearst Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Hendley Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Houston Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Ketcham Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - King Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - LaSalle-Backus Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Lawrence E. Boone Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Malcolm X Elementary School @ Green - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Military Road Early Learning Center - (PK4 - PK3)	0.00%	0
District of Columbia Public Schools - Moten Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Murch Elementary School - (PK3 - 5)	0.00%	0

District of Columbia Public Schools - Oyster-Adams Bilingual School - (PK3 - 8)	0.00%	0
District of Columbia Public Schools - Patterson Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Plummer Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Raymond Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - River Terrace Education Campus - (3 - 12)	0.00%	0
District of Columbia Public Schools - Savoy Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - School Without Walls @ Francis-Stevens - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - School-Within-School @ Goding - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Seaton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Simon Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Smothers Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Stanton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Thaddeus Stevens Early Learning Center - (PK4 - PK3)	0.00%	0
District of Columbia Public Schools - Truesdell Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Turner Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Van Ness Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Walker-Jones Education Campus - (PK4 - 8)	0.00%	0
TOTAL		165

#	OTHER OR UNSURE (PLEASE SPECIFY)	DATE
1	I don't know but would not send my child	5/18/2023 11:18 AM
2	The grade ranges listed for many of the schools is not correct. Instead of PK4, most start PK3	5/18/2023 9:26 AM

Q3 Do you currently have children enrolled at BASIS Washington, D.C.?
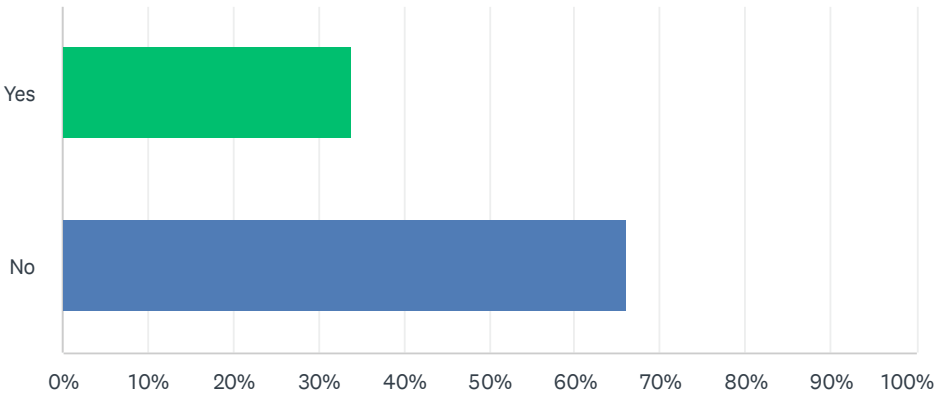
Answered: 165   Skipped: 0
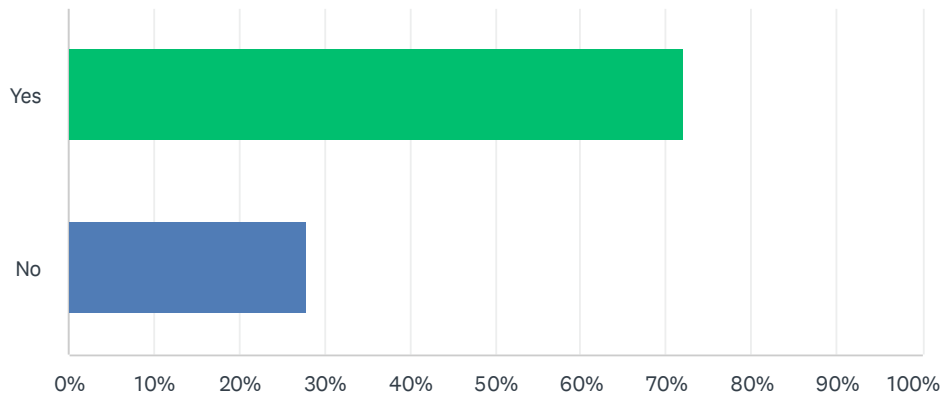
ANSWER CHOICES	RESPONSES	
Yes	72.12%	119
No	27.88%	46
TOTAL		165

Q4 Do you have a current student in grades PK-2?

Answered: 118   Skipped: 47

ANSWER CHOICES	RESPONSES	
Yes	33.90%	40
No	66.10%	78
TOTAL		118

Q5 How likely would you be to transfer or enroll your student to BASIS Washington, D.C. (K-4)?
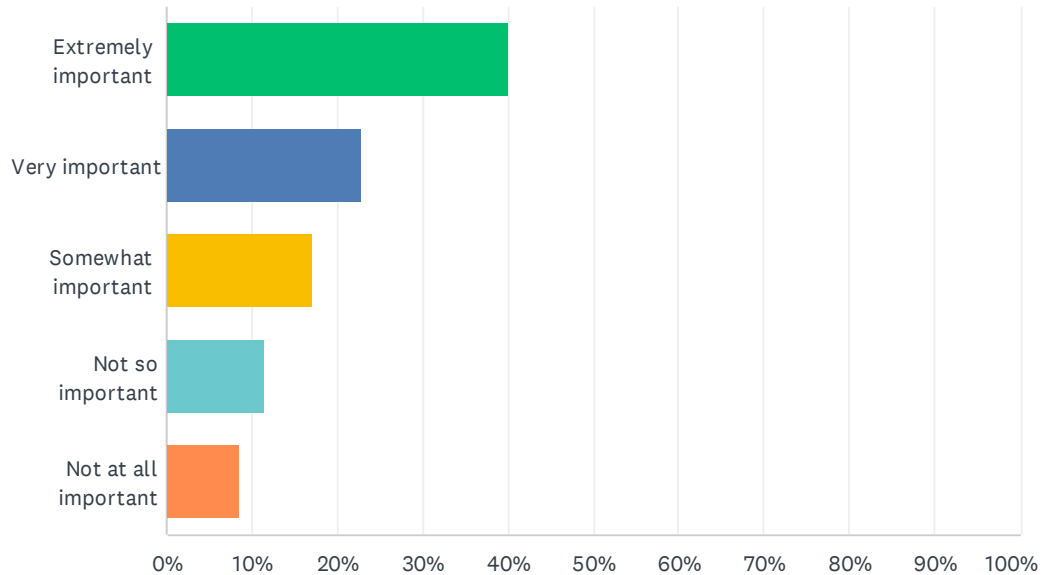
Answered: 35   Skipped: 130
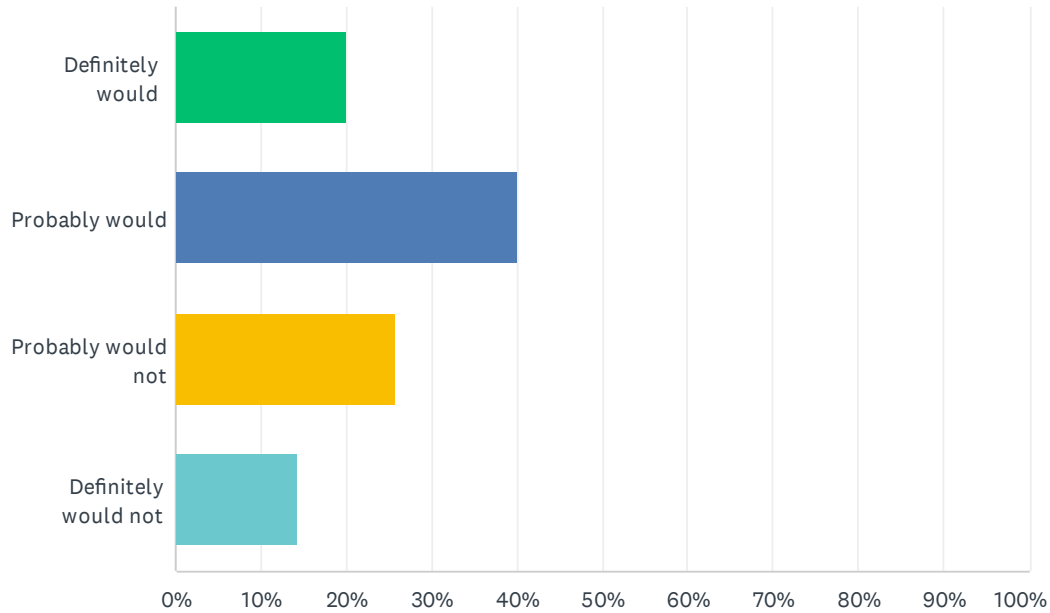
ANSWER CHOICES	RESPONSES	
Definitely would	20.00%	7
Probably would	40.00%	14
Probably would not	25.71%	9
Definitely would not	14.29%	5
TOTAL		35

Q6 If the two campuses were seperate - how important would bus service between the BASIS Washington, D.C. campuses be for your family?
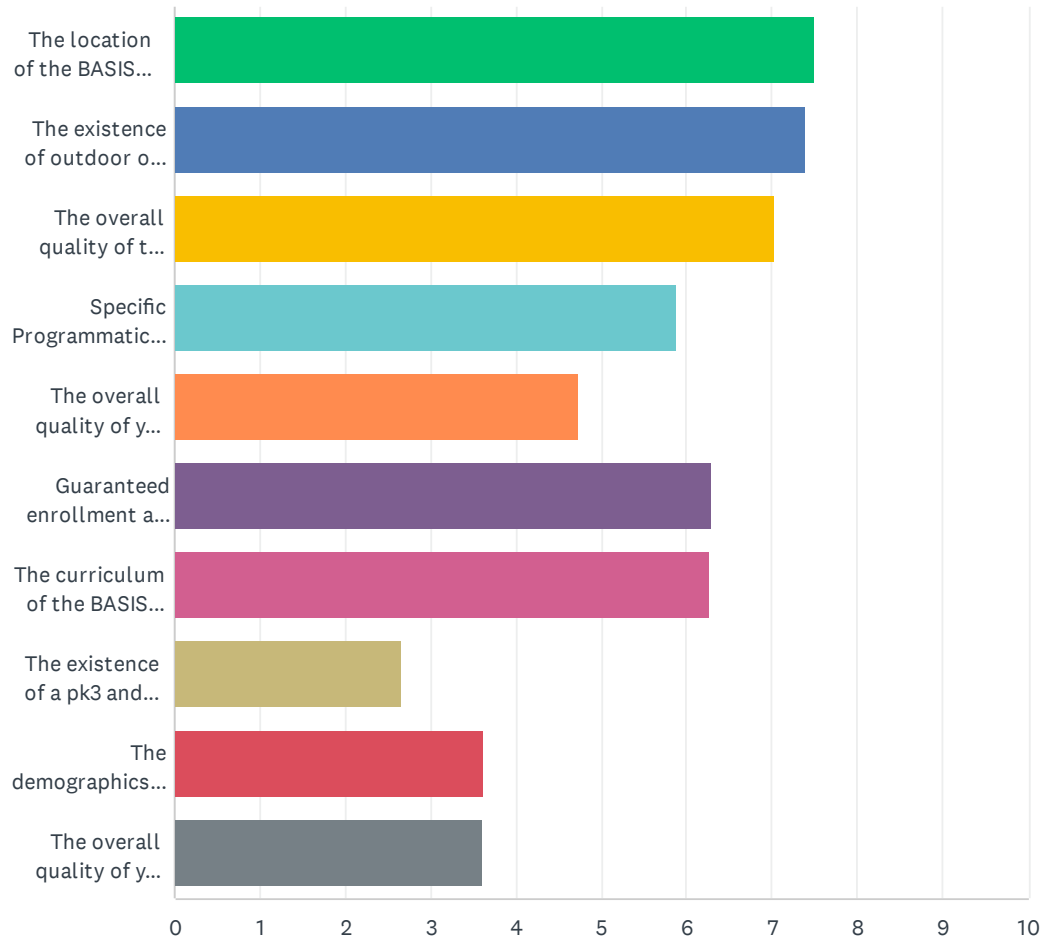
Answered: 35   Skipped: 130

ANSWER CHOICES	RESPONSES	
Extremely important	40.00%	14
Very important	22.86%	8
Somewhat important	17.14%	6
Not so important	11.43%	4
Not at all important	8.57%	3
TOTAL		35

Q7 Rank the following factors from most impactful (1) to least impactful (10) when considering enrolling at a potential BASIS elementary.
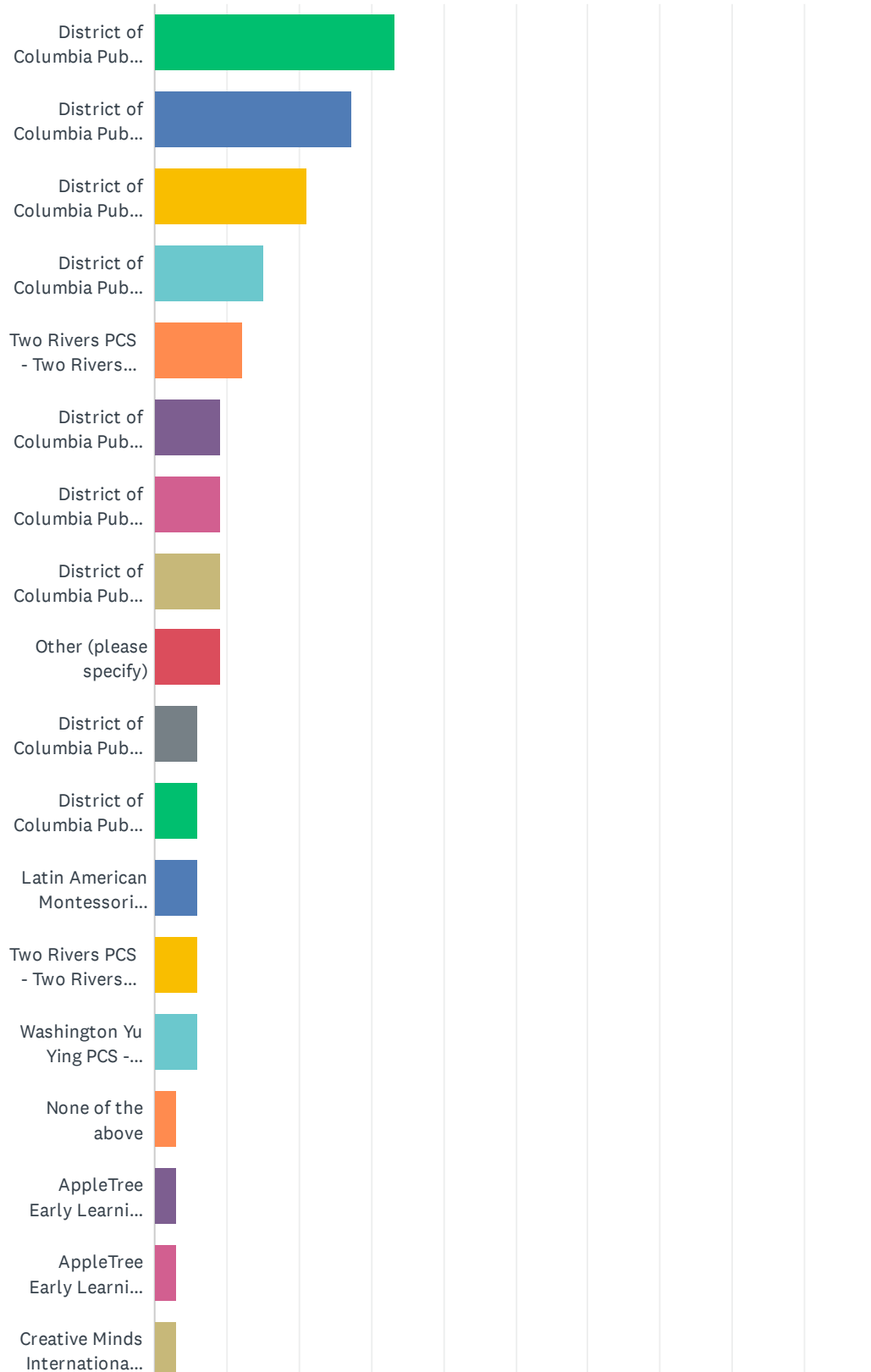
Answered: 35   Skipped: 130

BASIS K-4 Expansion Interest and Concerns

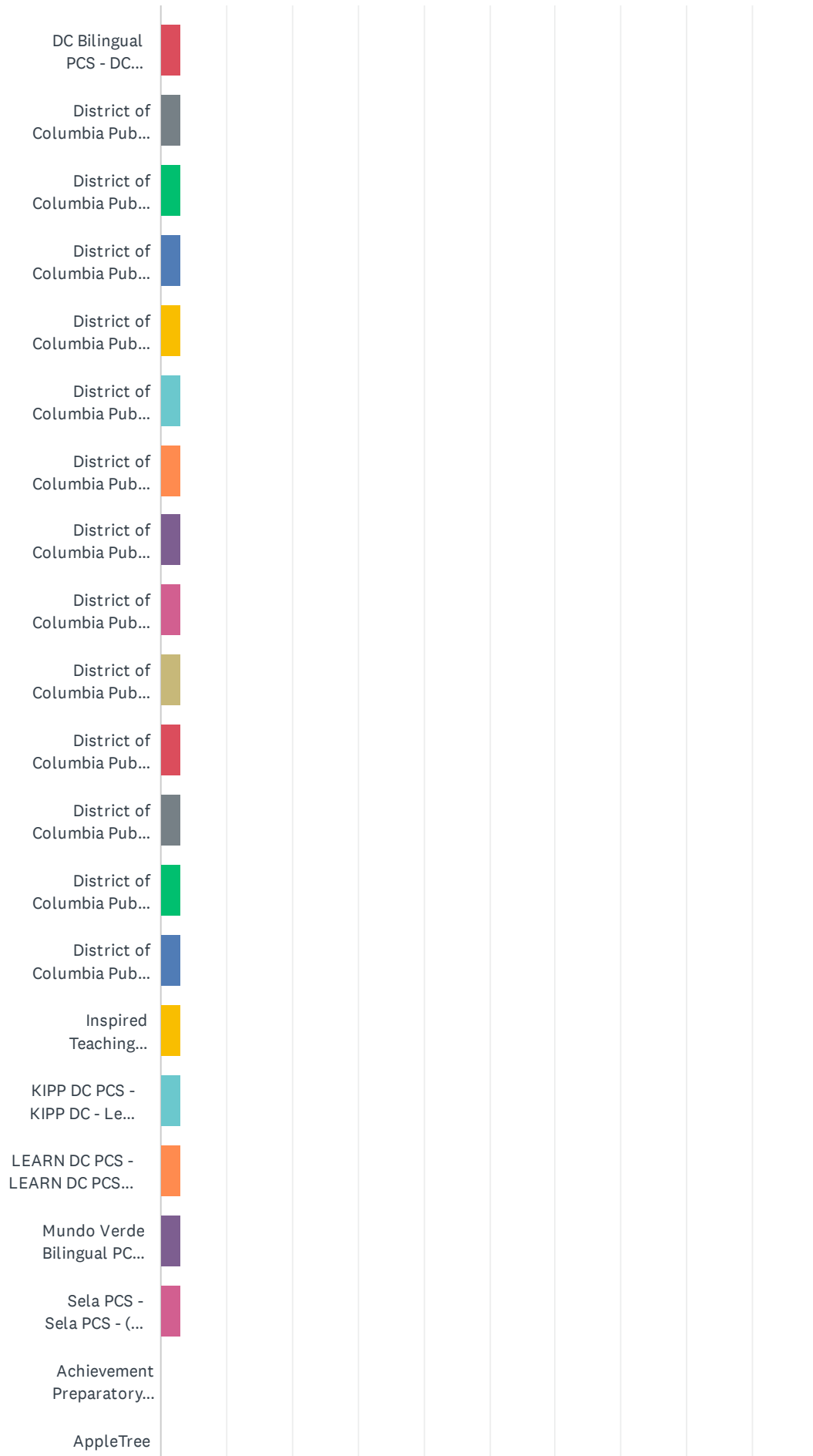|	1	2	3	4	5	6	7	8	9	10	TOTAL
The location of the BASIS k-4 (including access to public transit and/or walkability)	14.29% 5	34.29% 12	17.14% 6	5.71% 2	5.71% 2	8.57% 3	5.71% 2	5.71% 2	2.86% 1	0.00% 0	35
The existence of outdoor or gym play space	14.29% 5	20.00% 7	17.14% 6	22.86% 8	8.57% 3	8.57% 3	2.86% 1	2.86% 1	2.86% 1	0.00% 0	35
The overall quality of the BASIS k-4	14.29% 5	11.43% 4	17.14% 6	14.29% 5	22.86% 8	11.43% 4	0.00% 0	8.57% 3	0.00% 0	0.00% 0	35
Specific Programmatic Offerings (Language instruction, after-school programs, music programs, school hours, before care and after care)	8.57% 3	11.43% 4	11.43% 4	14.29% 5	11.43% 4	14.29% 5	11.43% 4	0.00% 0	5.71% 2	11.43% 4	35
The overall quality of your "by right" or "neighborhood" or "In Boundary" DCPS school	5.71% 2	8.57% 3	8.57% 3	5.71% 2	2.86% 1	8.57% 3	17.14% 6	25.71% 9	8.57% 3	8.57% 3	35
Guaranteed enrollment at the 5-12 campus	22.86% 8	5.71% 2	8.57% 3	8.57% 3	14.29% 5	11.43% 4	11.43% 4	5.71% 2	2.86% 1	8.57% 3	35
The curriculum of the BASIS k-4	11.43% 4	5.71% 2	8.57% 3	20.00% 7	25.71% 9	11.43% 4	2.86% 1	5.71% 2	2.86% 1	5.71% 2	35
The existence of a pk3 and pk4 option at BASIS	2.86% 1	2.86% 1	0.00% 0	0.00% 0	8.57% 3	2.86% 1	11.43% 4	0.00% 0	28.57% 10	42.86% 15	35
The demographics of the BASIS k-4	0.00% 0	0.00% 0	5.71% 2	2.86% 1	0.00% 0	17.14% 6	28.57% 10	17.14% 6	17.14% 6	11.43% 4	35
The overall quality of your potential other charter or lottery options for pk-4	5.71% 2	0.00% 0	5.71% 2	5.71% 2	0.00% 0	5.71% 2	8.57% 3	28.57% 10	28.57% 10	11.43% 4	35

Q8 Select what you would view as the three most "competitive" schools for a BASIS k-4 for your family

Answered: 33   Skipped: 132

BASIS K-4 Expansion Interest and Concerns

DC Bilingual PCS - DC...

District of Columbia Pub...

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District of Columbia Pub...

Inspired Teaching...

KIPP DC PCS - KIPP DC - Le...

LEARN DC PCS - LEARN DC PCS...

Mundo Verde Bilingual PC...

Sela PCS - Sela PCS - (...

Achievement Preparatory...

AppleTree...

BASIS K-4 Expansion Interest and Concerns

Early Learni...

AppleTree
Early Learni...

AppleTree
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AppleTree
Early Learni...

Breakthrough
Montessori P...

Bridges PCS -
Bridges PCS ...

Briya PCS -
Briya PCS -...

Capital City
PCS - Capita...

Cedar Tree
Academy PCS ...

Center City
PCS - Center...

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DC Prep PCS -
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DC Prep PCS -
DC Prep PCS ...

DC Scholars

DC Scholars
PCS - DC...

District of
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E.L. Haynes
PCS - E.L....

Eagle Academy
PCS - Eagle...

Eagle Academy
PCS - Eagle

PCS - Eagle...

Early
Childhood...

Elsie Whitlow
Stokes...

Elsie Whitlow
Stokes...

Friendship PCS
- Friendship...

Friendship PCS
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Friendship PCS
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Friendship PCS
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Friendship PCS
- Friendship...

Global
Citizens PCS...

Harmony DC PCS
- Harmony DC...

Hope Community
PCS - Hope...

I Dream PCS -
I Dream PCS ...

Ingenuity Prep

Ingenuity Prep
PCS - Ingenu...

KIPP DC PCS -
KIPP DC - Ar...

KIPP DC PCS -
KIPP DC -...

KIPP DC PCS -
KIPP DC -...

KIPP DC PCS -
KIPP DC - Gr...

KIPP DC PCS -
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KIPP DC PCS -
KIPP DC -...

KIPP DC PCS -
KIPP DC - LE...

KIPP DC PCS -
KIPP DC - Pr...

KIPP DC PCS -
KIPP DC -...

KIPP DC PCS -
KIPP DC - Qu...

KIPP DC PCS -
KIPP DC -...

Lee Montessori
PCS - Lee...

Lee Montessori
PCS - Lee...

Mary McLeod
Bethune Day...

Meridian PCS -
Meridian PCS...

Mundo Verde
Bilingual PC...

Perry Street
Preparatory ...

Rocketship
Education DC...

Rocketship
Education DC...

BASIS K-4 Expansion Interest and Concerns
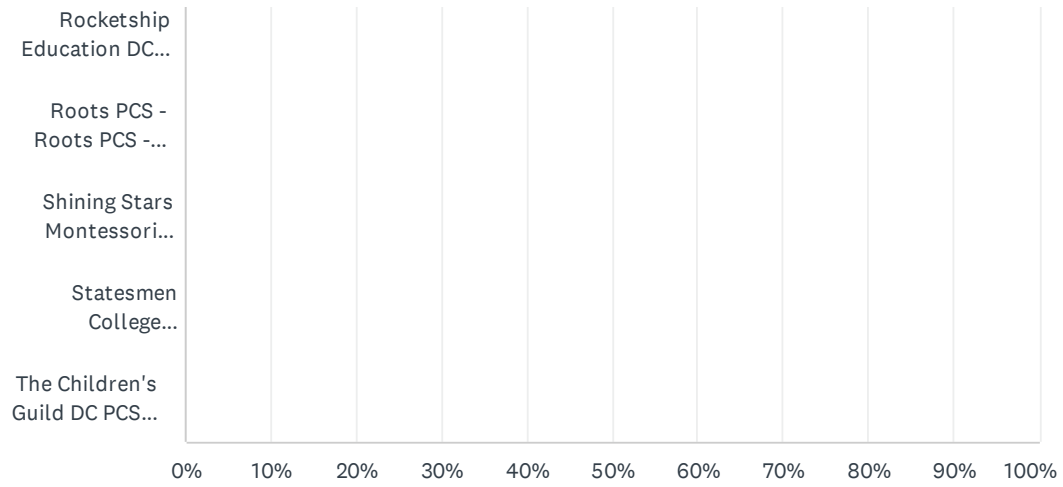
Rocketship
Education DC...

Roots PCS -
Roots PCS -...

Shining Stars
Montessori...

Statesmen
College...

The Children's
Guild DC PCS...

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

BASIS K-4 Expansion Interest and Concerns

ANSWER CHOICES	RESPONSES	
District of Columbia Public Schools - Brent Elementary School - (PK4 - 5)	33.33%	11
District of Columbia Public Schools - School-Within-School @ Goding - (PK4 - 5)	27.27%	9
District of Columbia Public Schools - Maury Elementary School - (PK4 - 5)	21.21%	7
District of Columbia Public Schools - Watkins Elementary School (Capitol Hill Cluster) - (1 - 5)	15.15%	5
Two Rivers PCS - Two Rivers PCS - Young Elementary School - (PK4 - 5)	12.12%	4
District of Columbia Public Schools - Capitol Hill Montessori School @ Logan - (PK4 - 8)	9.09%	3
District of Columbia Public Schools - School Without Walls @ Francis-Stevens - (PK4 - 8)	9.09%	3
District of Columbia Public Schools - Tyler Elementary School - (PK4 - 5)	9.09%	3
Other (please specify)	9.09%	3
District of Columbia Public Schools - Janney Elementary School - (PK3 - 5)	6.06%	2
District of Columbia Public Schools - Ludlow-Taylor Elementary School - (PK4 - 5)	6.06%	2
Latin American Montessori Bilingual PCS - Latin American Montessori Bilingual PCS - (PK4 - 5)	6.06%	2
Two Rivers PCS - Two Rivers PCS - 4th Street - (PK4 - 5)	6.06%	2
Washington Yu Ying PCS - Washington Yu Ying PCS - (PK4 - 5)	6.06%	2
None of the above	3.03%	1
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Lincoln Park - (PK4 - PK3)	3.03%	1
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Southwest - (PK4 - PK3)	3.03%	1
Creative Minds International PCS - Creative Minds International PCS - (PK4 - 8)	3.03%	1
DC Bilingual PCS - DC Bilingual PCS - (PK4 - 5)	3.03%	1
District of Columbia Public Schools - Burroughs Elementary School - (PK4 - 5)	3.03%	1
District of Columbia Public Schools - Cleveland Elementary School - (PK4 - 5)	3.03%	1
District of Columbia Public Schools - Eaton Elementary School - (PK3 - 5)	3.03%	1
District of Columbia Public Schools - Garrison Elementary School - (PK4 - 5)	3.03%	1
District of Columbia Public Schools - Hearst Elementary School - (PK3 - 5)	3.03%	1
District of Columbia Public Schools - Hendley Elementary School - (PK4 - 5)	3.03%	1
District of Columbia Public Schools - Hyde-Addison Elementary School - (PK4 - 5)	3.03%	1
District of Columbia Public Schools - Key Elementary School - (PK3 - 5)	3.03%	1
District of Columbia Public Schools - Military Road Early Learning Center - (PK4 - PK3)	3.03%	1
District of Columbia Public Schools - Oyster-Adams Bilingual School - (PK3 - 8)	3.03%	1
District of Columbia Public Schools - Ross Elementary School - (PK3 - 5)	3.03%	1
District of Columbia Public Schools - Stoddert Elementary School - (PK3 - 5)	3.03%	1
District of Columbia Public Schools - Van Ness Elementary School - (PK4 - 5)	3.03%	1

BASIS K-4 Expansion Interest and Concerns

Inspired Teaching Demonstration PCS - Inspired Teaching Demonstration PCS - (PK4 - 8)	3.03%	1
KIPP DC PCS - KIPP DC - Lead Academy PCS - (1 - 4)	3.03%	1
LEARN DC PCS - LEARN DC PCS - (PK4 - 1)	3.03%	1
Mundo Verde Bilingual PCS - Mundo Verde Bilingual PCS - J.F. Cook - (PK4 - 5)	3.03%	1
Sela PCS - Sela PCS - (PK4 - 5)	3.03%	1
Achievement Preparatory Academy PCS - Achievement Preparatory Academy PCS - Wahler Place Elementary School - (PK4 - 3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Columbia Heights - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Douglas Knoll - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Oklahoma Avenue - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Parklands at THEARC - (PK4 - PK3)	0.00%	0
Breakthrough Montessori PCS - Breakthrough Montessori PCS - (PK4 - 4)	0.00%	0
Bridges PCS - Bridges PCS - (PK4 - 5)	0.00%	0
Briya PCS - Briya PCS - (PK4 - PK3)	0.00%	0
Capital City PCS - Capital City PCS - Lower School - (PK4 - 4)	0.00%	0
Cedar Tree Academy PCS - Cedar Tree Academy PCS - (PK4 - 2)	0.00%	0
Center City PCS - Center City PCS - Brightwood - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Capitol Hill - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Congress Heights - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Petworth - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Shaw - (PK3 - 8)	0.00%	0
Center City PCS - Center City PCS - Trinidad - (PK3 - 8)	0.00%	0
DC Prep PCS - DC Prep PCS - Anacostia Elementary School - (PK4 - 3)	0.00%	0
DC Prep PCS - DC Prep PCS - Anacostia Middle School - (4 - 5)	0.00%	0
DC Prep PCS - DC Prep PCS - Benning Elementary School - (PK4 - 3)	0.00%	0
DC Prep PCS - DC Prep PCS - Benning Middle School - (4 - 8)	0.00%	0
DC Prep PCS - DC Prep PCS - Edgewood Elementary School - (PK4 - 3)	0.00%	0
DC Prep PCS - DC Prep PCS - Edgewood Middle School - (4 - 8)	0.00%	0
DC Scholars PCS - DC Scholars PCS - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Aiton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Amidon-Bowen Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Bancroft Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Barnard Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Beers Elementary School - (PK4 - 5)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

District of Columbia Public Schools - Brightwood Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Browne Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Bruce-Monroe Elementary School @ Park View - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Bunker Hill Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Burrville Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - C.W. Harris Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Dorothy I. Height Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Drew Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Excel Academy - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Garfield Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - H.D. Cooke Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Houston Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - J.O. Wilson Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Ketcham Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Kimball Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - King Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Lafayette Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Langdon Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Langley Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - LaSalle-Backus Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Lawrence E. Boone Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Leckie Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Malcolm X Elementary School @ Green - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Mann Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Marie Reed Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Miner Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Moten Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Murch Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Nalle Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Noyes Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Patterson Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Payne Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Peabody Elementary School (Capitol Hill Cluster) - (PK4 - K)	0.00%	0
District of Columbia Public Schools - Plummer Elementary School - (PK4 - 5)	0.00%	0

District of Columbia Public Schools - Powell Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Randle Highlands Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Raymond Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - River Terrace Education Campus - (3 - 12)	0.00%	0
District of Columbia Public Schools - Savoy Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Seaton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Shepherd Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Simon Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Smothers Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Stanton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Takoma Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Thaddeus Stevens Early Learning Center - (PK4 - PK3)	0.00%	0
District of Columbia Public Schools - Thomas Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Thomson Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Truesdell Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Tubman Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Turner Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Walker-Jones Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Wheatley Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Whittier Elementary School - (PK4 - 5)	0.00%	0
E.L. Haynes PCS - E.L. Haynes PCS - Elementary School - (PK4 - 4)	0.00%	0
Eagle Academy PCS - Eagle Academy PCS - Capitol Riverfront - (PK4 - 3)	0.00%	0
Eagle Academy PCS - Eagle Academy PCS - Congress Heights - (PK4 - 3)	0.00%	0
Early Childhood Academy PCS - Early Childhood Academy PCS - (PK4 - 3)	0.00%	0
Elsie Whitlow Stokes Community Freedom PCS - Elsie Whitlow Stokes Community Freedom PCS - Brookland - (PK4 - 5)	0.00%	0
Elsie Whitlow Stokes Community Freedom PCS - Elsie Whitlow Stokes Community Freedom PCS - East End - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Armstrong Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Armstrong Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Blow Pierce Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Blow Pierce Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Chamberlain Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Chamberlain Middle - (4 - 8)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

|		
Friendship PCS - Friendship PCS - Ideal Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Ideal Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Online Academy - (K - 8)	0.00%	0
Friendship PCS - Friendship PCS - Southeast Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Southeast Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Woodridge International Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Woodridge International Middle - (4 - 8)	0.00%	0
Global Citizens PCS - Global Citizens PCS - (PK4 - PK3)	0.00%	0
Harmony DC PCS - Harmony DC PCS - School of Excellence - (PK4 - 5)	0.00%	0
Hope Community PCS - Hope Community PCS - Tolson - (PK4 - 8)	0.00%	0
I Dream PCS - I Dream PCS - (PK4 - 3)	0.00%	0
Ingenuity Prep PCS - Ingenuity Prep PCS - (PK4 - 8)	0.00%	0
KIPP DC PCS - KIPP DC - Arts and Technology Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Connect Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Discover Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Grow Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Heights Academy PCS - (1 - 4)	0.00%	0
KIPP DC PCS - KIPP DC - Honor Academy PCS - (4 - 8)	0.00%	0
KIPP DC PCS - KIPP DC - Inspire Academy PCS - (1 - 3)	0.00%	0
KIPP DC PCS - KIPP DC - LEAP Academy PCS - (PK4 - PK3)	0.00%	0
KIPP DC PCS - KIPP DC - Pride Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Promise Academy PCS - (K - 4)	0.00%	0
KIPP DC PCS - KIPP DC - Quest Academy PCS - (1 - 4)	0.00%	0
KIPP DC PCS - KIPP DC - Spring Academy PCS - (1 - 4)	0.00%	0
Lee Montessori PCS - Lee Montessori PCS - Brookland - (PK4 - 6)	0.00%	0
Lee Montessori PCS - Lee Montessori PCS - East End - (PK4 - 1)	0.00%	0
Mary McLeod Bethune Day Academy PCS - Mary McLeod Bethune Day Academy PCS - (PK4 - 8)	0.00%	0
Meridian PCS - Meridian PCS - (PK4 - 8)	0.00%	0
Mundo Verde Bilingual PCS - Mundo Verde Bilingual PCS - Calle Ocho - (PK4 - 2)	0.00%	0
Perry Street Preparatory PCS - Perry Street Preparatory PCS - (PK4 - 8)	0.00%	0
Rocketship Education DC PCS - Rocketship PCS - Infinity Community Prep - (PK4 - 3)	0.00%	0
Rocketship Education DC PCS - Rocketship PCS - Legacy Prep - (PK4 - 5)	0.00%	0
Rocketship Education DC PCS - Rocketship PCS - Rise Academy - (PK4 - 5)	0.00%	0
Roots PCS - Roots PCS - (PK4 - 5)	0.00%	0

Shining Stars Montessori Academy PCS - Shining Stars Montessori Academy PCS - (PK4 - 6)	0.00%	0
Statesmen College Preparatory Academy for Boys PCS - Statesmen College Preparatory Academy for Boys PCS - (4 - 7)	0.00%	0
The Children's Guild DC PCS - The Children's Guild DC PCS - (K - 8)	0.00%	0
Total Respondents: 33		

#	OTHER (PLEASE SPECIFY)	DATE
1	St Peter's School	5/18/2023 2:50 PM
2	Cornerstone Christian	5/17/2023 11:08 PM
3	GDS	5/17/2023 6:16 PM

Q9 What are the most important factors, in order, we should consider as we think about expansion?

Answered: 107   Skipped: 58
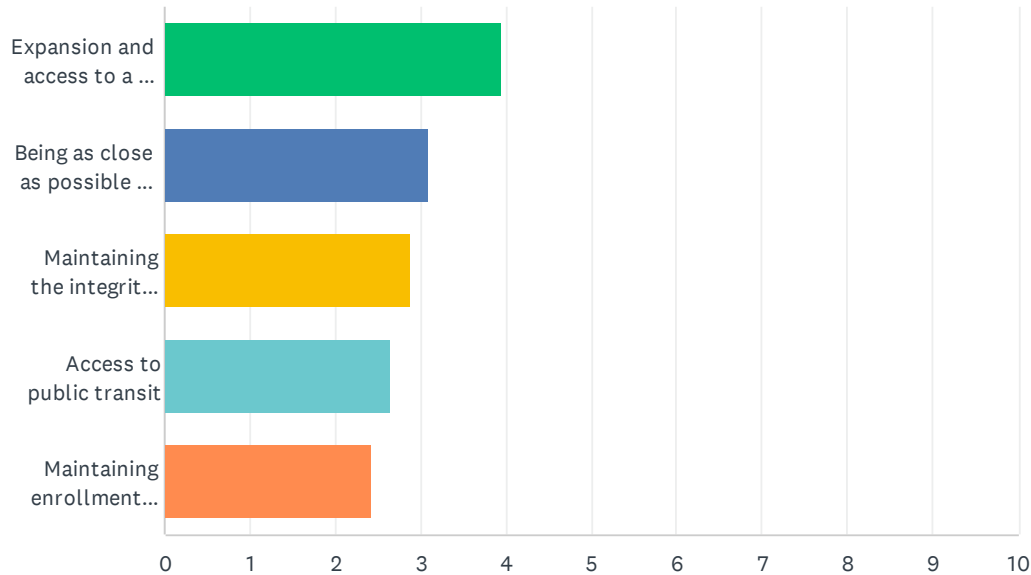
	1	2	3	4	5	TOTAL	SCORE
Expansion and access to a gym and outdoor space for new and current students	44.86% 48	25.23% 27	14.95% 16	9.35% 10	5.61% 6	107	3.94
Being as close as possible to the current facility	19.63% 21	25.23% 27	15.89% 17	24.30% 26	14.95% 16	107	3.10
Maintaining the integrity and spirit of the current campus (5-12)	14.95% 16	17.76% 19	24.30% 26	25.23% 27	17.76% 19	107	2.87
Access to public transit	6.54% 7	24.30% 26	20.56% 22	24.30% 26	24.30% 26	107	2.64
Maintaining enrollment availability for current families who chose not to enroll in the K-4 (Make sure there are still 5th grade seats available that are not filled by primary feeder students)	14.02% 15	7.48% 8	24.30% 26	16.82% 18	37.38% 40	107	2.44

Q10 What, if any, are your primary concerns with expansion?

Answered: 89   Skipped: 76

#	RESPONSES	DATE
1	Lack of focus on making current school better. Teacher retention is at an all time low already. DC has enough elementary schools available for its residents. We do not need another elementary school option.	6/7/2023 10:03 PM
2	None. It would be fantastic.	6/4/2023 9:05 PM
3	None	5/29/2023 1:15 PM
4	Disappointed to hear that the high school students will likely remain in the same building. It is perplexing that this building was allowed to be a school building in the first place given the lack of true windows-natural light in building and crowding. Also disappointing that there will still be no outdoor space for these students.	5/24/2023 6:30 PM
5	Removing the aggressive focus on education. I don't want the school to soften up because if K-4.	5/24/2023 6:19 PM
6	Lack of outdoor space to conduct physical activities. Focused only on academic rigor and not a holistic approach to development.	5/24/2023 2:39 PM
7	Expansion is a great idea as long its burden won't extend on the current BASIS DC team and affect the effectiveness of teachers and academic curriculum.	5/24/2023 2:36 PM
8	We encountered issues at our old school when they tried to do "too much, too soon." With all that comes with expansion, I worry that the administration will not be able to handle any issues that often come up currently with the school.	5/23/2023 12:08 PM
9	I would like my child to be able to carry a full sized backpack in school, and to have more room and enough seats in classes. Another concern I have is making sure that the new facilities are closed to public transportation, with how my child, and many others, rely on public transport to get to school and/or getting home from school. My last concern is if this will affect my child's ability to go outside for lunch, seeing as how it is a favored factor about BASIS DC.	5/23/2023 12:03 PM
10	Location - we selected BASIS DC, in part for its location, since it is convenient to our home and jobs. We love that it is easily accessible by bus and metro - and that its location is so near the National Mall.	5/22/2023 8:51 PM
11	I think this is going to dramatically change the student population at BASIS. I don't think most families with solid neighborhood elementary schools would send their kids across town to a charter. The elementary neighborhood schools offer a wonderful local community for small children and young families. This is hard to accomplish at a central school. These families will then be forced to make a different choice for middle/high school if BASIS is fed my it's own primary school.	5/22/2023 6:56 PM
12	That the focus is more on expanding the lower grades than the higher grades/high school.	5/22/2023 6:48 PM
13	No concerns. I see it as a great opportunity. As the main drawback of BASIS DC is lack of space of gym, outdoor space, the lower school campus could reduce this drawback	5/22/2023 9:29 AM
14	I hope that it will give a chance to all kids in all the wards and Not opening for various reasons as planned	5/21/2023 6:51 PM
15	#1 in question 9. above. That siblings of current basis families are offered a spot in 5th grade whether or not we take a spot in K-4. Our family would have a fourth grader the year the expansion is set to start and it would be very disruptive to move her during last year at an elementary school she has been at since PK3. With a wide age gap to our kids we partly chose Basis in part because the kids would hopefully enjoy 1-2 years in the same school building. The short overlap we had in early years did not happen due to covid and we are hopeful they will get that opportunity. i do think feeder would be necessary for families	5/21/2023 12:30 PM

choosing the new K-4 but perhaps there is a phase in that would allow current basis families to have sibling preference above the feeder for the first few years.

16	Would be great if it could provide space for sports practice for mid/high school students	5/20/2023 3:09 PM
17	My primary concern is to ensure the quality, spirit and integrity of the current 5th grade to 12th grade school. BUT this does not have to be at the same campus/building as current. I understand why BASIS DC would want to expand to K-4th grade and think that this is a good idea. I would still like to see to access for non-BASIS DC kids to enter at the 5th grade level. If an expansion were possible to include additional capacity in the 5th - 12th grade levels/school then I would be certainly be in favor of that. This may be difficult to do all at the same time however.	5/20/2023 1:44 PM
18	Taking away seats for siblings of current middle schoolers who choose not to enroll in K-4; changing the campus to be no longer easily accessible by public transit.	5/19/2023 4:07 PM
19	I love expansion as long as we are also talking about expansion towards the building. Basics DC is already to small for the children currently attending.	5/19/2023 11:45 AM
20	We don't want it to take attention and administrative resources away from the existing campus and we're concerned about whether this would exacerbate teacher retention and recruitment issues.	5/19/2023 8:36 AM
21	No major concerns. would only be concerned if teachers/admins from the current school move en masse to the other school	5/18/2023 10:45 PM
22	It is important to have the current 5 - 12 campus remain in its current convenient location and that it receives resources and attention by the administration and teachers.	5/18/2023 8:51 PM
23	senior administrative staff being distracted from Basis 5-12 improvements because of massive undertaking in starting a new school	5/18/2023 8:17 PM
24	The possibility of migration of teachers, staff, principal and resources to the new ptoject/campus	5/18/2023 6:14 PM
25	I'm concerned that there would be no option for new middle schoolers. I'm concerned that there are PLENTY of good elem options in DC but FEW good middle school options. The waitlist for basis 5th grade is enormous!! People want to go to basis middle school! Please consider expanding your middle school footprint before adding other grades. DC needs better middle schools and basis is great!! Focus there!!	5/18/2023 6:02 PM
26	My main concern is that the current location would have to be utilized as part of the expansion without any major infrastructure improvements, leaving "half" of Basis students (and faculty, admins, and staff!) to occupy a subpar facility while the other "half" gets a newer, bigger, brighter building. If Basis DC is shopping for new space, the current upper school students deserve athletic facilities; after-school music groups; theatre space; art rooms; a real cafeteria; green spaces; dedicated science rooms with lab equipment; and larger, sun-lit classrooms.	5/18/2023 5:51 PM
27	My main concern is that expansion will dilute or distract from what you're already doing well.	5/18/2023 3:23 PM
28	The pain points I see in the city are around access to quality public Middle Schools. Ward 6 elementary schools are solid - my concern is there would not be as much demand as there would be if you expanded your middle school offering. However, we are a family that would benefit from moving our daughter over so we do not lose our sibling preference if our oldest leaves for high school.	5/18/2023 2:57 PM
29	My fifth grader has had an amazing year at Basis. But so much of it is based on the fact that she was ready for independence. I would send my second grader on a public bus downtown to Basis. I also like having a separate elementary and middle/high school. The lack of outdoor space is concerning and I hope that the current education does not get negatively impacted by focusing on expansion.	5/18/2023 2:56 PM
30	What affect this will have on neighborhood schools, what to do if you want to continue to send your kid to the in boundary school, but also want to have a middle school option (less lottery seats if there's a feeder).	5/18/2023 2:42 PM
31	That the 5-12 campus would be moved far away from its current location, which was a factor in our decision for selecting BASIS.	5/18/2023 1:16 PM
32	Location and sibling preference for existing students if families choose not to move children	5/18/2023 1:06 PM

	prior to 5th grade	
33	Impact to current students	5/18/2023 11:42 AM
34	Location. The current location is central and easy to access by public transportation from all wards in the city. If the new campus is far away it is difficult for parents with children in both campuses to get children to and from school. Moving out to an area on the edge of the city or with access from one subway line and fewer bus routes makes the location difficult to reach for most students.	5/18/2023 10:05 AM
35	That time and focus will be taken away from the existing grades.	5/18/2023 9:29 AM
36	Location change.	5/18/2023 9:03 AM
37	Basis' curriculum for K-4 won't allow the children to be kids and will only focus on academics. I feel kids should play and not have so much stress in them for academics	5/18/2023 9:00 AM
38	A campus that appropriately separates the various age groups. Outdoor access, more space.	5/18/2023 8:58 AM
39	location and loss of focus on the older kids	5/18/2023 8:33 AM
40	That focus shifts to the primary schools when the city needs high quality middle and high schools	5/18/2023 8:06 AM
41	Will it be one grade only entry point? Concerns about 5th grade not being open to non-BASIS elementary kids - on top of existing families. How to create some entry points in 5th, 6th and 9th for other DC students.	5/18/2023 8:05 AM
42	The BASIS approach seems to me not to be compatible with early childhood education. It's not a nurturing environment and the communication is bad, so if you'd be depending on children to keep up with things, that's not going to work well with five year olds.	5/18/2023 7:43 AM
43	My concerns are there isn't much structure with the upper school so I hope you guys have more structure with both campuses	5/18/2023 7:32 AM
44	None	5/18/2023 6:05 AM
45	Doing it slowly, thoughtfully, and intentionally. We have seen expansions in charter schools ruin the integrity of the models (Mundo verde, Two Rivers)z	5/17/2023 11:33 PM
46	Campus moving too far away (from Capitol Hill) to be practical for our family	5/17/2023 11:14 PM
47	I am concerned with having children of such diverse ages in the same space. Would recommend seperate spaces for upper and lower schools	5/17/2023 10:15 PM
48	Squeezing more kids into the existing building! Stretching the teachers and staff thin. Limited access to join Basis at later grades.	5/17/2023 10:03 PM
49	* At what grades will new students be accepted? I already find it shocking that Basis barely accepts students after 5th. Would access to the school now be closed to anyone who didn't start in K and continue all the way through? * I don't think it's tenable or advisable to start in K in a city where most public schools start in PK-3. * Basis' whole brand is built around accelerated and advanced study. I don't know quite how you translate that to an elementary school. * This might be a minority opinion here, but I believe in traditional public schools. We're at Basis for middle school because our DCPS neighborhood middle school (and for that matter, our DCPS high school) are not just poorly rated, they're actively dangerous. (A kid was killed at the high school *today*.) All that is to say, DCPS does a better job of offering good elementary options than it does with middle and high school, and another charter elementary would just siphon kids and resources from those schools.	5/17/2023 9:48 PM
50	That current students and new 5th grade students will be stuck in the current building instead of having a proper middle/high school building with a gym, auditorium, music room, fields, etc.	5/17/2023 9:47 PM
51	Movement of BASIS DC's center of gravity further east. That growth won't improve facilities for 5-12 students who lack a community space post school hours, a gym or a theater.	5/17/2023 9:31 PM
52	Basis has not perfected 5-12. The location facilities we have now sucks. You could never offer proper intervention for needy students.	5/17/2023 9:16 PM
53	None, I think it's an excellent idea	5/17/2023 9:13 PM

54	Quality education	5/17/2023 9:13 PM
55	Growing pains	5/17/2023 9:07 PM
56	Hoping can find a space that is less prison like but maintains good access to public transit and centrally located	5/17/2023 9:04 PM
57	This school year has been frustrating with significant teacher turn-over. I have a 6th grader and a 9th grader. The quality of teachers has declined and I am concerned that a focus on a new campus and expansion will further erode the middle and high school experience.	5/17/2023 8:57 PM
58	Concern it will draw resources away from the current school. By the time BASIS expands I'll have two high school students. I want the focus to be on strengthening BASIS' high school.	5/17/2023 8:48 PM
59	I would not want focus to shift away from the current 5-12th grade.	5/17/2023 8:22 PM
60	Finding good teachers	5/17/2023 8:02 PM
61	Inaccessible location without a car.	5/17/2023 7:41 PM
62	It is a significant concern if the current location is changed for 5-12. Keeping current location for 5-12 is critical.	5/17/2023 7:36 PM
63	It's easier to have younger kids walk to a neighborhood school than to drive them further (difficult to carpool with car seats and young kids). I fear that kids would have to be in the BASIS elementary school to have a chance at the upper school and parents may want to test out other learning options like immersion and Montessori to see the best fit for their child. It's hard to know how academic a child will be when they are so young. I also fear that other charters have expanded to their detriment and I do not want BASIS to spread itself too thin and not give enough focus to improving the upper school.	5/17/2023 7:14 PM
64	If the current economic climate has allowed us to purchase a new building to "expand", why not FIRST expand what we have. The building and outside resources are terrible (as you know). People leave BASIS because of the building and lack of outdoor space.	5/17/2023 7:10 PM
65	Pushing heavy academics on children who are too young to handle the style.	5/17/2023 7:05 PM
66	Disruption to current 5-12 campus. Stretched resources	5/17/2023 7:04 PM
67	I think there are already enough high quality elementary schools in DC. I am concerned that the distraction of expanding will be detrimental to the middle and high school which I think BASIS has really begun to hit their stride with.	5/17/2023 6:58 PM
68	It will shut out kids joining BASIS in middle school.	5/17/2023 6:53 PM
69	This is not needed in this city. We have good elementary schools. If Basis wants to expand, then separate the middle and high schools, and form a larger middle school. Open a second middle school. Upper grades are where DC families need school choice -- not elementary.	5/17/2023 6:52 PM
70	Drain on resources from the main BASIS program and a diluting of the quality of the school.	5/17/2023 6:49 PM
71	None really	5/17/2023 6:46 PM
72	Sibling preference and location	5/17/2023 6:33 PM
73	Focus will be on expansion rather than improving current middle school and high school. Also a concern that there will be difficulty finding and retaining quality teachers for these additional grades which will create disruption and suboptimal learning environment which will weaken the cohort of students.	5/17/2023 6:23 PM
74	Would like the current Basis DC students to benefit from any expansion though access to outdoor space and better facilities within walking distance.	5/17/2023 6:19 PM
75	Less a concern than a wish: I would really like to see the expansion include a high quality library appropriate and accessible to all grade levels. This and access to outdoor and athletic space are two areas where BASIS DC is currently most lacking. While I understand the wish to expand, I hope it will benefit all grade levels. BASIS DC is an excellent school but the current facility is cramped and lacking in these areas. Finally, DC has many strong public elementary schools but not enough strong middle and high schools. It's important that BASIS middle and high school remain accessible to families who choose to attend neighborhood elementary schools.	5/17/2023 6:14 PM

76	The current school facilities is lacking and the elementary school is going to get the better campus.	5/17/2023 6:12 PM
77	Our family is very happy with BASIS as a middle/high option, but also with our nearby DCPS for convenience and Spanish immersion. We would be concerned about the availability of slots for our younger children when they reach 5th grade.	5/17/2023 6:07 PM
78	I do not support the expansion. I value the ability to be able to send my children to their neighborhood school for elementary, where all their friends live in close proximity and they are part of a tight knit community. We were lucky to lottery in to BASIS but know many families who were not whose children would have thrived. Instead of expanding to elementary, in the DC context with so few good middle school options, I would think it would be better to expand the size of the current school so as to be able to offer seats to more children starting in 5th grade. Part of the draw to BASIS is that all the kids are new in 5th grade and brought with them diverse experiences.	5/17/2023 6:07 PM
79	I generally support expansion. My biggest concern is that BASIS DC feels like the unloved child. AZ ignores us, deprives us of resources and seems to have little awareness of the culture and challenges of DC. Will AZ expand with more subpar resources and ignore us, or will we finally receive a modicum of resources and attention?	5/17/2023 6:00 PM
80	Distraction of the current leadership	5/17/2023 5:53 PM
81	If there is optionality for outdoor space, better location, real estate that actually functikns like a school, and access to teacher candidates that are qualified, why not focus on these things for thh by e current campus? The current school was literally recruiting a teacher out of a prisons who, no surprise, had to leave the school midway through the year. And our 6th grade math teacher would be fired bht for lack of any substitute. And basis prides itself on not having a nurse—is that what you'd do with little kids? Basis cannot responsibly pull off an elementary school. And if you think you can, then bring up the existing school, which needs help.	5/17/2023 5:50 PM
82	Loosing kids in the neighborhood school.	5/17/2023 5:48 PM
83	The campus moving too far away making logistics not possible for my older kids to stay.	5/17/2023 5:44 PM
84	BADIS's model subverts the spirit of the DC charter school law by kicking out too many students and enriching a gor-profit company and should be rejected just as it was before	5/17/2023 5:40 PM
85	Location fsr from home or in a bad area	5/17/2023 5:37 PM
86	Too many students and more behavior problems…	5/17/2023 5:35 PM
87	It feels important to have the spirit of 5th- 12th and elementary seems like it wouldn't fit. Also, there are so many current issues with basis that I think you all should focus on that rather than expansion.	5/17/2023 5:26 PM
88	Maintaing Quality of teachers	5/13/2023 2:25 PM
89	Separation of the lower and upper schools	5/13/2023 1:09 PM

Q11 What, if any, questions do you have about the K-4 Curriculum?

Answered: 72   Skipped: 93

#	RESPONSES	DATE
1	None	6/7/2023 10:03 PM
2	None.	6/4/2023 9:05 PM
3	None	5/29/2023 1:15 PM
4	None.	5/24/2023 6:30 PM
5	N/A no kids that young.	5/24/2023 6:19 PM
6	Inclusion of a second language that continues in 5th grade and following years.	5/24/2023 2:39 PM
7	No questions at this time	5/24/2023 2:36 PM
8	How "academic" will the curriculum be for K-4? Given BASIS's reputation, will the K-4 school forget that these are younger elementary aged kids whose sole focus should not be on academics?	5/23/2023 12:08 PM
9	Will the curriculum be as intense as 5-12?	5/23/2023 12:03 PM
10	None	5/22/2023 8:51 PM
11	None	5/22/2023 6:56 PM
12	None	5/22/2023 6:48 PM
13	N/A	5/22/2023 9:29 AM
14	How is the curriculum compared to other schools. What measures how successful it is?	5/21/2023 6:51 PM
15	what sort of foreign language opportunity will be included? how much testing is there in the K-4 curriculum?	5/21/2023 12:30 PM
16	I do not have any particular questions.	5/20/2023 1:44 PM
17	How much time for play and independent/free expression will be included. How much focus will be on testing and homework.	5/19/2023 4:07 PM
18	Well given that I have not seen the Basics DC k-4 curriculum I am not sure. I would love to see what the k-4 curriculum is.	5/19/2023 11:45 AM
19	N/A	5/19/2023 8:36 AM
20	None	5/18/2023 10:45 PM
21	N/A	5/18/2023 8:51 PM
22	not a question, but hope you include foreign language studies	5/18/2023 8:17 PM
23	I think if you must utilize the current building as part of the expansion, you should house the lower school in the 8th Street building and have the primary school teachers utilize the Smithsonians and the MLK Library WEEKLY as part of the curriculum. The proximity to The Mall and use of the national museums was part of the pitch we were given when we toured Basis, but once enrolled, we found out that the upper school's curriculum with subject-expert teachers makes use of the Smithsonians (and the new MLK Library) all but impossible. If the elementary students will mainly have one teacher for all subjects, the lower school could really utilize the Smithsonians, and the upper school kids could be housed in a building with indoor and outdoor gym space, and dedicated science lab classrooms.	5/18/2023 5:51 PM
24	Would it be math and science heavy like the middle school? How much outdoor and PE time would there be?	5/18/2023 2:57 PM

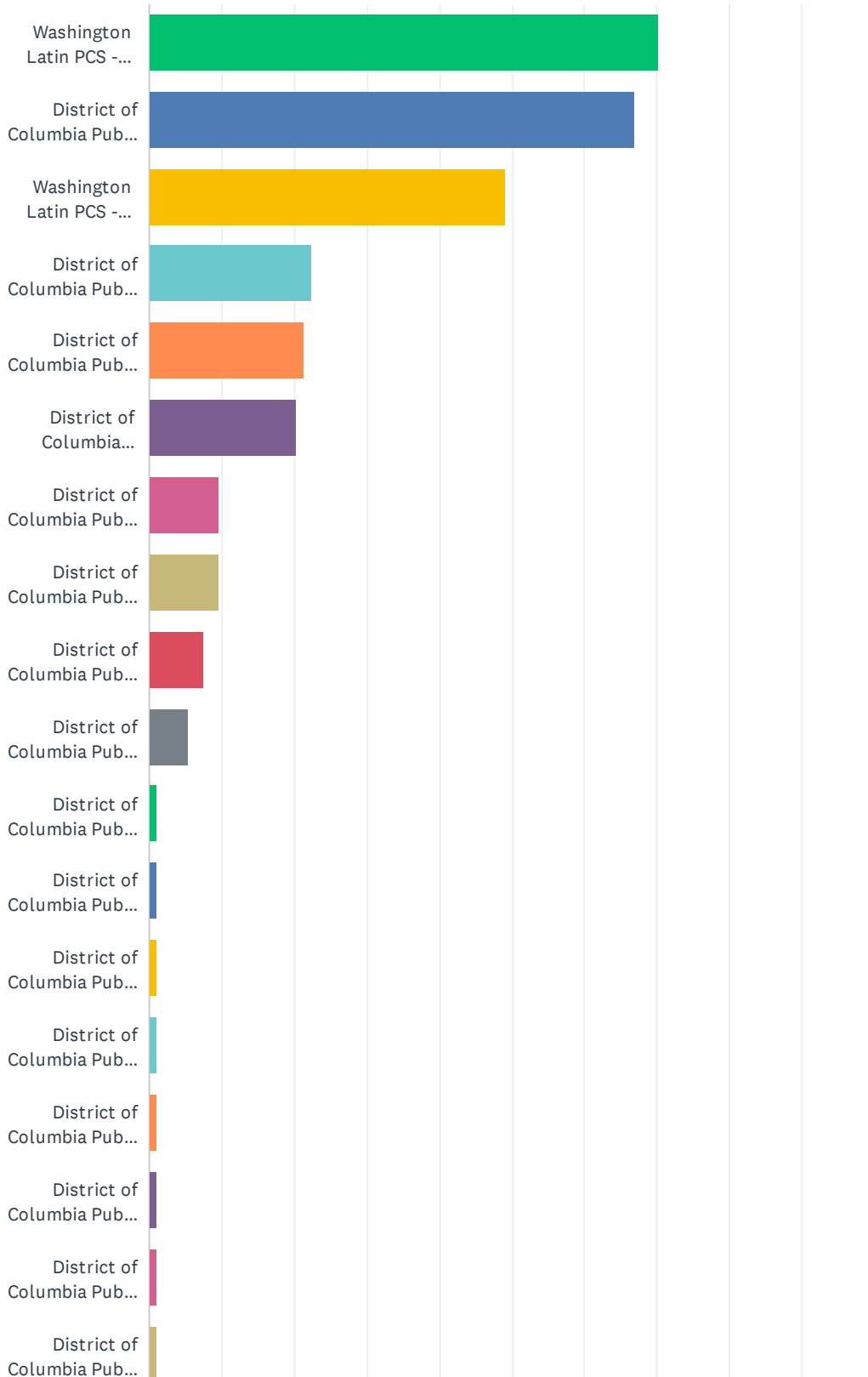| 25	None	5/18/2023 2:56 PM
26	Is is simply preparatory for the 5-12 or is more traditional k-4 curriculum?	5/18/2023 2:42 PM
27	None.	5/18/2023 1:16 PM
28	Will there be the same requirements to move between grades as the older grades, and will Basis backfil spots for kids that leave between grades	5/18/2023 1:06 PM
29	none	5/18/2023 11:42 AM
30	I welcome a curriculum that prepares children for basis grade 5 expectations.	5/18/2023 10:05 AM
31	What would the curriculum look like? How much work would the kids have daily? What about testing at a young age? Would it be similar to what grades 5-12 are going through today (tests, quizzes every single day)?	5/18/2023 9:00 AM
32	None	5/18/2023 8:58 AM
33	How much emphasis (or not) is on sports, arts, field trips, "whole child", SEL, community-building/social skills, etc?	5/18/2023 8:05 AM
34	How the BASIS model is intended to be applied to young children and how that works with their social and emotional growth.	5/18/2023 7:43 AM
35	None	5/18/2023 6:05 AM
36	Ensuring the needs of younger kids, eg social emotional focus, etc	5/17/2023 11:33 PM
37	How does the curriculum balance play time with learning? How many teachers do kids have at each grade level (do they switch classes)?	5/17/2023 11:14 PM
38	What sets it apart from other curriculum programs?	5/17/2023 10:03 PM
39	Basis isn't known for its playfulness. I'd want to know that it can adopt an innovative, creative, play-based curriculum. Basis is also competing with a lot of dual-language schools, including DCPS dual-language options. I think having a dual-language option would be great.	5/17/2023 9:48 PM
40	Will it teach languages, and if so, how will languages continue to be taught in middle school?	5/17/2023 9:47 PM
41	None	5/17/2023 9:31 PM
42	Everything can't be cookie cutter from Arizona	5/17/2023 9:16 PM
43	None, my son is in 9th grade	5/17/2023 9:13 PM
44	I'd never send my kid to a BASIS k-4 school	5/17/2023 9:07 PM
45	No questions but wanted to note that question 8 doesn't really make sense. Like, the physical campus? Or in terms of considered peers to basis? I confess I have no idea what most of these campuses look like	5/17/2023 9:04 PM
46	None	5/17/2023 8:57 PM
47	None. Don't care. I'll be focused on high school!	5/17/2023 8:48 PM
48	Will it be as much testing	5/17/2023 8:02 PM
49	How much homework and testing is involved at those grade levels? Will there be a music and theater program? How much time is given for lunch and recess?	5/17/2023 7:14 PM
50	none. I know it will not be an appropriate fit for a child like mine (dyslexia, ADHD)	5/17/2023 7:10 PM
51	Is it as as hard core as middle and high school, as that doesn't seem appropriate. Is it play based at younger grades?	5/17/2023 6:53 PM
52	No questions, but I am not in favor of this expansion.	5/17/2023 6:52 PM
53	How would it differ from other DC school curriculums and how does it prepare/build students for BASIS? Would it change 5th grade year for instance?	5/17/2023 6:49 PM
54	What kind curriculum is it? How are children treated? Is there room for imagination, choice, play?	5/17/2023 6:46 PM

55	None	5/17/2023 6:33 PM
56	How similar is it to the 5th grade curriculum? My child has adapted well to BASIS but I fear there would be a lot of burnout and disengagement at the lower levels.	5/17/2023 6:23 PM
57	No questions	5/17/2023 6:19 PM
58	None at this point.	5/17/2023 6:14 PM
59	NA	5/17/2023 6:12 PM
60	None	5/17/2023 6:07 PM
61	None	5/17/2023 6:07 PM
62	If BASIS cannot pull from the W6 area because those families remain at Brent, Maury, LT, etc., how confident are you that can populate the school with enough academically focused families and students?	5/17/2023 6:00 PM
63	Would want to make sure there is a strong arts component	5/17/2023 5:59 PM
64	None	5/17/2023 5:53 PM
65	So many—will you have books or expect kids to create their own binder? Will teachers respond to kids, or ignore them, like they do my child? Will teachers respond to adults? Will teachers yell and scream at kids bc they talk to their friends at lunch?	5/17/2023 5:50 PM
66	I assume the philosophy will be the same, so no questions.	5/17/2023 5:44 PM
67	How much more money will thr corporate overseers make?	5/17/2023 5:40 PM
68	None	5/17/2023 5:37 PM
69	Will you consider language immersion? Will you integrate arts and music?	5/17/2023 5:35 PM
70	The basis model would not be right for a small child.	5/17/2023 5:26 PM
71	How does it compare to other schools in the area.	5/13/2023 2:25 PM
72	None	5/13/2023 1:09 PM

Q12 What do you view as the three most competitive schools for the current BASIS DC (5-12) campus?

Answered: 94   Skipped: 71

Bar chart categories (top to bottom):
- Washington Latin PCS -...
- District of Columbia Pub...
- Washington Latin PCS -...
- District of Columbia Pub...
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BASIS K-4 Expansion Interest and Concerns

E.L. Haynes
PCS - E.L....

E.L. Haynes
PCS - E.L....

Howard
University...

IDEA PCS -
IDEA PCS - (...

KIPP DC PCS -
KIPP DC - KE...

Two Rivers PCS
- Two Rivers...

Washington
Leadership...

Capital City
PCS - Capita...

Capital City
PCS - Capita...

Capital
Village PCS ...

Cesar Chavez
PCS for Publ...

Digital
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Digital
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District of
Columbia Pub...

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Friendship PCS
- Friendship...

Friendship PCS
- Friendship...

Girls Global
Academy PCS ...

Goodwill Excel
Center PCS -...

Kingsman
Academy PCS ...

KIPP DC PCS -
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BASIS K-4 Expansion Interest and Concerns

KIPP DC - Va...

KIPP DC PCS - KIPP DC - Wl...

Maya Angelou PCS - Maya...

Maya Angelou PCS - Maya...

Monument Academy PCS ...

Paul PCS - Paul PCS -...

Paul PCS - Paul PCS -...

Richard Wright PCS for...

SEED PCS - SEED PCS of...

Social Justice PCS - Social...

The Sojourner Truth School...

Thurgood Marshall...

Washington Global PCS -...

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
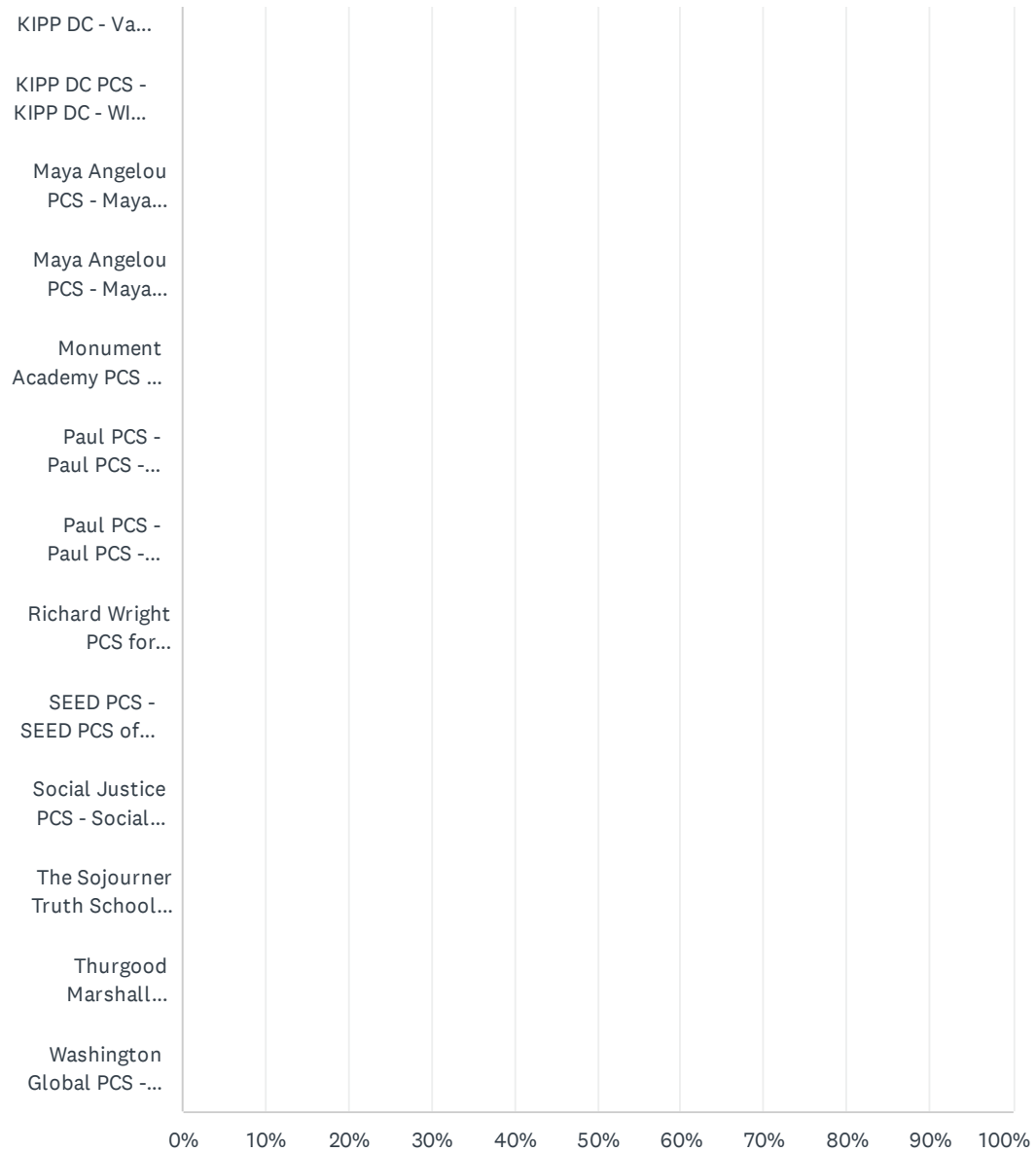
BASIS K-4 Expansion Interest and Concerns

ANSWER CHOICES	RESPONSES	
Washington Latin PCS - Washington Latin PCS - (the original campus) 2nd street campus, Middle School/Upper School - (5 - 12)	70.21%	66
District of Columbia Public Schools - School Without Walls High School - (9 - 12)	67.02%	63
Washington Latin PCS - Washington Latin PCS - (the new campus) Cooper campus, Middle School/Upper School - (5 - 12)	48.94%	46
District of Columbia Public Schools - Benjamin Banneker High School - (9 - 12)	22.34%	21
District of Columbia Public Schools - Deal Middle School - (6 - 8)	21.28%	20
District of Columbia International School - District of Columbia International School - (6 - 12)	20.21%	19
District of Columbia Public Schools - Duke Ellington School of the Arts - (9 - 12)	9.57%	9
District of Columbia Public Schools - Woodrow Wilson High School - (9 - 12)	9.57%	9
District of Columbia Public Schools - Stuart-Hobson Middle School (Capitol Hill Cluster) - (6 - 8)	7.45%	7
District of Columbia Public Schools - McKinley Technology High School - (9 - 12)	5.32%	5
District of Columbia Public Schools - Anacostia High School - (9 - 12)	1.06%	1
District of Columbia Public Schools - H.D. Woodson High School - (9 - 12)	1.06%	1
District of Columbia Public Schools - Hardy Middle School - (6 - 8)	1.06%	1
District of Columbia Public Schools - Hart Middle School - (6 - 8)	1.06%	1
District of Columbia Public Schools - Ida B. Wells Middle School - (6 - 8)	1.06%	1
District of Columbia Public Schools - McKinley Middle School - (6 - 8)	1.06%	1
District of Columbia Public Schools - Phelps Architecture, Construction and Engineering High School - (9 - 12)	1.06%	1
District of Columbia Public Schools - Ron Brown College Preparatory High School - (9 - 12)	1.06%	1
E.L. Haynes PCS - E.L. Haynes PCS - High School - (9 - 12)	1.06%	1
E.L. Haynes PCS - E.L. Haynes PCS - Middle School - (5 - 8)	1.06%	1
Howard University Middle School of Mathematics and Science PCS - Howard University Middle School of Mathematics and Science PCS - (6 - 8)	1.06%	1
IDEA PCS - IDEA PCS - (9 - 12)	1.06%	1
KIPP DC PCS - KIPP DC - KEY Academy PCS - (5 - 8)	1.06%	1
Two Rivers PCS - Two Rivers PCS - Young Middle School - (6 - 8)	1.06%	1
Washington Leadership Academy PCS - Washington Leadership Academy PCS - (9 - 12)	1.06%	1
Capital City PCS - Capital City PCS - High School - (9 - 12)	0.00%	0
Capital City PCS - Capital City PCS - Middle School - (5 - 8)	0.00%	0
Capital Village PCS - Capital Village PCS - (5 - 7)	0.00%	0
Cesar Chavez PCS for Public Policy - Cesar Chavez Public Charter Schools for Public Policy - (6 - 12)	0.00%	0
Digital Pioneers Academy PCS - Digital Pioneers Academy PCS - Capitol Hill - (9 only currently)	0.00%	0
Digital Pioneers Academy PCS - Digital Pioneers Academy PCS - Johenning - (6 - 8)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

District of Columbia Public Schools - Ballou High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - Ballou STAY High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - Bard High School Early College DC (Bard DC) - (9 - 12)	0.00%	0
District of Columbia Public Schools - Brookland Middle School - (6 - 8)	0.00%	0
District of Columbia Public Schools - Cardozo Education Campus - (6 - 12)	0.00%	0
District of Columbia Public Schools - Columbia Heights Education Campus - (6 - 12)	0.00%	0
District of Columbia Public Schools - Coolidge High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - Dunbar High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - Eastern High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - Eliot-Hine Middle School - (6 - 8)	0.00%	0
District of Columbia Public Schools - Jefferson Middle School Academy - (6 - 8)	0.00%	0
District of Columbia Public Schools - Johnson Middle School - (6 - 8)	0.00%	0
District of Columbia Public Schools - Kelly Miller Middle School - (6 - 8)	0.00%	0
District of Columbia Public Schools - Kramer Middle School - (6 - 8)	0.00%	0
District of Columbia Public Schools - Luke C. Moore High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - MacFarland Middle School - (6 - 8)	0.00%	0
District of Columbia Public Schools - Roosevelt High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - Roosevelt STAY High School - (9 - 12)	0.00%	0
District of Columbia Public Schools - Sousa Middle School - (6 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Collegiate Academy - (9 - 12)	0.00%	0
Friendship PCS - Friendship PCS - Technology Preparatory High School - (9 - 12)	0.00%	0
Girls Global Academy PCS - Girls Global Academy PCS - (9 - 10)	0.00%	0
Goodwill Excel Center PCS - Goodwill Excel Center PCS - (9 - 12)	0.00%	0
Kingsman Academy PCS - Kingsman Academy PCS - (6 - 12)	0.00%	0
KIPP DC PCS - KIPP DC - AIM Academy PCS - (5 - 8)	0.00%	0
KIPP DC PCS - KIPP DC - College Preparatory PCS - (9 - 12)	0.00%	0
KIPP DC PCS - KIPP DC - Legacy College Preparatory PCS - (9 - 12)	0.00%	0
KIPP DC PCS - KIPP DC - Northeast Academy PCS - (5 - 8)	0.00%	0
KIPP DC PCS - KIPP DC - Valor Academy PCS - (5 - 8)	0.00%	0
KIPP DC PCS - KIPP DC - WILL Academy PCS - (5 - 8)	0.00%	0
Maya Angelou PCS - Maya Angelou PCS - Academy at DC Jail - (9 - 12)	0.00%	0
Maya Angelou PCS - Maya Angelou PCS - High School - (9 - 12)	0.00%	0
Monument Academy PCS - Monument Academy PCS - (5 - 8)	0.00%	0

Paul PCS - Paul PCS - International High School - (9 - 12)	0.00%	0
Paul PCS - Paul PCS - Middle School - (6 - 8)	0.00%	0
Richard Wright PCS for Journalism and Media Arts - Richard Wright PCS for Journalism and Media Arts - (8 - 12)	0.00%	0
SEED PCS - SEED PCS of Washington DC - (9 - 12)	0.00%	0
Social Justice PCS - Social Justice PCS - (5 - 7)	0.00%	0
The Sojourner Truth School PCS - The Sojourner Truth School PCS - (6 - 8)	0.00%	0
Thurgood Marshall Academy PCS - Thurgood Marshall Academy PCS - (9 - 12)	0.00%	0
Washington Global PCS - Washington Global PCS - (6 - 8)	0.00%	0
Total Respondents: 94		

Q13 I would/would not have a K-4 aged student in Fall of 2025

Answered: 28   Skipped: 137
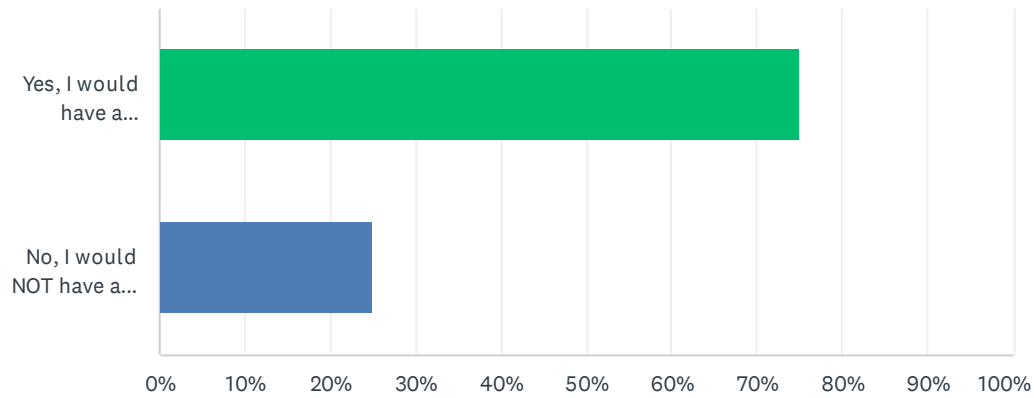
ANSWER CHOICES	RESPONSES	
Yes, I would have a school-aged student	75.00%	21
No, I would NOT have a school-aged student	25.00%	7
TOTAL		28

Q14 How likely would you be to transfer or enroll your student to BASIS Washington, D.C. (K-4)?

Answered: 28   Skipped: 137
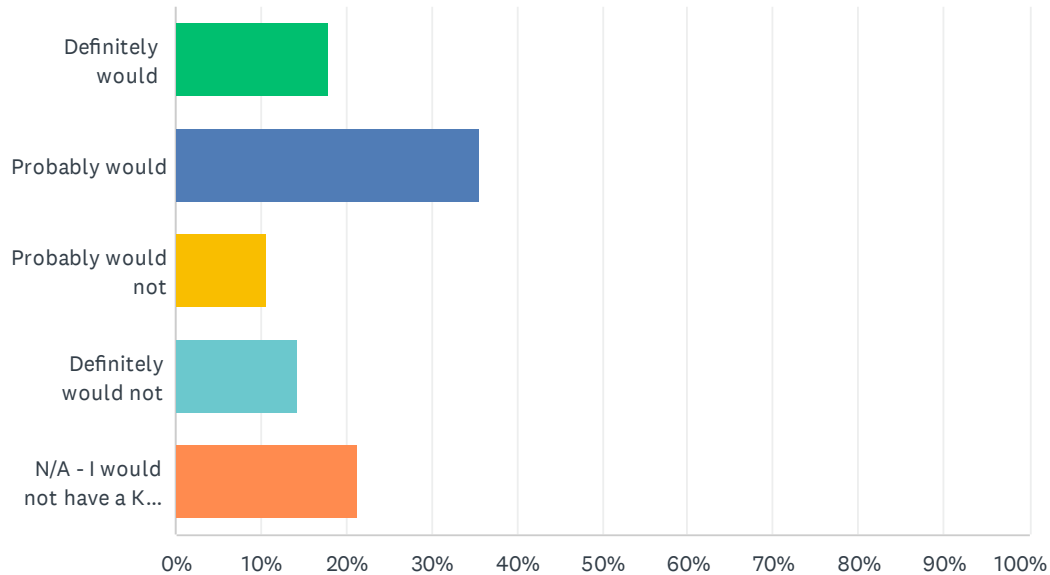
ANSWER CHOICES	RESPONSES	
Definitely would	17.86%	5
Probably would	35.71%	10
Probably would not	10.71%	3
Definitely would not	14.29%	4
N/A - I would not have a K-4 aged student	21.43%	6
TOTAL		28

Q15 Rank the following factors from most impactful (1) to least impactful (10) when considering enrolling at a potential BASIS elementary.

Answered: 28   Skipped: 137
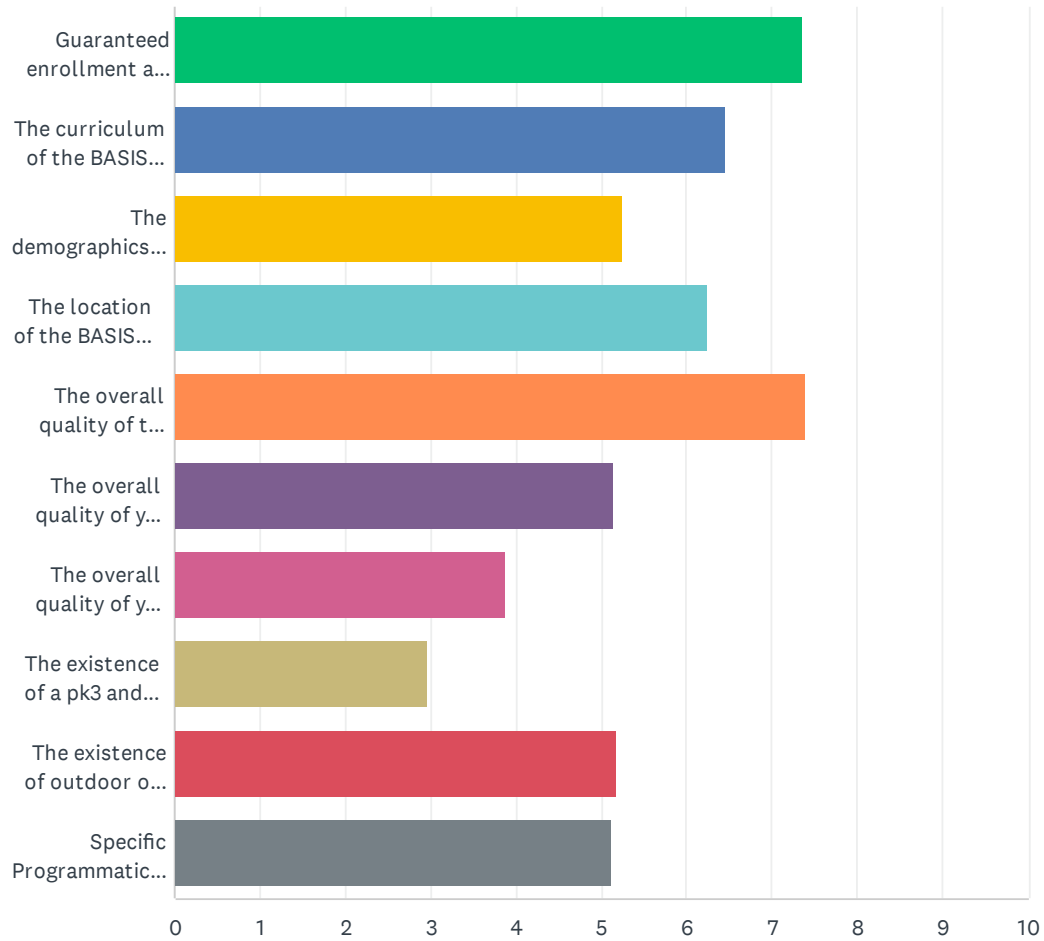
BASIS K-4 Expansion Interest and Concerns

	1	2	3	4	5	6	7	8	9	10	TOTAL
Guaranteed enrollment at the 5-12 campus	39.29% 11	14.29% 4	3.57% 1	7.14% 2	0.00% 0	14.29% 4	10.71% 3	3.57% 1	3.57% 1	3.57% 1	28
The curriculum of the BASIS k-4	7.14% 2	14.29% 4	28.57% 8	14.29% 4	7.14% 2	7.14% 2	3.57% 1	0.00% 0	7.14% 2	10.71% 3	28
The demographics of the BASIS k-4	3.57% 1	10.71% 3	3.57% 1	10.71% 3	25.00% 7	7.14% 2	7.14% 2	17.86% 5	7.14% 2	7.14% 2	28
The location of the BASIS k-4 (including access to public transit and/or walkability)	0.00% 0	17.86% 5	14.29% 4	17.86% 5	14.29% 4	10.71% 3	14.29% 4	7.14% 2	3.57% 1	0.00% 0	28
The overall quality of the BASIS k-4	21.43% 6	17.86% 5	17.86% 5	14.29% 4	10.71% 3	3.57% 1	0.00% 0	10.71% 3	3.57% 1	0.00% 0	28
The overall quality of your "by right" or "neighborhood" or "In Boundary" DCPS school	17.86% 5	0.00% 0	0.00% 0	7.14% 2	14.29% 4	7.14% 2	21.43% 6	17.86% 5	10.71% 3	3.57% 1	28
The overall quality of your potential other charter or lottery options for pk-4	0.00% 0	7.14% 2	10.71% 3	3.57% 1	3.57% 1	7.14% 2	7.14% 2	21.43% 6	25.00% 7	14.29% 4	28
The existence of a pk3 and pk4 option at BASIS	0.00% 0	7.14% 2	7.14% 2	0.00% 0	0.00% 0	3.57% 1	10.71% 3	10.71% 3	21.43% 6	39.29% 11	28
The existence of outdoor or gym play space	7.14% 2	3.57% 1	3.57% 1	21.43% 6	7.14% 2	21.43% 6	10.71% 3	3.57% 1	10.71% 3	10.71% 3	28
Specific Programmatic Offerings (Language instruction, after-school programs, music programs, school hours, before care and after care)	3.57% 1	7.14% 2	10.71% 3	3.57% 1	17.86% 5	17.86% 5	14.29% 4	7.14% 2	7.14% 2	10.71% 3	28

Q16 Select what you would view as the three most "competitive" schools for a BASIS k-4 for your family

Answered: 28   Skipped: 137

BASIS K-4 Expansion Interest and Concerns

Center City PCS - Center...	
Creative Minds Internationa...	
DC Bilingual PCS - DC...	
DC Prep PCS - DC Prep PCS ...	
DC Prep PCS - DC Prep PCS ...	
DC Prep PCS - DC Prep PCS ...	
DC Prep PCS - DC Prep PCS ...	
DC Prep PCS - DC Prep PCS ...	
DC Prep PCS - DC Prep PCS ...	
DC Scholars PCS - DC...	
District of Columbia Pub...	
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BASIS K-4 Expansion Interest and Concerns

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E.L. Haynes PCS - E.L....	
Eagle Academy PCS - Eagle...	
Eagle Academy PCS - Eagle...	
Early Childhood...	
Elsie Whitlow Stokes...	
Elsie Whitlow Stokes...	
Friendship PCS - Friendship...	
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- Friendship...

Global
Citizens PCS...

Harmony DC PCS
- Harmony DC...

Hope Community
PCS - Hope...

I Dream PCS -
I Dream PCS ...

Ingenuity Prep
PCS - Ingenu...

Inspired
Teaching...

KIPP DC PCS -
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BASIS K-4 Expansion Interest and Concerns

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KIPP DC PCS - KIPP DC - Pr...														
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KIPP DC PCS - KIPP DC - Qu...														
KIPP DC PCS - KIPP DC -...														
Latin American Montessori...														
LEARN DC PCS - LEARN DC PCS...														
Lee Montessori PCS - Lee...														
Lee Montessori PCS - Lee...														
Mary McLeod Bethune Day...														
Meridian PCS - Meridian PCS...														
Mundo Verde Bilingual PC...														
Mundo Verde Bilingual PC...														
Perry Street Preparatory ...														
Rocketship Education DC...														
Rocketship Education DC...														
Rocketship Education DC...														
Roots PCS - Roots PCS -...														
Sela PCS - Sela PCS - (...														
Shining Stars Montessori...														
Statesmen College...														

BASIS K-4 Expansion Interest and Concerns
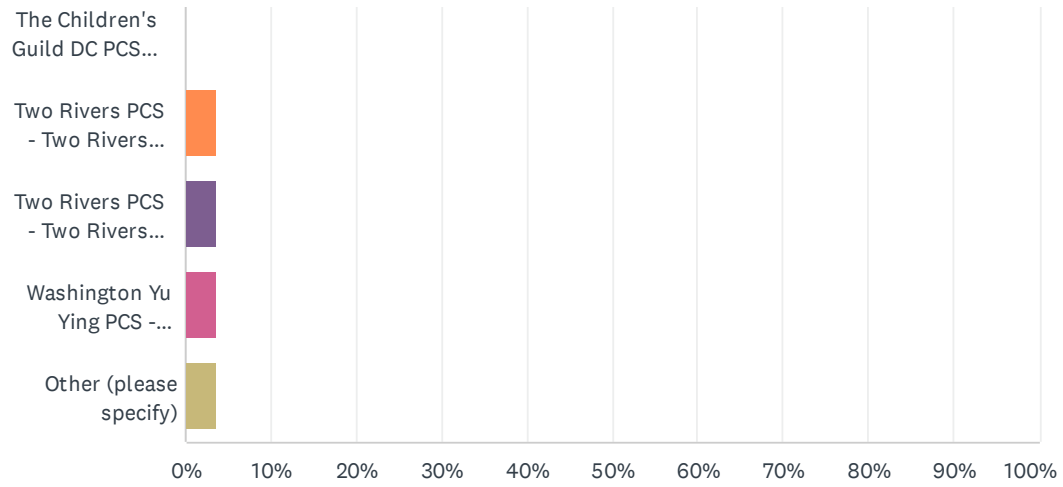
BASIS K-4 Expansion Interest and Concerns

ANSWER CHOICES	RESPONSES	
None of the above	3.57%	1
Achievement Preparatory Academy PCS - Achievement Preparatory Academy PCS - Wahler Place Elementary School - (PK4 - 3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Columbia Heights - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Douglas Knoll - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Lincoln Park - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Oklahoma Avenue - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Parklands at THEARC - (PK4 - PK3)	0.00%	0
AppleTree Early Learning PCS - AppleTree Early Learning Center PCS - Southwest - (PK4 - PK3)	3.57%	1
Breakthrough Montessori PCS - Breakthrough Montessori PCS - (PK4 - 4)	3.57%	1
Bridges PCS - Bridges PCS - (PK4 - 5)	0.00%	0
Briya PCS - Briya PCS - (PK4 - PK3)	0.00%	0
Capital City PCS - Capital City PCS - Lower School - (PK4 - 4)	0.00%	0
Cedar Tree Academy PCS - Cedar Tree Academy PCS - (PK4 - 2)	0.00%	0
Center City PCS - Center City PCS - Brightwood - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Capitol Hill - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Congress Heights - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Petworth - (PK4 - 8)	0.00%	0
Center City PCS - Center City PCS - Shaw - (PK3 - 8)	0.00%	0
Center City PCS - Center City PCS - Trinidad - (PK3 - 8)	0.00%	0
Creative Minds International PCS - Creative Minds International PCS - (PK4 - 8)	3.57%	1
DC Bilingual PCS - DC Bilingual PCS - (PK4 - 5)	3.57%	1
DC Prep PCS - DC Prep PCS - Anacostia Elementary School - (PK4 - 3)	0.00%	0
DC Prep PCS - DC Prep PCS - Anacostia Middle School - (4 - 5)	0.00%	0
DC Prep PCS - DC Prep PCS - Benning Elementary School - (PK4 - 3)	0.00%	0
DC Prep PCS - DC Prep PCS - Benning Middle School - (4 - 8)	0.00%	0
DC Prep PCS - DC Prep PCS - Edgewood Elementary School - (PK4 - 3)	0.00%	0
DC Prep PCS - DC Prep PCS - Edgewood Middle School - (4 - 8)	3.57%	1
DC Scholars PCS - DC Scholars PCS - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Aiton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Amidon-Bowen Elementary School - (PK4 - 5)	3.57%	1
District of Columbia Public Schools - Bancroft Elementary School - (PK4 - 5)	3.57%	1
District of Columbia Public Schools - Barnard Elementary School - (PK4 - 5)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

District of Columbia Public Schools - Beers Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Brent Elementary School - (PK4 - 5)	39.29%	11
District of Columbia Public Schools - Brightwood Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Browne Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Bruce-Monroe Elementary School @ Park View - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Bunker Hill Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Burroughs Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Burrville Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - C.W. Harris Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Capitol Hill Montessori School @ Logan - (PK4 - 8)	10.71%	3
District of Columbia Public Schools - Cleveland Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Dorothy I. Height Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Drew Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Eaton Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Excel Academy - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Garfield Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Garrison Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - H.D. Cooke Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Hearst Elementary School - (PK3 - 5)	3.57%	1
District of Columbia Public Schools - Hendley Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Houston Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Hyde-Addison Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - J.O. Wilson Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Janney Elementary School - (PK3 - 5)	10.71%	3
District of Columbia Public Schools - Ketcham Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Key Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Kimball Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - King Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Lafayette Elementary School - (PK3 - 5)	3.57%	1
District of Columbia Public Schools - Langdon Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Langley Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - LaSalle-Backus Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Lawrence E. Boone Elementary School - (PK4 - 5)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

District of Columbia Public Schools - Leckie Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Ludlow-Taylor Elementary School - (PK4 - 5)	7.14%	2
District of Columbia Public Schools - Malcolm X Elementary School @ Green - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Mann Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Marie Reed Elementary School - (PK4 - 5)	3.57%	1
District of Columbia Public Schools - Maury Elementary School - (PK4 - 5)	35.71%	10
District of Columbia Public Schools - Military Road Early Learning Center - (PK4 - PK3)	0.00%	0
District of Columbia Public Schools - Miner Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Moten Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Murch Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Nalle Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Noyes Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Oyster-Adams Bilingual School - (PK3 - 8)	7.14%	2
District of Columbia Public Schools - Patterson Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Payne Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Peabody Elementary School (Capitol Hill Cluster) - (PK4 - K)	10.71%	3
District of Columbia Public Schools - Plummer Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Powell Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Randle Highlands Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Raymond Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - River Terrace Education Campus - (3 - 12)	0.00%	0
District of Columbia Public Schools - Ross Elementary School - (PK3 - 5)	3.57%	1
District of Columbia Public Schools - Savoy Elementary School - (PK4 - 5)	3.57%	1
District of Columbia Public Schools - School Without Walls @ Francis-Stevens - (PK4 - 8)	7.14%	2
District of Columbia Public Schools - School-Within-School @ Goding - (PK4 - 5)	10.71%	3
District of Columbia Public Schools - Seaton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Shepherd Elementary School - (PK4 - 5)	3.57%	1
District of Columbia Public Schools - Simon Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Smothers Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Stanton Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Stoddert Elementary School - (PK3 - 5)	0.00%	0
District of Columbia Public Schools - Takoma Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Thaddeus Stevens Early Learning Center - (PK4 - PK3)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

District of Columbia Public Schools - Thomas Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Thomson Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Truesdell Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Tubman Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Turner Elementary School - (PK4 - 5)	0.00%	0
District of Columbia Public Schools - Tyler Elementary School - (PK4 - 5)	7.14%	2
District of Columbia Public Schools - Van Ness Elementary School - (PK4 - 5)	3.57%	1
District of Columbia Public Schools - Walker-Jones Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Watkins Elementary School (Capitol Hill Cluster) - (1 - 5)	10.71%	3
District of Columbia Public Schools - Wheatley Education Campus - (PK4 - 8)	0.00%	0
District of Columbia Public Schools - Whittier Elementary School - (PK4 - 5)	0.00%	0
E.L. Haynes PCS - E.L. Haynes PCS - Elementary School - (PK4 - 4)	0.00%	0
Eagle Academy PCS - Eagle Academy PCS - Capitol Riverfront - (PK4 - 3)	0.00%	0
Eagle Academy PCS - Eagle Academy PCS - Congress Heights - (PK4 - 3)	0.00%	0
Early Childhood Academy PCS - Early Childhood Academy PCS - (PK4 - 3)	0.00%	0
Elsie Whitlow Stokes Community Freedom PCS - Elsie Whitlow Stokes Community Freedom PCS - Brookland - (PK4 - 5)	0.00%	0
Elsie Whitlow Stokes Community Freedom PCS - Elsie Whitlow Stokes Community Freedom PCS - East End - (PK4 - 3)	3.57%	1
Friendship PCS - Friendship PCS - Armstrong Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Armstrong Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Blow Pierce Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Blow Pierce Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Chamberlain Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Chamberlain Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Ideal Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Ideal Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Online Academy - (K - 8)	0.00%	0
Friendship PCS - Friendship PCS - Southeast Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Southeast Middle - (4 - 8)	0.00%	0
Friendship PCS - Friendship PCS - Woodridge International Elementary - (PK4 - 3)	0.00%	0
Friendship PCS - Friendship PCS - Woodridge International Middle - (4 - 8)	0.00%	0
Global Citizens PCS - Global Citizens PCS - (PK4 - PK3)	0.00%	0
Harmony DC PCS - Harmony DC PCS - School of Excellence - (PK4 - 5)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

Hope Community PCS - Hope Community PCS - Tolson - (PK4 - 8)	0.00%	0
I Dream PCS - I Dream PCS - (PK4 - 3)	0.00%	0
Ingenuity Prep PCS - Ingenuity Prep PCS - (PK4 - 8)	0.00%	0
Inspired Teaching Demonstration PCS - Inspired Teaching Demonstration PCS - (PK4 - 8)	0.00%	0
KIPP DC PCS - KIPP DC - Arts and Technology Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Connect Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Discover Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Grow Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Heights Academy PCS - (1 - 4)	0.00%	0
KIPP DC PCS - KIPP DC - Honor Academy PCS - (4 - 8)	0.00%	0
KIPP DC PCS - KIPP DC - Inspire Academy PCS - (1 - 3)	0.00%	0
KIPP DC PCS - KIPP DC - Lead Academy PCS - (1 - 4)	0.00%	0
KIPP DC PCS - KIPP DC - LEAP Academy PCS - (PK4 - PK3)	0.00%	0
KIPP DC PCS - KIPP DC - Pride Academy PCS - (PK4 - K)	0.00%	0
KIPP DC PCS - KIPP DC - Promise Academy PCS - (K - 4)	0.00%	0
KIPP DC PCS - KIPP DC - Quest Academy PCS - (1 - 4)	0.00%	0
KIPP DC PCS - KIPP DC - Spring Academy PCS - (1 - 4)	0.00%	0
Latin American Montessori Bilingual PCS - Latin American Montessori Bilingual PCS - (PK4 - 5)	3.57%	1
LEARN DC PCS - LEARN DC PCS - (PK4 - 1)	0.00%	0
Lee Montessori PCS - Lee Montessori PCS - Brookland - (PK4 - 6)	3.57%	1
Lee Montessori PCS - Lee Montessori PCS - East End - (PK4 - 1)	3.57%	1
Mary McLeod Bethune Day Academy PCS - Mary McLeod Bethune Day Academy PCS - (PK4 - 8)	0.00%	0
Meridian PCS - Meridian PCS - (PK4 - 8)	0.00%	0
Mundo Verde Bilingual PCS - Mundo Verde Bilingual PCS - Calle Ocho - (PK4 - 2)	0.00%	0
Mundo Verde Bilingual PCS - Mundo Verde Bilingual PCS - J.F. Cook - (PK4 - 5)	0.00%	0
Perry Street Preparatory PCS - Perry Street Preparatory PCS - (PK4 - 8)	0.00%	0
Rocketship Education DC PCS - Rocketship PCS - Infinity Community Prep - (PK4 - 3)	0.00%	0
Rocketship Education DC PCS - Rocketship PCS - Legacy Prep - (PK4 - 5)	0.00%	0
Rocketship Education DC PCS - Rocketship PCS - Rise Academy - (PK4 - 5)	0.00%	0
Roots PCS - Roots PCS - (PK4 - 5)	0.00%	0
Sela PCS - Sela PCS - (PK4 - 5)	0.00%	0
Shining Stars Montessori Academy PCS - Shining Stars Montessori Academy PCS - (PK4 - 6)	0.00%	0
Statesmen College Preparatory Academy for Boys PCS - Statesmen College Preparatory Academy for Boys PCS - (4 - 7)	0.00%	0

BASIS K-4 Expansion Interest and Concerns

The Children's Guild DC PCS - The Children's Guild DC PCS - (K - 8)	0.00%	0
Two Rivers PCS - Two Rivers PCS - 4th Street - (PK4 - 5)	3.57%	1
Two Rivers PCS - Two Rivers PCS - Young Elementary School - (PK4 - 5)	3.57%	1
Washington Yu Ying PCS - Washington Yu Ying PCS - (PK4 - 5)	3.57%	1
Other (please specify)	3.57%	1
Total Respondents: 28		

#	OTHER (PLEASE SPECIFY)	DATE
1	I don't much about DCPS	5/17/2023 7:13 PM

Q17 Questions I have about BASIS Washington D.C.'s.....

Answered: 10   Skipped: 155

ANSWER CHOICES	RESPONSES	
Potential K-4 Campus	90.00%	9
Curriculum	80.00%	8
Student Supports and Services	20.00%	2
Programs	30.00%	3
Network Organization and Leadership	30.00%	3

#	POTENTIAL K-4 CAMPUS	DATE
1	Close to existing campus	5/25/2023 8:24 AM
2	Location	5/20/2023 7:47 PM
3	Where would it be? Would absolutely love to have an alternative option in the Murch/Janney/Lafayette area!!	5/20/2023 1:09 PM
4	Location	5/20/2023 12:32 PM
5	Location	5/18/2023 10:26 PM
6	Concern it will shut out kids attending DCPS elementary school who rely on it as a high quality middle option. Why not open another middle option on Capitol hill	5/18/2023 5:34 PM
7	Location	5/18/2023 3:05 PM
8	Safety, and having a robust outdoor play space (not inner city after thought)	5/18/2023 2:23 PM
9	Location	5/17/2023 7:13 PM

#	CURRICULUM	DATE
1	Will the K-4 program curriculum be rigorous, and will the program facilitate opportunities for play (including fun learning activities & centers), arts, specials, music, and technology (AI).	5/25/2023 8:24 AM
2	Foreign language	5/20/2023 7:47 PM
3	Are early grades play-based? Is there an ability to nurture kids who are advanced	5/20/2023 1:09 PM
4	Social-emotional, phonics	5/18/2023 10:26 PM
5	How much homework	5/18/2023 3:25 PM
6	Program for math and reading	5/18/2023 3:05 PM
7	Competitive and well rounded	5/18/2023 2:23 PM
8	What's taught	5/17/2023 7:13 PM

#	STUDENT SUPPORTS AND SERVICES	DATE
1	Emotional, social development, and napping (sleep) supports	5/25/2023 8:24 AM
2	Social emotional learning and supports are critical for k-4. How do they help kids learn to be kind people, good friends, self regulate? What's the culture?	5/20/2023 1:09 PM

#	PROGRAMS	DATE
1	STEM and Arts	5/25/2023 8:24 AM
2	Again, some ability to support kids who are ahead of grade level in either math or ELA. A	5/20/2023 1:09 PM

dream would be additional social/regulatory support.

3	Before/after care	5/18/2023 10:26 PM
#	**NETWORK ORGANIZATION AND LEADERSHIP**	**DATE**
1	NAEYC, NAESP, NAE, The Lawrence Foundation	5/25/2023 8:24 AM
2	How prevalent is the use of screens? Would love to see deliberate low-screen alternative!	5/20/2023 1:09 PM
3	Principal	5/18/2023 10:26 PM

Appendix E

BASIS
Charter Schools
WASHINGTON, D.C.

BASIS

📍 Washington, D.C.

Grades 5–12

The mission of BASIS Charter Schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.

BASIS DC is a TUITION-FREE public charter school serving grades 5–12. We are a school for all students regardless of background, disability status, neighborhood, or creed. We offer a world-class, STEM-infused, liberal arts curriculum with a strong student support system.

WHAT MAKES BASIS CHARTER SCHOOLS' ACADEMIC PROGRAM EXCEPTIONAL?

We are a global leader in education.

BASIS Charter Schools are consistently named among the top schools in the nation. According to *U.S. News & World Report* 2023 rankings, 10 of the top 20 charter high schools in the nation are BASIS Charter Schools. Our schools also represent six of the top 20 STEM high schools in the country.

BASIS Charter Schools are dedicated to raising the standards of student learning to the highest international levels. Our students engage in the world-class BASIS Charter School Curriculum, which fuels critical thinking, problem-solving, and creativity. Classes are led by knowledgeable Subject Expert Teachers who design challenging and engaging lessons that appeal to different learning styles. As a result, BASIS Charter School students achieve excellent academic outcomes and become self-motivated learners.

Our students earn some of the top scores in the world.

Our robust academic program allows students to advance to AP-level courses across all disciplines, and our curriculum is on par with Europe and Asia's high-achieving educational systems.

BASIS Charter School students not only acquire knowledge through our curriculum; they are able to apply it in real-world situations. Results from the OECD Test for Schools (based on PISA), a highly regarded exam taken by students in more than 70 countries, show that BASIS Charter School students outscore their peers in critical thinking. To learn more about our results, visit **enrollBASIS.com**/washington-dc.

We hold students to high academic standards.

The BASIS Charter School Curriculum requires students to demonstrate mastery of challenging material. We use the College Board's AP Exams® as opportunities for them to demonstrate this mastery. Students are prepared to start taking AP Exams® as early as grade 8, are required to take AP courses beginning in grade 9 and will complete at least six AP Exams® prior to graduation. The externally generated and graded AP Exams® also count as final exams for AP courses. This ensures that we are holding our students to the highest possible standards.

We hire Subject Expert Teachers for every course.

Due to the challenging nature of the BASIS Charter School Curriculum, Subject Expert Teachers—many of whom hold advanced degrees—instruct our students. We are committed to the philosophy that all students can succeed when provided with an advanced curriculum and supportive, knowledgeable teachers to guide them through it. As content experts, our teachers are responsible for planning, preparing, and carrying out all aspects of lessons. As such, their lessons are rich in content and deep in insight.

Subject Expert Teachers consistently extend their knowledge, expertise, and enthusiasm to students—maximizing comprehension and engagement.

HIGHLIGHTS

BASIS Washington, D.C. opened in 2012 as the first BASIS Charter School outside of Arizona. In 2021, we were named one of three D.C. National Blue Ribbon schools from the U.S. Department of Education. We are ranked #250 in National Rankings, #3 in District of Columbia High Schools, #3 in Washington, D.C. Metro Area High Schools, and #61 in Charter High Schools in the nation by *U.S. News & World Report*, 2023. We have a 100% college acceptance rate, and each graduating senior earns an average of over $100,000 in merit-based scholarships. We are proud to have impressive results across all student groups. Our students are motivated, hard-working individuals who are always ready to step up to a challenge and put in the extra effort it takes to meet, or exceed, our high academic standards. We are incredibly proud of our diverse learning community and our positive school culture of respect and intellectual drive.

CLASS OF 2023

Total Scholarship by graduates

$79,837,396

Naviance, 2023 (based on self-reported data)

Average scholarship award earned per graduate

$112,447

Naviance, 2023 (based on self-reported data)

Average ACT score	Average SAT score
30	**1397**

The College Board, 2023
SAT® is a trademark registered/owned by the College Board and the National Merit Scholarship Corporation , and ACT® is a registered trademark of ACT, Inc., which do not endorse and were not involved in the production of this publication.

College Acceptance Rates

Percent of 2023 BASIS Charter School graduates accepted to one or more *U.S. News & World Report* top National Universities and National Liberal Arts Colleges

Top 100	Top 50	Top 25	Top 20
62%	**43%**	**23%**	**16%**

U.S. News & World Report National University Rankings and National Liberal Arts College Rankings, 2023
College acceptance information self-reported by students: Naviance, 2023

MIDDLE AND HIGH SCHOOL PROGRAMS

Our comprehensive middle school curriculum is designed to progressively move students toward a greater understanding of fundamental concepts in each subject. Teachers set high expectations and design instruction that is challenging and engaging, requiring students to refine their critical thinking skills and analyze content in deeper, more meaningful ways. As such, BASIS Charter School students far exceed traditional middle school standards and master advanced material that is normally taught in high school. For example, starting in grade 6 students take three science courses—biology, physics, and chemistry—each year to prepare for Honors and AP science courses. Through this progression of content, students master the material needed to excel in our high school program.

As your student enters grade 8, they will be mastering complex concepts and skills, taking responsibility for their educational goals, and focusing on their post-BASIS future. The rigor of grade 8 will help students prepare for the challenges of grades 9–12, where they will have the opportunity to take a wide range of Advanced Placement® Exams, as well as post-AP and Capstone courses. On average, your student may take 11 to 12 AP® Exams prior to graduation, with their overall grades reflecting test performance.

Due to the accelerated nature of the BASIS Charter School Curriculum, your student could meet the state requirements to graduate after grade 11. However, most students continue their studies into grade 12 and take advantage of the advanced study opportunities we offer to our seniors. A daily College Counseling Seminar fosters the exploration of different universities, career paths, and scholarship opportunities to encourage your student's achievement of post-graduation goals. Additionally, our counselors will help your student navigate financial aid, prepare for interviews, and facilitate college planning nights for families.
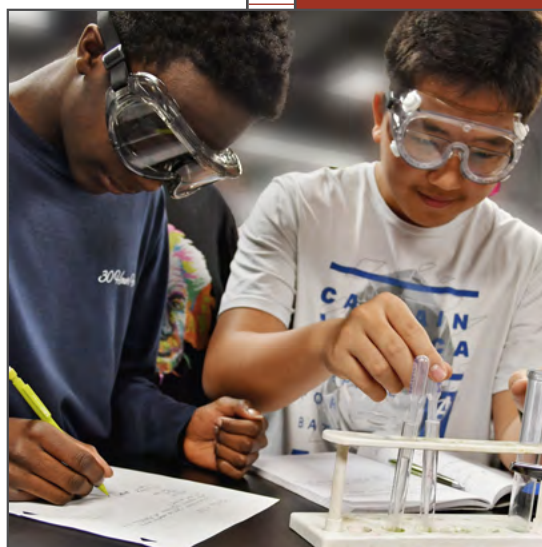
LINGUISTICS (Grades 6–7)

BASIS Charter Schools are thrilled to offer a groundbreaking program developed by experts that teaches students to analyze the fundamentals of language. Addressing topics that are typically only taught at the university level, BASIS Linguistics includes Linguistics 6 and Linguistics 7 as a precursor to world language selections in grade 8. In Linguistics 6, students gain a foundational understanding of the scientific study of language with lessons on topics ranging from historical linguistics to the psychology of language. In Linguistics 7, students deepen their content knowledge by analyzing data sets, diagramming sentences, and exploring the phonetics and phonology of the languages that will be offered in grade 8. The BASIS Linguistics course sequence equips students with the necessary tools to be successful language learners and teaches them that science can be used to understand language.

SPORK MATH

SPORK Math is comprised of the following courses: Arithmetic B (grade 5), Pre-Algebra (grade 6), Algebra I (grade 7), Algebra II (grade 8), Pre-Calculus A, AB, and B (grades 9–10). SPORK Math is delivered through tablets, allowing us to update the curriculum every year, to ensure that we are responsive to our students' needs. This method of delivery facilitates rapid homework communication between teachers and students, making time spent in the classroom more productive. For example, while students are doing homework, they can mark the problems they are struggling with the most. Their teacher will receive that information in real-time and can come to class the next day with a lesson prepared to address those concepts. Long term, SPORK Math will help teachers identify the areas students struggle with the most, allowing them to adapt their lessons and plan for extra practice.
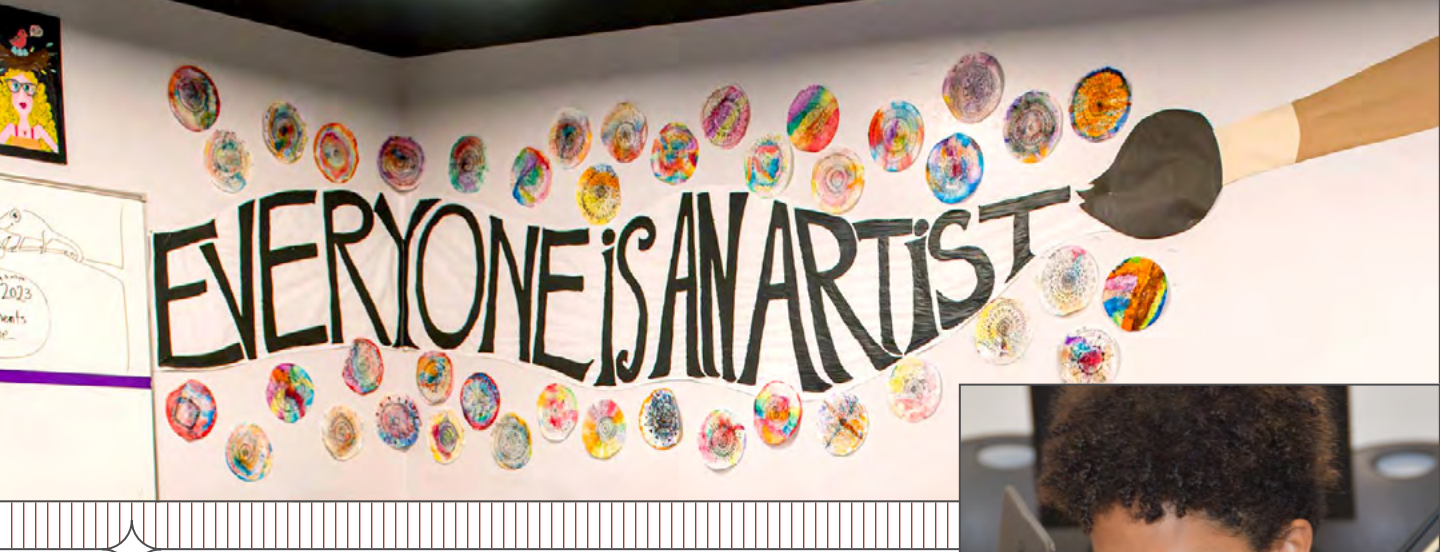
FINE ARTS (Grade 5)

Students in Visual Arts 5 learn how to apply their knowledge of the elements and principles of art and design to production, criticism, aesthetics, art history, and multi-cultural studies. Likewise, students in Music 5 apply their musical skills to reading, interpreting, and performing a varied repertoire of music. In Theatre 5, they advance their skills in dramatic performance by learning how artistic choices create meaning and analyzing theater productions from multiple angles.

ART HISTORY & PRACTICE (Grade 6)

In Art History & Practice, students explore the world of art through a historical lens. They apply key concepts—themes, materials, or techniques—and vocabulary from each time period to their own creations and performances. In addition, students make connections across cultures, beliefs, and artists' perspectives to learn what inspires artists to create.

VISUAL ARTS (Grades 7–12)

Visual Arts courses focus on identifying and achieving artistic goals; creating, reflecting, and evaluating art; and understanding art in social and cultural context.

THEATRE (GRADES 7–12)

Theatre courses require students to apply previously learned skills and knowledge in the context of a production-based class.

MUSIC (Grades 7–12)

Music courses focus on technique and performance.
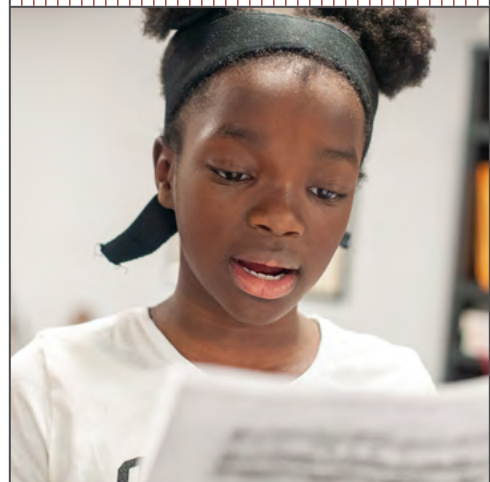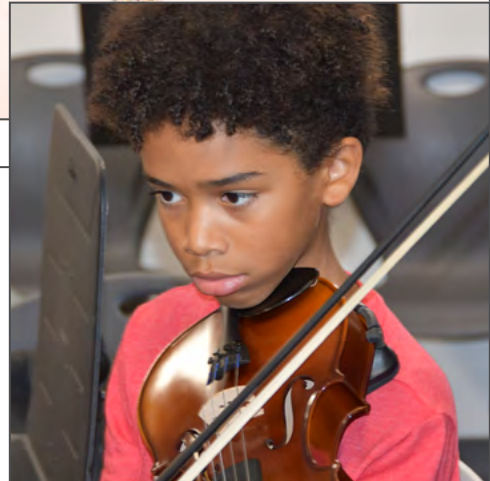
THE SENIOR PROGRAM

The BASIS Charter School Curriculum culminates with the Senior Program, which plays a vital role in preparing students for college. After completing their junior year, most BASIS Charter School students have earned enough credits to meet state graduation requirements and have the option to graduate early; however, the majority choose to complete their senior year and earn the BASIS Diploma with Honors or High Honors.

The Senior Program is comprised of a daily College Counseling Seminar, advanced Capstone courses, and a Senior Project that is completed off campus.

COLLEGE COUNSELING SEMINAR

A unique aspect of our Senior Program is the College Counseling Seminar. In this course, students explore different colleges and universities, write application essays, apply for scholarships, navigate financial aid, and prepare for interviews. Our dedicated College Guidance Coordinators work hard to ensure that all students are prepared for the college application process and find the school that is the best fit for them as an individual. College Guidance Coordinators help students navigate the college application process by facilitating campus visits, hosting university admissions representatives, providing feedback on applications and personal essays, supplying news about scholarships, and hosting financial aid and college planning nights for families.

> *"Getting accepted to college is simple. Distilling a student's purpose, gifts, and potential, then aligning them to colleges that will suit their future social, intellectual, and financial needs is the complex art at the center of the College Counseling Seminar."*
>
> *–Meg Giles, Sr. College Guidance Coordinator, BASIS Mesa*

CAPSTONE COURSES

During the first two trimesters of their senior year, BASIS Charter School students take Capstone courses designed to emulate a college classroom where students are engaged in independent research, lab work, and seminar-style discussion. Capstone courses cover complex material and require students to learn about a specific topic in depth. Courses span the academic disciplines and serve as a bridge between high school academic standards and college scholarship.

Examples of Capstone Courses:

- Forensics
- Biology of Psychological Disorders
- Popular Music as Literature
- History of Food
- Disease and Immune Response
- Multivariable Calculus
- Statistics
- Organic Chemistry
- The Latin Roots of Italian
- World History Through Film
- Gender Studies
- Quantum Mechanics
- Marine Biology

* Capstone courses offered vary year-to-year and by campus.

SENIOR PROJECTS

Senior Projects are the true synthesis and culmination of a student's journey through the BASIS Charter School Curriculum. Through these comprehensive projects, BASIS Charter School seniors combine their creativity, critical thinking skills, and deep content knowledge to make a real and direct impact on their communities and the world. Students can complete the Senior Project in one of two ways: they can do a traditional Senior Project, or they can do a Senior Project that aligns with the AP Capstone™ curriculum. Students who successfully complete a Senior Project earn a BASIS Diploma with High Honors.

TRADITIONAL SENIOR PROJECTS

The BASIS Diploma Senior Project is a selective program that requires students to dedicate the final trimester of their senior year to researching or developing an original idea in a field of their choosing. In addition to developing a project of the student's choice and design, Senior Projects also entail an off-campus experience, such as an internship, job shadow, or volunteer position. These experiences can take them across the nation or around the world. Students are guided by a faculty member at their BASIS Charter School, plus a mentor at their off-campus site. At the end of the trimester, students present their findings to their peers, teachers, and parents.

AP CAPSTONE-BASED SENIOR PROJECTS

Through the AP Capstone™ curriculum, BASIS Charter School students design, plan, and conduct year-long research projects, applying their knowledge to real-world problems. Students are guided by a faculty member at their BASIS Charter School, as well as a mentor at their off-campus research site. In addition to submitting an initial project proposal, the AP Research course (the second course in the AP Capstone sequence) requires students to write a 4,000- to 5,000-word academic essay on their chosen topic, and then present their findings.

COURSE OVERVIEW

* All courses are subject to change

MATH (minimum course-level requirements)

- **Grade 5** Arithmetic B
- **Grade 6** Pre-Algebra
- **Grade 7** Algebra and Geometry I
- **Grade 8** Algebra and Geometry II
- **Grade 9** Pre-Calculus A
- **Grades 9–10** AP Pre-Calculus
- **Grade 10** Pre-Calculus B
- **Grade 11** AP Calculus AB
- **Grade 12** Math Capstone

SCIENCE

- **Grade 5** Physical Geography and Science
- **Grades 6–8** Biology, Chemistry, and Physics (all three each year)
- **Grade 9** First Honors Science (Biology, Chemistry, or Physics)
- **Grade 10** Second Honors Science; first AP Science
- **Grade 11** Third Honors Science, second AP Science, or AP Elective
- **Grade 12** Science Capstone

SOCIAL SCIENCES

- **Grade 5** U.S. History (Pre-contact Americas to Industrial Revolution)
- **Grade 6** World History I (Pre-history to Enlightenment)
- **Grade 7** World History II (Age of Exploration to Cold War Era)
- **Grades 8–9** AP U.S. Government and Politics
- **Grade 10** AP World History: Modern & AP European History
- **Grade 11** AP U.S. History
- **Grade 12** Humanities Capstone

ENGLISH/LANGUAGE ARTS

- **Grade 5** English and Writing Mastery
- **Grades 6–8** English
- **Grade 9** Honors English Literature, Honors English Language
- **Grade 10** AP English Literature or AP English Language
- **Grade 11** Second AP English course or Post-AP English
- **Grade 12** Humanities Capstone

WORLD LANGUAGE

- **Grades 6–7** Linguistics
- **Grades 8–11** French, Mandarin, Spanish, or Latin, AP optional
- **Grade 12** World Language Capstone

FINE ARTS, PE, AND ELECTIVES

- **Grade 5** Visual Arts, Theatre, Music, PE & Sports
- **Grade 6** Art History & Practice (Visual Arts, Theatre, Music, or Writing) and PE & Sports
- **Grade 7** Engineering, Visual Arts, Theatre, Music, Writing, or PE
- **Grades 8–12** General electives*, AP elective, or Post-AP elective

OTHER

- **Grade 7** Computer Logic
- **Grade 8** Economics

* Minimum of one Fine Arts elective required.

A variety of subjects, including AP courses, are available as electives. Please contact the school to review possible electives for the upcoming school year.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities enhance the learning experience and provide opportunities for enrichment, socialization, and achievement beyond the classroom. These activities allow students to interact with different groups, pursue individual interests, and develop new skills. To participate in extracurricular activities, students must exhibit good behavior and maintain a strong academic standing. As such, they learn to balance outside activities with advanced coursework, an important time management skill that will benefit them throughout their education.

EXTRACURRICULAR ACTIVITIES OFFERED AT BASIS DC MAY INCLUDE*:

- American Sign Language Club
- Art in the City Club
- Boys High School Basketball
- Boys Middle School Baseball
- Boys Middle School Basketball
- Boys Soccer
- Certamen
- Chess Club
- Code4Life Club
- Coed Soccer
- Dance Team
- Debate Team
- Drama Club
- Flag Football

- Game Group
- Gay-Straight Alliance (GSA)
- Girls High School Basketball
- Girls Middle School Basketball
- Girls on The Run
- High School Cross Country
- High School Debate Team
- High School Science Club
- High School Track and Field
- Knitting Club
- Mandarin Club
- Middle School Coed Soccer
- Middle School Cross Country

- Middle School Debate Team
- Middle School Science Club
- Middle School Track and Field
- Model UN
- National Honor Society
- Open Studio Art
- Poetry Club
- Rubik's Cube Club
- Student Leadership Club
- Taekwondo Club

Extracurricular activities offered vary by campus and from year-to-year based on student interest.

SUPPORTING DIVERSE LEARNERS

BASIS Charter Schools offer a robust program of student support services. All students learn the basics of organization and executive functioning through tools such as the Communication Journal (or "CJ"). Students get extra help and learn self-advocacy in programs such as Student Hours, where they can meet with each of their teachers every week for help outside of the classroom. All students also receive social and emotional education in middle school as we help developing minds learn how to cope with the stress of school and the modern world.

BEYOND THE BASIC SUPPORTS

BASIS DC is a school for anyone. Among our alumni are students who are first in their families to go to college, some with developmental disorders or health impairments, and those who are English Language Learners. BASIS DC has a comprehensive program of support services to help any learner succeed. This includes programs available to all students, such as Academic Support, where students meet with faculty mentors; or our reading, math, counseling, and executive functioning interventions. We have a strong and knowledgeable team who implements federal programs such as 504 plans and IEPs. See the following mock/example student support schedules to get an idea of what support services might look like for your student.

> *"The thing I enjoy most about working with students in the support program at BASIS DC is that we use an inclusion model throughout our campus. All students participate in all courses, clubs, and extracurricular activities. I'm proud of the growth students in our support program make on their unique individual learning plans throughout their BASIS DC careers. All students at BASIS DC work extremely hard to meet the demands of our accelerated curriculum. Our school fosters an environment where hard work and active academic engagement is the norm regardless of whether you have an identified disability or not."*
>
> *–Joshua Lichtenstein,*
> *Director of Student*
> *Support Services*

> *"BASIS DC SPED students are the definition of bridging the gap in education to make sure every student has an opportunity to receive a great education, no matter what their disability is. The reason I enjoy supporting my students is because I can relate to them, I had an IEP when I was in school. I had fantastic teachers who built relationships with me and supported me during my educational journey. I want to be that same light in my students' lives to help them grow academically and socially."*
>
> *–Megan Caradine,*
> *Dean*

SEONG-SU

Seong-Su is in grade 10 at BASIS DC and has a specific learning disability in mathematics that affects his understanding of basic arithmetic. He also struggles with anxiety as diagnosed by his doctor. The school team and Seong-Su's parents determined that his learning disability impacts his ability to access the school curriculum, so together we developed an Individualized Education Program (IEP) for Seong-Su designed to support him specifically in the areas of mathematics and social-emotional wellbeing.

CLASS SCHEDULE

- Pre-Calculus B
- AP European History
- AP English Language
- French II
- Honors Chemistry
- AP Biology

INTERESTS

AP Comparative Government and Politics and active participant in Model UN

Enjoys volunteering at the local Humane Society with his friends

IEP GOALS AREAS

- Mathematics
- Executive Functioning
- Behavior/Social-Emotional

SUPPORT & SERVICES

Seong-Su receives pull-out instruction during study hall class time for 30 minutes on Monday, Wednesday, and Friday to receive additional support in math. During this time, his Special Education Teacher pre-teaches material from his Pre-Calculus B and Honors Chemistry classes to help prepare Seong-Su for upcoming coursework, and reviews other material to reinforce lessons.

Twice per week, Seong-Su's Learning Specialist joins him in his 50-minute Pre-Calculus B class to provide individualized instruction to help Seong-Su with the material in real time.

Because of his learning disability, Seong-Su receives extended time on both classroom and standardized tests that are math-based, and needs to test in a quiet location with a small group. As a result, whenever Seong-Su has a quiz or test in his Pre-Calculus B or Honors Chemistry class, he takes those assessments in the student testing room overseen by the school test monitor.

Seong-Su also meets with the school psychologist for regular 30-minute sessions every week to work on strategies for managing his anxiety, and is able to check in as needed with the school counselor for additional support.

DANAI

Danai is in grade 5 at BASIS DC and has a specific learning disability in the areas of reading and writing that cause difficulties with word decoding and reading fluency. She also has been diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) by her doctor. The school team and Danai's parents determined that her learning disability and ADHD diagnosis impact her ability to access the school curriculum, so together they developed an Individualized Education Program (IEP) for Danai designed to support her in reading, writing, and executive functioning.

CLASS SCHEDULE

- Arithmetic B
- U.S. History
- English 5
- Writing Mastery
- Physical Geography and Science
- Art
- Music
- Physical Education (PE)

INTERESTS

Favorite classes: Science and PE

Member of the school soccer team and track and field team

IEP GOALS AREAS

- Reading
- Written Expression
- Social-Emotional/ Executive Functioning

SUPPORT & SERVICES

Due to pervasive impact of Danai's learning disability, she receives all her English 5 and Writing Mastery instruction one-on-one with her special education (SPED) teacher outside the general academic setting. Danai's SPED teacher collaborates closely with the BASIS DC English 5 and Writing Mastery Subject Expert Teachers to ensure she is receiving the same content as her peers, despite the different setting.

In addition to making the general curriculum accessible to Danai, her SPED teacher creates specially designed reading skills and written expression content. Focusing on pre-teaching strategies and the development of new skills helps Danai access and learn text-driven content and perform writing tasks.

A Learning Specialist joins Denai in her U.S. History class every day to provide individualized instruction and support for the reading-heavy material. At the end of every day, Danai checks in with her SPED teacher who also serves as her case manager. During these check-ins, Danai and her teacher review her Communication Journal (CJ), weekly checklist of assignments, and work on organizational skills.

Due to her learning disability and ADHD diagnosis, Danai receives extended time on all classroom-based and standardized tests. She requires a quiet location with a small group, so she completes all her assessments in a monitored student testing room. Danai also meets with the school psychologist for 30 minutes every week to work on executive functioning skills, self-regulation, and strategies for addressing her impulsivity.

TYLER

Tyler is a grade 8 student at BASIS DC who has been diagnosed with Autism Spectrum Disorder, a disability that causes Tyler to have significant discomfort with social settings and limited verbal communication. The school team and Tyler's parents determined that his disability impacts his ability to access the school curriculum and developed an Individualized Education Program (IEP) for Tyler designed to support him in reading and writing, as well as adaptive living and executive functioning, communication, and social-emotional wellbeing.

CLASS SCHEDULE

- Pre-Calculus AB
- U.S. History
- Economics
- English 8
- Biology 8
- Physics 8
- Chemistry 8
- Spanish I B
- Intermediate Art Studio 2D

INTERESTS

Favorite subject: Math

Enjoys graphic design and digital artwork

IEP GOALS AREAS

- Reading
- Written Expression
- Adaptive-Daily Living Skills
- Communication/Speech and Language
- Motor Skills
- Social-Emotional/Behavior

SUPPORT & SERVICES

Tyler receives academic instruction from his special education (SPED) teacher and Learning Specialist outside the general education setting in a self-contained classroom. In this setting, Tyler is better able to access the BASIS Charter School Curriculum with instruction from highly qualified staff who have experience providing the adaptive behavior support that Tyler needs. His SPED teacher and Learning Specialist collaborate with the Subject Expert Teachers to ensure he receives the same content as his peers, despite the different setting. In addition to the general education curriculum, Tyler also receives special education services in reading comprehension, written expression, behavior modification and socialization, and life skills from his Learning Specialist.

Twice-weekly sessions for reading comprehension and written expression focus on helping Tyler to recognize subtext in literature. His teacher works to connect the abstract nature of inferential comprehension and helps him improve his ability to express his thoughts in writing through increased use of imagery. Due to challenges with his motor abilities, Tyler has access to assistive technology for writing activities, and has weekly 30-minute sessions with an Occupational Therapist to continue developing his handwriting.

Tyler also meets with a speech-language pathologist 45 minutes every week to work on his expressive and receptive language and verbal expression goals. Tyler enjoys creating digital artwork and participates in his art class alongside his peers; but since he is easily overwhelmed, and experiences emotional dysregulation in larger social settings, he has the support of a dedicated aide. His SPED teacher works with Tyler once per week on improving his responses to frustrating situations and using productive language when addressing peers with whom he disagrees. To further support Tyler in his social-emotional wellbeing, Tyler has weekly 60-minute sessions with the school psychologist to develop and reinforce executive functioning skills and adaptive behaviors.

F A Q

WHAT ARE BASIS CHARTER SCHOOLS?

The BASIS Charter Schools network comprises 39 charter schools across Arizona, Louisiana, Texas, and Washington, D.C. All BASIS Charter Schools utilize the BASIS Charter School Curriculum, which encourages self-motivation and hard work, allows students to master advanced content and thoroughly prepares them for college.

HOW DO I APPLY?

BASIS DC participates in and follows all rules of the My School DC common citywide lottery. BASIS DC adopts all of the definitions of "lottery" and "waitlist" provided by My School DC. Information about the application and lottery process can be found at myschooldc.org. As public charter schools, BASIS Charter School campuses enroll students in accordance with state and federal law; we do not restrict admission on the basis of academic achievement or any protected class.

WILL I HAVE TO PAY TUITION?

No. BASIS Charter Schools are tuition-free.

WHAT IS THE SCHOOL-YEAR SCHEDULE?

The start date for each school is determined by the Head of School and leadership team, and then announced on the school's website. To reduce the chance of scheduling conflicts for BASIS Charter School families with students in multiple grade levels, or who attend different schools, we try to align our school calendars with district school calendars. To maximize academic instruction time, BASIS Charter Schools do not include professional development (in-service) days on the school calendar.

DO YOU HAVE BEFORE AND AFTER SCHOOL PROGRAMS?

Yes. BASIS Charter Schools offer the Early Bird and Late Bird programs to assist parents/guardians whose schedules do not align with the schools' scheduled start and end times.

DO YOU PROVIDE TRANSPORTATION?

No. BASIS Charter Schools do not provide transportation for students at this time. However, we encourage members of our parent-volunteer booster clubs to identify carpool opportunities.

HOW MUCH HOMEWORK DO STUDENTS RECEIVE?

Homework volume differs by grade level and by student. For example, the average grade 5 BASIS Charter School student is assigned between 30 minutes and two hours of homework per night. In high school, this time may increase to between one hour and three hours of homework per night.

DOES BASIS CHARTER SCHOOLS OFFER PHYSICAL EDUCATION?

Yes. Students in grades 5 and 6 are required to participate in PE and Sports classes three times per week. Beginning in grade 7, students can choose to continue with Physical Education as an elective course.

WHAT EXTRACURRICULAR OPPORTUNITIES ARE AVAILABLE?

BASIS Charter Schools offer extracurricular activities that enrich students' academic experience. We do our best to align extracurricular activities to serve our students' interests. As a result, extracurricular activities may not be identical at every BASIS Charter School. However, each BASIS Charter School campus offers an array of clubs and extracurricular activities in which students can participate.

DO STUDENTS STRUGGLE WHEN THEY TRANSFER TO A BASIS CHARTER SCHOOL DURING HIGH SCHOOL?

High school students who transfer to a BASIS Charter School receive individualized academic plans based on the courses they have already completed at their previous school(s). These plans are intended to motivate students to reach their highest academic potential, while also considering their prior educational experience. Students who transfer to a BASIS Charter School later in the program still benefit from being part of an academically focused community and receive a more advanced education than they would at a traditional high school.

DO YOU OFFER COLLEGE COUNSELING?

Yes. The college counseling process begins early in the BASIS Charter School Curriculum. Students attend educational seminars beginning in grade 8 to become more familiar with all facets of the college admissions process. BASIS Charter School seniors take a daily College Counseling Seminar, in which they explore potential colleges, submit applications, apply for scholarships, and prepare for interviews.

DO BASIS CHARTER SCHOOL GRADUATES RECEIVE COLLEGE SCHOLARSHIPS?

Yes. Each school's College Guidance Coordinator works diligently to help students find scholarship opportunities. BASIS Charter Schools graduates average over $100,000 in merit aid.

WHAT COLLEGES DO BASIS CHARTER SCHOOL GRADUATES ATTEND?

We encourage students to apply to the schools or programs that best align with their interests and goals. Our graduates attend some of the nation's most prestigious colleges and universities. In fact, 62% of 2023 BASIS Charter School graduates were accepted to a *U.S. News & World Report* top 100 ranked National University or National Liberal Arts College, including Columbia, Harvard, MIT, Princeton, Stanford, University of Chicago, and Yale.

NOTES:

NOTES:

Scan the QR code to view a
digital version of this brochure.

BASIS
CHARTER SCHOOLS

Washington, D.C.™

410 8th Street NW | Washington, D.C. 20004

Appendix F

SST INTERVENTIONS FLOW CHART

TIER 1
Interventions

TIER 2
Interventions

TIER 3
Interventions

- Second Step
- Excellent Curriculum and instruction
- Restorative Justice programing in study hall
- Organizational Support in study hall
- PBIS (Positive Behavior Intervention Supports)
- Academic Support/Student Hours

Screeners and Benchmarks that Initiate SST (by category)

Progress monitoring on specific goals

Progress monitoring on specific goals

Progress monitoring on specific goals

Social Emotional & Health:

- 10+ Referrals per trimester
- 5+ Unexcused absences per trimester
- SAEBRS screening diagnostic
- Vision and hearing health data
- 2+ Suspensions due to Physical aggression
- Teacher referrals

Social Emotional & Health:

- Behavior Intervention Plans – Student Affairs
- Attendance Plans – Attendance Coordinator
- Small Group Counseling – School Counselor

Social Emotional & Health:

- Daily Check-in/Check-out with Dean
- Behavior Interventions Plan – School Psychologist
- Individual Counseling

Referral for Evaluation for Special Education and/or 504 Plan

Academic Skills Deficit:

- FASTBRIDGE screening diagnostic
- Student scores some risk/high risk
- PARCC data-Student scores a 2 and below
- Teacher referrals

Academic Skills Deficit:

- Small group academic intervention in reading and/or math
  - Direct Instruction
  - I-Ready/IXL

Academic Skills Deficit:

- Individual direct instruction in reading and/or math.
- Push in classroom support for certain students

Test Taking & Organization:

- Test scores <60% on any pre-comp or comp
- Class average <60% in 3+ classes where the average is >60%
- Work completion rate <75% in 2+classes
- AP data - student only has scores of 2 or below
- Teacher referrals

Test Taking & Organization:

- Study Planner during study hall
- Executive Functioning Curriculum
- Content Area Tutoring – (GUMSHOE, NHS Peer Tutoring)
- Orion's Belt/Orion's Belt Junior

Test Taking & Organization:

- Daily Check-in/Check-out with a grade level Dean/Advisor
- Testing supports (small group, extended time, read aloud on classroom-based assessments)

Return to Lower Tier

23WDC035

Appendix G

BASIS CHARTER SCHOOLS

Washington, D.C.™

WE INVEST IN OUR BEST
PAY EDUCATORS
WHAT THEY DESERVE

We offer competitive salaries that attract and retain the D.C. area's best educators. Our experienced and effective teachers are rewarded with consistent, competitive pay that recognizes their impact. But that's not all! We cultivate a joyful and fulfilling work environment.

GROWTH FOCUSED

Educators who consistently exceed expectations in student growth will be eligible for increased bonuses and salary advancements.

COMPETITIVE

We offer competitive D.C. market salaries to attract and retain the exceptional educators who inspire our students.

NEGOTIABLE

BASIS rewards excellence! Advocate for your impact & get rewarded (up to +2 Quality Steps & ±2% salary increase).

BASIS believes teachers deserve financial stability. That's why we offer transparent compensation, allowing you to clearly see your earning potential and how your career progresses over time.

ABOUT US:

We challenge exceptional students at BASIS Charter Schools, fostering a culture of academic excellence and intellectual rigor. Our outstanding educators share this passion for igniting a love of learning. They are masters of their craft, and their dedication to the art of teaching is evident in every classroom.

☎ 202-804-6390   🌐 enrollBASIS.com/washington-dc

EMPLOYEE BENEFITS

- Fully Vested Retirement Plans with Company Match
- Free Basic Medical
- Health Reimbursement Account
- Free Basic Dental
- Vision
- Flexible Spending Accounts
- Employer Paid Life Insurance
- Voluntary Life insurance
- Free Short Term and Long-Term Disability
- KinderCare Discount

EXPERIENCE

- Up to 3 years teaching and/or instructional leadership experience in a pre-K-12 setting without evaluation data
- Up to 5 years teaching and/or instructional leadership in a pre-K-12 setting with evaluation data to substantiate effective perfromance

☎ 202-804-6390

🌐 enrollBASIS.com/washington-dc

Quality Step	BASIS DC Salaries
1	$64,343.77
2	$65,826.31
3	$68,702.48
4	$71,580.80
5	$74,451.61
6	$77,338.50
7	$80,913.09
8	$84,470.55
9	$88,052.64
10	$91,612.24
11	$95,196.47
12	$102,330.66
13	$102,330.66
14	$102,330.66
15	$102,330.66
16	$111,617.97
17	$112,899.12
18	$112,899.12
19	$115,035.10
20	$115,035.10
21	$118,023.74
22	$118,023.74

BASIS DC Is Now Hiring
for All Subjects and Grades

BASIS DC is now hiring teachers for grades 5–12! Come see what it's like to teach at one of the highest-performing schools in the city.

- Gain access to training and mentorship
- Enjoy freedom and flexibility in the classroom
- Collaborate with colleagues from our growing charter school network

Upcoming Demo Days

Our Demo Days give candidates an opportunity to visit our campus, meet the Leadership team, and teach a demo lesson with current students. Apply for an open position to secure your spot!

| MAR 31 | APR 28 | MAY 17 | JUNE 9 |

» jobs.basised.com/location-washington-dc

23WDC018

BASIS.ed

Administration – Manager

Head of School

Department: Administration - Manager
FLSA Status: Exempt
Positions Supervised: Approx. 20-50
Standard Work Schedule: M-F 7-5; nights and weekends as needed

Job Status: Full Time
Reports To: Vice President
Amount of Travel Required: <10%

POSITION SUMMARY

The role of the Head of School is primarily responsible for all activities involving students and faculty at the school site. Hire, train, mentor, and develop the faculty. Accountable for building strong relations with the community in order to facilitate the fundraising necessary for teacher incentive and booster participation. Partner with the Head of Operations to make key personnel and financial decisions for the school. Directly supervise a team of Directors, Coordinators, and all instructional positions. Ultimately responsible for the implementation of BASIS.ed curriculum and the academic success of all students.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Act as the educational leader of the school, responsible for its day to day academic operations
- Direct the activities of the faculty
- Articulate the mission and goals of BASIS for faculty, parents and students
- Observe, supervise and evaluate faculty in the development and implementation of curriculum
- Ensure an environment in which learning can take place through a supportive school climate
- Oversee the activities of school directors, meeting regularly to assess student performance
- Ensure compliance with all legal requirements of government regulations and agencies
- Establish programs for the orientation of new faculty
- Manage the processes necessary for the development of the master school schedule
- Serve as a consultant to teachers in matters of classroom management, teaching methods and school procedures
- Oversee academic guidance, grading and standards for student assessment
- Oversee college guidance in the achieving the goals for college admittance and financial aid/scholarship dollars as applicable
- Other duties as assigned

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized - Ability to develop and maintain order while documenting, filing and managing tasks. Ability to establish and manage multiple priorities; ability to work under pressure.
- Detail Oriented - Ability to pay exceptional attention to the minute details and accuracy of a project or task.
- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints; demonstrate patience and flexibility.
- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.

- Accountable - Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- Judgment - The ability to formulate a sound decision using the available information. Ability to effectively analyze data to improve student achievement.

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university; Master's Degree preferred
Certifications and Credentials: Valid Finger Print Clearance Card and or applicable state background check.
Experience: 4+ years in a role with relatable job duties, ideally at a similar sized school
Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	F (Frequently)	10 lbs or less	F (Frequently)
Walk	F (Frequently)	11-20 lbs	F (Frequently)
Sit	O (Occasionally)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	O (Occasionally)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	**Push/Pull**	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)
Sense of Smell
Sense of Touch

Signature: _____ Date: _____

BASIS™
.ed

BASIS.ed
Administration – Manager
Head of Operations

Department: Administration - Manager
FLSA Status: Exempt
Positions Supervised: Approx. 8-10
Standard Work Schedule: M-F 7-5; nights and weekends as needed

Job Status: Full Time
Reports To: Vice President
Amount of Travel Required: <10%

POSITION SUMMARY

The role of the Head of Operations is primarily responsible for the finance and facilities functions for the school site. Responsible for vendor selection and management, purchasing and accounting, and facilities and technology management. Serve as the onsite human resources contact, implementing programs designed by the Central Office. Partner with the Head of School to ensure that academics meet BASIS standards. Directly supervise a small operations staff.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Oversee the physical operation of the school including security and IT; maintain the school inventory of hardware and software
- Manage the school budget and acts as the on-site bookkeeper; keep an accurate and continuous record of the financial position of the school
- Partner with the Head of School with decisions regarding salaries and benefits for all personnel, including the evaluation of support staff
- Manage human resource functions for school employees in partnership with the Central Office Human Resources team
- Research, evaluate, purchase and manage school services including building maintenance, housekeeping and grounds
- Manage the purchase of all supplies including textbooks and school operating supplies
- Arrange bids and develop specifications for all outside contractual work
- Ensure the safety of personnel and students in their use of the facilities including the scheduling and management of required drills (fire, lockdown, etc.)
- Manage the front office and specialized support staff
- Maintain accurate and complete records of all school assets
- Other duties as assigned.

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized - Ability to develop and maintain order while documenting, filing and managing tasks. Ability to establish and manage multiple priorities; ability to work under pressure.
- Detail Oriented - Ability to pay exceptional attention to the minute details and accuracy of a project or task.
- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints; demonstrate patience and flexibility.

- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.
- Accountable - Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- Judgment - The ability to formulate a sound decision using the available information. Ability to think analytically and strategically.

SKILLS & ABILITIES

Education: MBA or Bachelor's Degree from a regionally accredited college or university in Business Administration or similar degree.
Certifications and Credentials: Valid Finger Print Clearance Card and or applicable state background check
Experience: Financial experience, facilities management experience, and experience with HR related functions preferred.
Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	F (Frequently)	10 lbs or less	F (Frequently)
Walk	F (Frequently)	11-20 lbs	F (Frequently)
Sit	O (Occasionally)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	O (Occasionally)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	**Push/Pull**	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)
Sense of Smell
Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

Director of Operations

Department: Administration - Manager	**Job Status:** Full Time
FLSA Status: Exempt	**Reports To:** Head of Operations
Positions Supervised: Approx. 2 - 3	**Amount of Travel Required:** <10%
Standard Work Schedule: M-F 7-5; nights and weekends as needed	

POSITION SUMMARY

The Director of Operations is responsible for assisting the Head of Operations in the day to day operations of the school. Responsible for vendor selection and management, assists with purchasing and accounting, and helps facilitate technology management. Serves as a point of contact for school operations.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Assist the Head of Operations with creating a strategic plan for non-academic programs, and helps lead its execution
- Help manage extracurricular programs for staffing and facility needs
- Improve operational systems, processes, and policies
- Maintain documentation of policies and procedures
- Monitor and execute training and documentation of operation compliance with BASIS.ed operational mandates
- Assist in the coordination of all operational needs and processes
- Support the Head of Operations in the coordination of payroll with central office and school based finance team
- Help oversee the physical operation of the school including security and IT
- Oversee the maintenance of the school inventory of hardware and software
- Research, evaluate, purchase and manage school services including building maintenance, housekeeping and school grounds
- Manage the purchases of all supplies including textbooks and school operating supplies
- Arrange bids and develop specifications for all outside contractual work
- Work with the Head of Operations in ensuring the safety of personnel and students in their use of the facilities including the scheduling and management of required drills (fire, lockdown, etc.)
- Maintain accurate and complete records of all school assets
- Other duties as assigned

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized- Ability to develop and maintain order while documenting, filing and coordinating tasks
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints.

- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.
- Accountable: Ability to take responsibility for own work, establish trust, and be receptive to feedback
- Judgment - The ability to formulate a sound decision using the available information.
- Cooperative – Seek out and engage in group participation to complete or improve work. Work effectively with others in a positive and productive manner
- Relatable- Build genuine relationships. Be respectful and inclusive in decision making; work well with others regardless of level, background or opinions; maintain positive and professional relationships
- Efficient- Prioritize and execute day to day responsibilities to best respond to business demands. Maximize productivity and minimize wasted time.

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university in Business Administration, Finance or similar degree.
Certifications and Credentials: Valid Finger Print Clearance Card and or applicable state background check
Experience: Financial experience, facilities management experience, and experience with Human Resources related functions preferred.
Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	F (Frequently)	10 lbs or less	F (Frequently)
Walk	F (Frequently)	11-20 lbs	F (Frequently)
Sit	O (Occasionally)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	O (Occasionally)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	**Push/Pull**	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)
Sense of Smell
Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may

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Administration – Manager

Director of Academic Programs

Department: Administration - Manager
FLSA Status: Exempt
Positions Supervised: Approx**.** 2-5
Standard Work Schedule: M-F 8-5; nights and weekends as needed

Job Status: Full Time
Reports To: Head of School
Amount of Travel Required: <10%

POSITION SUMMARY

The role of the Director of Academic Programs is primarily to organize and run all school-related events and programs to support a culture of academic excellence and ensure the success of students. Designs and manages afterschool programs and other afterschool events. Supervise student registration and curriculum. Create and maintain teacher schedules and school calendar.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Supervise student registration and curriculum coordination
- Operate with resiliency and an ability to reprioritize tasks with a positive attitude
- Manage all aspects of student testing – organization and execution
- Create and maintain school calendars and teacher schedule
- Manage all media items including publications and outside media requests
- Advise students regarding internships and summer programs. Manage senior projects
- Meet with parents regarding academic plans, curriculum and student success
- Prepare and monitor quality of all grading and progress reporting
- Manage all aspects of student testing – order supplies, test scheduling, execution of testing
- Organize and execute student award ceremonies
- Manage all afterschool programs
- Keep constant communication with Head of School
- Other duties as assigned

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized- Ability to develop and maintain order while documenting, filing and coordinating tasks
- Cooperative – Seek out and engage in group participation to complete or improve work. Work effectively with others in a positive and productive manner
- Detail Oriented - Ability to pay attention to the minute details of a project or task
- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise
- Accountable: Ability to take responsibility for own work, establish trust, and be receptive to feedback

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university or equivalent combination of education and work experience
Certifications and Credentials: Valid Finger Print Clearance Card.
Experience: 2+ years in a role with relatable job duties, ideally in a similar sized school
Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	O (Occasionally)	10 lbs or less	O (Occasionally)
Walk	F (Frequently)	11-20 lbs	O (Occasionally)
Sit	F (Frequently)	21-50 lbs	N (Not Applicable)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	F (Frequently)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	**Push/Pull**	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	N (Not Applicable)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)
Sense of Smell
Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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Administration – Manager
Director of Student Affairs

Department: Administration - Manager   **Job Status:** Full Time
FLSA Status: Exempt   **Reports To:** Head of School
Positions Supervised: Approx. 4-8   **Amount of Travel Required:** <10%
Standard Work Schedule: M-F 8-5; nights and
weekends as needed

POSITION SUMMARY

The role of the Director of Student Affairs is primarily to establish student support programs that lead to exceptional outcomes. Establish and coordinate behavior intervention programs. Review and approve academic plans for advancement of students. Take a data driven approach to assessing the needs of students and allocating resources appropriately to achieve educational excellence.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Orientate incoming students on BASIS practices and culture
- Manage a seamless transition for entry level students
- Address high level parent concerns and high level student discipline items
- Direct supervision of all Teaching Fellows
- Direct supervision of Dean of Student
- Manage student outcomes and proactively facilitate parent meetings for student in jeopardy of being retained the following year
- Establish and coordinate student intervention programs
- Oversee student arrival and dismissal procedures
- Maintain data accuracy for student management systems
- Operate with resiliency and an ability to reprioritize tasks with a positive attitude
- Keep constant communication with Head of School
- Other duties as assigned

POSITION QUALIFICATIONS

Competency Statement(s)

- Cooperative – Seek out and engage in group participation to complete or improve work. Work effectively with others in a positive and productive manner
- Relatable- Build genuine relationships. Be respectful and inclusive in decision making; work well with others regardless of level, background or opinions; maintain positive and professional relationships
- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints
- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise
- Accountable: Ability to take responsibility for own work, establish trust, and be receptive to feedback
- Judgment - The ability to formulate a sound decision using the available information

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university or equivalent combination of education and work experience
Certifications and Credentials: Valid Finger Print Clearance Card.
Experience: 2+ years in a role with relatable job duties, ideally in a similar sized school
Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	O (Occasionally)	10 lbs or less	O (Occasionally)
Walk	F (Frequently)	11-20 lbs	O (Occasionally)
Sit	F (Frequently)	21-50 lbs	N (Not Applicable)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	F (Frequently)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	**Push/Pull**	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	N (Not Applicable)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)
Sense of Smell
Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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JOB DESCRIPTION
EXCEPTIONAL STUDENT SERVICES COORDINATOR

Department: ESS
FLSA Status: Exempt   **Job Status:** Full-Time
Positions Supervised: 0-10   **Reports To:** Head of School
Standard Work Schedule: M-F Hours   **Amount of Travel Required:** <15%
determined by HOS

POSITION SUMMARY
The role of the Exceptional Student Services Coordinator (ESS Coordinator) is to oversee all aspects of the Special Education (SPED) program at a school site, including programs under IDEA, Section 504, and EL such as identifying the need for, planning, and executing all standardized and child-specific testing for students suspected of or having a disability. ESS Coordinators ensure that school special education practices are aligned with all pertinent regulations and laws, maintain open communication channels with all parties involved, and provide school-site training. The ESS Coordinator may also work directly with students to identify and fulfill needed educational services and supports as part of a student's Individualized Education Program (IEP).

ESSENTIAL FUNCTIONS
- Comprehensively manage the student special education process including child find activities, the evaluation and identification process, the plan creation process, and the implementation and periodic review process under IDEA, EL, and Section 504
- Participate in the Student Support Team (SST) programs, as appropriate.
- Oversee day-to-day tasks of Special Education Teacher and Special Education/ESS Assistants
- Ensure specially designed instruction is consistent with individual student needs as articulated in the students' Individualized Education Programs (IEPs)
- Provide guidance and professional development to general education teachers on student accommodation implementation, IDEA, FAPE, Child Find obligations, the student referral process, etc.
- Identify and serve English Learners (EL)
- Ensure compliance with all State and Federal Special Education requirements and deadlines.
- Schedule and facilitate parent meetings of students on a plan (EL, 504, IEP) or students being referred for consideration of ESS programming.
- Maintain all ESS paperwork and files.
- In collaboration with appropriate school leaders, schedule and facilitate all hearing and vision screenings for current ESS students.
- Schedule and facilitate student plan reviews (504, IEP, EL)
- Execute and oversee all school/location-specific programs, testing, and requirements, e.g., English Learners (EL) programs, Arizona English Language Learner Assessment (AZELLA)
- Provide or oversee the provision of accommodations for state and district testing, as outlined in student accommodation plans.
- Maintain appropriate communication with Head of School
- Maintain regular, full, predictable attendance.
- Adapting and delivering specially designed instruction to eligible students with disabilities

- Work with students with disabilities in a small group setting or 1:1 setting.
- Interact directly with students to fulfill IEP requirements
- Fulfill required provisions in student plans, including service minutes, by providing specially designed instruction and facilitating other supports and/or related services.
- Providing case management services for students with disabilities including plan/program development provision and compliance
- Supervise itinerant-related service providers.
- Coordinating and ensuring full state and federal compliance with all aspects of programming (identification, review, dismissal) for students with disabilities per the IDEA and Section 504
- Preparing and reporting accurate and timely data or internal and external regulatory purposes
- Supporting general education teachers and collaborating with administrators to ensure the availability of a FAPE to eligible students.
- Other duties as assigned.

Reasonable Accommodations Statement
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

POSITION QUALIFICATIONS
Required
Education: Bachelor's degree from an accredited college or university in special education or related subject matter (or 24+ credit hours in applicable subject matter with other degree)
Certifications and Credentials: Valid Identity Verified Prints (IVP) Fingerprint Clearance Card and/or satisfactory applicable state background check; current special education certificate valid in relevant jurisdiction
Experience: 1 year in a role with related special education job duties
Computer Skills: Microsoft Office Suite

Preferred
Education: Master's degree in special education or related subject matter
Certifications and Credentials: CPI or TACT-2
Experience: 2+ years with related special education job duties in a similar-sized school
Computer Skills: IEP Pro (AZ), SED's, (BA), EasyIEP (DC), special education system used by the school to manage, special education process and 504 process

SKILLS & ABILITIES
Competencies

- Accountable- Take responsibility for own work, establish trust, and be receptive to feedback.
- Communication- Effectively convey information both verbally and in writing; communicate in a manner that is clear, complete, and concise.
- Conflict Resolution- Deescalate high emotion situations; find common ground between conflicting viewpoints; demonstrate patience and flexibility.
- Cooperative- Seek out and engage in group participation to complete or improve work; work effectively with others in a positive and productive manner.
- Detail Oriented- Pay attention to the minute details of a project or task.

- Efficient- Prioritize and execute day-to-day responsibilities to best meet business demands; maximize productivity and minimize wasted time.
- Judgment- Formulate a sound decision using the available information; effectively analyze data
  to improve student achievement.
- Organized- Develop and maintain order while documenting, filing, and coordinating tasks
- Relatable- Build and maintain genuine, positive, and professional relationships; be respectful and inclusive in decision making; work well with others regardless of level, background, or opinions

PHYSICAL DEMANDS

General Demands

Stand	O (Occasionally)
Walk	O (Occasionally)
Sit	C (Constantly)
Reach Outward	C (Constantly)
Reach Above Shoulder	O (Occasionally)
Climb	N (Not Applicable)
Crawl	N (Not Applicable)
Squat or Kneel	O (Occasionally)
Bend	O (Occasionally)

Lift/Carry

10 lbs or less	O (Occasionally)
11-20 lbs	O (Occasionally)
21-50 lbs	O (Occasionally)
51-100 lbs	N (Not Applicable)
Over 100 lbs	N (Not Applicable)

Push/Pull

12 lbs or less	O (Occasionally)
13-25 lbs	O (Occasionally)
26-40 lbs	O (Occasionally)
41-100 lbs	N (Not Applicable)

C (Constantly)   Occupation requires this activity more than 66% of the time (5.5+ hrs/day)
F (Frequently)   Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
N (Not Applicable)   Activity is not applicable to this occupation.

Note: The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability
to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills, and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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JOB DESCRIPTION
EXCEPTIONAL STUDENT SERVICES ASSISTANT

Department: ESS
FLSA Status: Non-Exempt
Standard Work Schedule: M-F Hours determined by HOS

Job Status: Full-Time
Reports To: Head of School
Amount of Travel Required: <5%

POSITION SUMMARY
The role of the Exceptional Student Services Assistant (ESS Assistant) is to assist in all aspects of Special Education, 504, and EL Programs at the school's site. Exceptional Student Services Assistants help maintain communication channels with parents, peers, and supervisors regarding all ESS items and provide paraprofessional support for individual students.

ESSENTIAL FUNCTIONS
- Plan implementation with special educational needs in general education settings such as classrooms, halls, lunchrooms, playgrounds, etc.
- Provide paraprofessional or one-on-one support to individual students, as needed
- Help the ESS Coordinator in all aspects of implementing individualized education programs (IEPs) and 504 plans
- Work collaboratively with ESS Coordinator
- Provide support to teaching staff
- Collect and maintain paperwork associated with IEPs and 504 plans and ensure confidentiality and integrity of student records and progress information
- Support the ESS Coordinator(s) by performing administrative and clerical tasks
- Maintain regular, full, predictable attendance
- Supervise individual students and/or groups of students
- Reinforce and reteach concepts introduced by special education teachers
- Provide instructional interventions and academic support to individual students or small groups
- Other duties as assigned

Reasonable Accommodations Statement
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

POSITION QUALIFICATIONS
Required
Education: High school diploma or equivalent combination of education and work experience
Certifications and Credentials: Valid Identity Verified Prints (IVP) Fingerprint Clearance Card and/or satisfactory applicable state background check
Experience: None
Computer Skills: Microsoft Office Suite

Preferred
Education: Bachelor's degree

Certifications and Credentials: Passing score on applicable paraprofessional exam, CPI or TACT-2

Experience: 1+ years with related special education job duties in a similar-sized school
Computer Skills: None

SKILLS & ABILITIES
Competencies
- Accountable- Take responsibility for own work, establish trust, and be receptive to feedback
- Communication- Effectively convey information both verbally and in writing; communicate in a manner that is clear, complete, and concise
- Conflict Resolution- Deescalate high emotional situations; find common ground between conflicting viewpoints; demonstrate patience and flexibility
- Detail Oriented- Pay attention to the minute details of a project or task
- Judgment- Formulate a sound decision using the available information; effectively analyze data
  to improve student achievement
- Organized- Develop and maintain order while documenting, filing, and coordinating tasks

PHYSICAL DEMANDS

General Demands

Stand	F (Frequently)
Walk	F (Frequently)
Sit	C (Constantly)
Reach Outward	C (Constantly)
Reach Above Shoulder	O (Occasionally)
Climb	N (Not Applicable)
Crawl	O (Occasionally)
Squat or Kneel	O (Occasionally)
Bend	O (Occasionally)

Lift/Carry

10 lbs or less	O (Occasionally)
11-20 lbs	O (Occasionally)
21-50 lbs	O (Occasionally)
51-100 lbs	N (Not Applicable)
Over 100 lbs	N (Not Applicable)

Push/Pull

12 lbs or less	O (Occasionally)
13-25 lbs	O (Occasionally)
26-40 lbs	O (Occasionally)
41-100 lbs	N (Not Applicable)

C (Constantly)   Occupation requires this activity more than 66% of the time (5.5+ hrs/day)
F (Frequently)   Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
O (Occasionally)   Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
N (Not Applicable)   Activity is not applicable to this occupation.

Note: The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability
to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills, and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

JOB DESCRIPTION
SPECIAL EDUCATION TEACHER

Department: ESS
FLSA Status: Exempt
Positions Supervised: Varies by Campus
Standard Work Schedule: M-F Hours determined by HOS

Job Status: Full-Time
Reports To: Head of School
Amount of Travel Required: <5%

POSITION SUMMARY

The role of the Special Education Teacher is to work directly with students to identify and fulfill needed educational services and supports as part of a student's Individualized Education Program (IEP). Special Education Teacher participates in IEP meetings and provides support to the general education teachers regarding classroom interventions, student accommodations, modifications, and special education requirements.

ESSENTIAL FUNCTIONS

- Work with students with disabilities in small group settings or 1:1 setting
- Interact directly with assigned students to fulfill IEP requirements
- Fulfill required provisions in student plans, including service minutes, by providing specially designed instruction and facilitating other supports and/or related services
- Provide instructional interventions and academic support to individual students or small groups
- Providing case management services for students with disabilities, including coordination of IEP team meetings, parent communication, program development, special education service provision, individualized education plan implementation, and compliance
- Ensure compliance with all state and federal special education requirements
- Facilitate IEP meetings
- Oversee the initial evaluation and reevaluation process from start to finish, including coordinating and facilitating MET meetings, coordinating the participation of contracted service providers, including the school psychologist and related service personnel, and completing the evaluation report and eligibility paperwork
- Collaborate and assist general education teachers in implementing IEP requirements for their students to ensure the availability of a FAPE
- Collect and maintain documentation associated with IEP and ensure confidentiality and integrity of student records and progress information
    - Record requests for incoming students
    - Set up students in IEP-Pro
    - Request record transfer (if previous school used IEP-Pro)
    - Request records from previous school electronically if school does not use IEP-Pro
    - Collection of student data from classroom teachers and providers for upcoming IEP and MET meetings
    - Collect data and report progress on annual IEP goals
    - Prepare and report accurate and timely data for internal and external regulatory purposes
- Supervise itinerant-related service providers to coordinate service schedule, IEP meeting, initial and re-evaluation meetings, and regular communication with providers a FAPE is being provided
    - Maintain regular, full, predictable attendance

- Develop a working knowledge and understanding of general education curriculum to adapt the content appropriately to deliver specially designed instruction to eligible students with disabilities
- May need to perform CPI or TACT-2 certified restraint or seclusion as school designee
- Regular communication and coordination with related service providers to schedule student services, schedule IEP and MET meetings
- Oversee day to day tasks of the ESS Assistant(s) and/or Special Education Specialist
- Proctor individual or small group testing for state, district, or alternate assessments
- Other duties as assigned

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

POSITION QUALIFICATIONS

Required

Education: Bachelor's degree from an accredited college or university

Certifications and Credentials: Valid Identity Verified Prints (IVP) Fingerprint Clearance Card and/or satisfactory applicable state background check, current special education certificate valid in relevant jurisdiction, CPR and First Aid

Experience: None

Computer Skills: Microsoft Office Suite

Preferred

Education: Bachelor's degree from an accredited college or university in special education; Master's degree in special education or related subject matter

Experience: 1+ year(s) special education experience

Certifications: CPI or TACT-2

Computer Program Knowledge: IEP Pro (AZ), SED's (LA), EasyIEP (DC), special education system used by the school to manage, special education process and 504 process.

Competencies

- Accountable- Take responsibility for own work, establish trust, and be receptive to feedback
- Communication- Effectively convey information both verbally and in writing; communicate in a manner that is clear, complete, and concise
- Conflict Resolution- Deescalate high emotion situations; find common ground between conflicting viewpoints; demonstrate patience and flexibility
- Cooperative- Seek out and engage in group participation to complete or improve work; work effectively with others in a positive and productive manner
- Detail Oriented- Pay attention to the minute details of a project or task
- Judgment- Formulate a sound decision using the available information; effectively analyze data
  to improve student achievement
- Organized- Develop and maintain order while documenting, filing, and coordinating tasks
- Relatable- Build and maintain genuine, positive, and professional relationships; be respectful and inclusive in decision-making; work well with others regardless of level,

background, or opinions

PHYSICAL DEMANDS

General Demands		*Lift/Carry*	
Stand	*F (Frequently)*	10 lbs or less	O (Occasionally)
Walk	*F (Frequently)*	11-20 lbs	O (Occasionally)
Sit	*C (Constantly)*	21-50 lbs	O (Occasionally)
		51-100 lbs	N (Not Applicable)
		Over 100 lbs	N (Not Applicable)
Reach Outward	*C (Constantly)*	*Push/Pull*	
Reach Above Shoulder	*O (Occasionally)*		
Climb	*N (Not Applicable)*	12 lbs or less	O (Occasionally)
Crawl	*O (Occasionally)*	13-25 lbs	O (Occasionally)
Squat or Kneel	*O (Occasionally)*	26-40 lbs	O (Occasionally)
Bend	*O (Occasionally)*	41-100 lbs	N (Not Applicable)

C (Constantly)   Occupation requires this activity more than 66% of the time (5.5+ hrs/day)
F (Frequently)   Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
N (Not Applicable)   Activity is not applicable to this occupation.

Note: The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability
to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills, and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

JOB DESCRIPTION
SPECIAL EDUCATION ASSISTANT

Department: ESS
FLSA Status: Non-Exempt
Standard Work Schedule: M–F as determined by HOS

Job Status: Full-Time
Reports To: Head of School
Amount of Travel Required: <5%

POSITION SUMMARY

The role of the Special Education Assistant (SPED Assistant) is to assist in all aspects of the Special Education Program at the school's site. Special Education Assistants help maintain communication with the ESS Coordinator and/or SPED teacher and general education teachers. The SPED Assistant will provide paraprofessional support for individual student(s) or small groups with a variety of exceptionalities such as autism, developmental delay, intellectual disability, specific learning disability, emotional disability, etc.

ESSENTIAL FUNCTIONS

- Work with students with disabilities in general education, small group setting, or 1:1 setting
- Reinforce positive behavior expectations
- Maintain confidentiality of student records and progress information
- Assist the ESS Coordinator/SPED Teacher with preparation of resource materials for individual students/small groups
- Provide progress reporting information to ESS Coordinator/SPED Teacher
- Help the ESS Coordinator/SPED Teacher in all aspects of implementing individualized education programs Plans (IEP)
- Reinforce and reteach concepts introduced by the special education teachers
- Support the ESS Coordinator/SPED Teacher by performing administrative and clerical tasks
- Maintain regular, full, predictable attendance
- Potential site designee to provide CPI or TACT-2 (verbal de-escalation and/or physical restraint)
- Other duties as assigned

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

POSITION QUALIFICATIONS

Required
Education: High school diploma or equivalent combination of education and work experience
Certifications and Credentials: Valid Identity Verified Prints (IVP) Fingerprint Clearance Card and/or satisfactory applicable state background check
Experience: None
Computer Skills: Microsoft Office Suite

Preferred
Education: Bachelor's Degree
Certifications and Credentials: Passing score on applicable paraprofessional exam, CPI or TACT-2

Experience: 1+ years with related special education job duties
Computer Skills: None

SKILLS & ABILITIES
Competencies
- Accountable- Take responsibility for own work, establish trust, and be receptive to feedback
- Communication- Effectively convey information both verbally and in writing; communicate in a manner that is clear, complete, and concise
- Conflict Resolution- Deescalate high emotion situations; find common ground between conflicting viewpoints; demonstrate patience and flexibility
- Detail Oriented- Pay attention to the minute details of a project or task
- Judgment- Formulate a sound decision using the available information; effectively analyze data
  to improve student achievement
- Organized- Develop and maintain order while documenting, filing, and coordinating tasks

PHYSICAL DEMANDS

General Demands

Stand	F (Frequently)
Walk	F (Frequently)
Sit	C (Constantly)
Reach Outward	C (Constantly)
Reach Above Shoulder	O (Occasionally)
Climb	N (Not Applicable)
Crawl	O (Occasionally)
Squat or Kneel	O (Occasionally)
Bend	O (Occasionally)

Lift/Carry

10 lbs or less	O (Occasionally)
11-20 lbs	O (Occasionally)
21-50 lbs	O (Occasionally)
51-100 lbs	N (Not Applicable)
Over 100 lbs	N (Not Applicable)

Push/Pull

12 lbs or less	O (Occasionally)
13-25 lbs	O (Occasionally)
26-40 lbs	O (Occasionally)
41-100 lbs	N (Not Applicable)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)
F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
N (Not Applicable) Activity is not applicable to this occupation.

Note: The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability
to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills, and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

BASIS®.ed

JOB DESCRIPTION
REGISTRAR

Department: Administration
FLSA Status: Non-Exempt
Positions Supervised: 0
Standard Work Schedule: M–F 8 a.m. – 5 p.m.;
nights and weekends as needed

Job Status: Full-Time
Reports To: Director of Academic Programs
Amount of Travel Required: <5%

POSITION SUMMARY
The role of the Registrar is to manage all systems related to student enrollment and records including new student registration, re-enrollment, physical student files, and student attendance records. Registrars provide support services to the school's faculty and staff in order to meet the mission of BASIS.ed.

ESSENTIAL FUNCTIONS
- Organize and manage registration of new and returning students
- Manage records of current students and report to the Department of Education
- Manage student records software (PowerSchool)
- Coordinate student enrollment and withdrawal process
- Track student attendance and prepare school-specific attendance data for the State Reporting Specialist
- Field incoming communication from prospective families
- Educate families about the BASIS Curriculum, promoting the culture of rigor and academic excellence
- Maintain regular, full, predictable attendance
- Supervise individual students and/or groups of students
- Other duties as assigned

Reasonable Accommodations Statement
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

POSITION QUALIFICATIONS
Required
Education: Bachelor's degree from an accredited college or university or equivalent of education and work experience
Certifications and Credentials: Valid Identity Verified Prints (IVP) Fingerprint Clearance Card and/or satisfactory applicable state background check
Experience: 1 year in a role with related job duties
Computer Skills: Microsoft Office Suite

Preferred
Education: None
Certifications and Credentials: None
Experience: 2+ years in a role with related job duties; experience in a school setting
Computer Skills: PowerSchool

SKILLS & ABILITIES
Competencies

- Accountable- Take responsibility for own work, establish trust, and be receptive to feedback
- Communication- Effectively convey information both verbally and in writing; communicate in a manner that is clear, complete, and concise

- Conflict Resolution – Deescalate high emotion situations; find common ground between conflicting viewpoints; demonstrate patience and flexibility
- Detail Oriented- Pay attention to the minute details of a project or task
- Efficient- Prioritize and execute day-to-day responsibilities to best meet business demands; maximize productivity and minimize wasted time
- Judgment - Formulate a sound decision using the available information; effectively analyze data to improve student achievement
- Organized- Develop and maintain order while documenting, filing, and coordinating tasks
- Relatable- Build and maintain genuine, positive, and professional relationships; be respectful and inclusive in decision making; work well with others regardless of level, background, or opinions

PHYSICAL DEMANDS

General Demands		Lift/Carry	
Stand	O (Occasionally)	10 lbs or less	O (Occasionally)
Walk	O (Occasionally)	11-20 lbs	O (Occasionally)
Sit	C (Constantly)	21-50 lbs	O (Occasionally)
Handling / Fingering	C (Constantly)	51-100 lbs	N (Not Applicable)
Reach Outward	C (Constantly)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
N (Not Applicable)	Activity is not applicable to this occupation.

Note: The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills, and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

Space Camp 2023 Schedule (for Teachers)

Monday, August 7, 2023 *Theme of the Day: Communication*							
Period	**Start**	**End**	**Session**	**Grouping**	**Leader**	**Objective(s)**	**How to Skip**
Early Bird	8:00	8:25	Breakfast	Whole Group	HOS HOPS	Build community	Mandatory
1a	8:25	8:50	Welcome & SPACE 2025 Gallery Walk	Whole Group	HOS HOPS	Identify and explore the school's strategic vision and progress toward our goals	Mandatory
1b	8:50	9:15					
2a	9:20	9:45					
2b	9:45	10:10	Star Wars Activity: Sorting Ceremony	Houses	DSA	Build community	Mandatory
3a	10:15	10:40	Review Daily Checklist	Whole Group	HOS	Prepare for the beginning of the school year	Mandatory
3b	10:40	11:05	Department Meeting	Depts	DPI	Build community and begin to understand the vertical alignment of the BASIS curriculum	Mandatory
4th	11:10	12:00					
5th	12:05	12:55	Independent Work Time				
6th	1:00	1:50	Communication Expectations	Whole Group	DPI	Improve communications and reinforce critical policies	Complete Communication Expectations Tasks
7th	1:55	2:45	Student and Parent Hours	Whole Group	DPI	Improve communication; reinforce critical expectations, policies, and laws	Complete Student and Parent Hour Tasks
8th	2:50	3:40	Independent Work Time				
Late Bird	3:45	4:00	Q&A, SOHFTYs, and Review Deliverables for tomorrow	Whole Group	HOS	Answer lingering questions, build community, preview upcoming tasks	Mandatory

Monday, August 7, 2023
To Do Before Leaving School Today:
☐ Print all summer training certificates (make sure they have your name and the current year on them); submit to LEA Data Manager
☐ Returning folks: make a copy of your most recent CPR/First Aid Certificate and submit to LEA Data Manager
☐ Save and bookmark important phone numbers and websites (Guide to the Galaxy pg 17)
☐ Add Important Dates to your calendar (Guide to the Galaxy pg 21)
☐ Copy/Paste your Introductory Letter into your designated section in the Week 1 Class Update (posted in GL Teams channels)
☐ High School Teachers: Fill out the Supplies Survey to indicate the school supplies your students need for each of your courses.

Period	Start	End	Session	Grouping	Leader	Objective(s)	How to Skip
Early Bird	8:15	8:25	Morning Check-In	Whole Group	DSA HOS	Build community	Mandatory
1a	8:25	8:50					
1b	8:50	9:15	Backward Planning I	Whole Group	DAP DPI	Identify and explore the school's strategic vision; understand all major assessments and graduation/promotion requirements	Mandatory
2a	9:20	9:45					
2b	9:45	10:10					
3rd	10:15	11:05	Backward Planning II	Depts	DPI	Review last year's BLT, Comp, or Final/AP; ensure your summative final exam aligns with your course blueprint/CED	Backward Planning Tasks
4th	11:10	12:00	SPORK & iPlanner Training	Whole Group	DAP	Prepare for the school year	SPORK Tasks
5th	12:05	12:55	Independent Work Time				
6th	1:00	1:50					
7th	1:55	2:45	Grade Level Meeting	Grade Levels	DPI	Build community; reinforce critical expectations, policies	Mandatory
8th	2:50	3:40					
Late Bird	3:45	4:00					

Tuesday, August 8, 2023

Tuesday, August 8, 2023
To Do Before Leaving School Today:
☐ Revise and edit your backward planning documents
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Period	Start	End	Session	Grouping	Leader	Objective(s)	How to Skip
**Wednesday, August 9, 2023** *Theme of the Day: School and Classroom Climate*
Early Bird	8:15	8:25	Morning Check-In: House Circles	Whole Group	DSA & HOS	Build community	Mandatory
1a	8:25	8:50					
1b	8:50	9:15	School Wide Rules	Optional if exempted	DSA	Reinforce critical expectations, policies, and procedures	Student Supervision Quiz
2a	9:20	9:45					
2b	9:45	10:10	Early Bird, Lunch Monitors, and Study Hall Monitors Training	Whole Group	DSA		Mandatory for Early Bird, Lunch, Study Hall Monitors
3rd	10:15	11:05	Grade Level Norms and How to Implement/Enforce	Grade Levels	DSA & DPI		Mandatory
4th	11:10	12:00					
5th	12:05	12:55	DeansList & Attendance Training	Whole Group	DSA & DPI		DeansList Quiz
6th	1:00	1:50		Independent Work Time
7th	1:55	2:45	Managing Routines & Fun in the Classroom	Whole Group	Mr. Joseph Wade	Learn how to establish and enforce expectations and routines in the classroom while still connecting with students	Truly optional
8th	2:50	3:40	Late Bird Monitors Training	Whole Group	HOS	Reinforce critical expectations, policies, and procedures	Mandatory for Late Bird Monitors
Late Bird	3:45	4:00					

Wednesday, August 9, 2023

To Do Before Leaving School Today:

☐ Submit Ewok Experiences Form to donate an item/experience for sale at the School Store

☐ Mark your iPlanner(s) in SPORK as "ready for review": iPlanner must include units in correct order, paired with your course section(s), policies must have copied/pasted Normed Syllabus Language

Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
**Thursday, August 10, 2023** *Theme of the Day: Planning II*								

Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
Early Bird	8:15	8:25	Morning Check-In	Whole Group	DSA HOS	Build community	Mandatory
1a	8:25	8:50					
1b	8:50	9:15	Gradebook Set-Up, Testing Calendars, NAR Testing Room Procedures	Whole Group	DAP DSS	Reinforce critical expectations, policies and procedures; Prepare for the beginning of the school year	Gradebook Set-Up and Testing Calendar Tasks
2a	9:20	9:45					
2b	9:45	10:10					
3rd	10:15	11:05	Time Off and Subbing Protocols	Whole Group	DAP CC	Reinforce critical expectations, policies and procedures	Subbing Protocols Tasks
4th	11:10	12:00					
5th	12:05	12:55	Independent Work Time				
6th	1:00	1:50	Packet Mastery: Elevating Packets to the Next Level	Whole Group	Ms. Mariah Eichelberger	Incorporate engaging activities (including differentiated instruction), visuals/graphics, and GradeCam; improve accessibility and inclusivity through packet design	Truly optional
7th	1:55	2:45	House Commanders Interest Meeting	Whole Group	DSA	Get more involved in the Star Wars House program (for anyone interested in leading their House)	Truly optional
8th	2:50	3:40	Independent Work Time				
Late Bird	3:45	4:00					

Thursday, August 10, 2023

To Do Before Leaving the Building Today

☐ Check in with your Room Captain(s) for all classrooms you teach in and begin talking through the Room Sharing Agreement document

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Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
			Friday, August 11, 2023				
			Theme of the Day: Operations and Auxiliary Programs				
Early Bird	8:15	8:25	Morning Check-In	Whole Group	DSA HOS	Build community	Mandatory
1a	8:25	8:50					
1b	8:50	9:15	All Things Aux and All Things Ops; Fees Rules, Supply Requests/Reimbursement Requests, Field Trips	Whole Group	HOPs	Reinforce critical expectations, policies, and laws	Mandatory
2nd	9:20	10:10					
3rd	10:15	11:05	Building Emergency Procedures: Fire Drills & Lockdown Drills	Whole Group	HOS	Reinforce critical expectations, policies, and laws	Mandatory
4th	11:10	12:00	Diabetes and Epi-Pen Training	Whole Group	HOS HOPS	Reinforce critical expectations, policies, and laws	Mandatory
5th	12:05	12:55	Independent Work Time				
6th	1:00	1:50					
7th	1:55	2:45	BASIS.ed Trainings Q&A	Whole Group	HOPs HOS Data Manager	Get your questions answered about the summer BASIS.ed Trainings	Mandatory
8th	2:50	3:40	Performance Management & ATF	Whole Group	HOPs HOS	Reinforce critical expectations and policies	Mandatory
Late Bird	3:40 onward		Star Wars Kickball Tournament and "Book Club"	Whole Group	HOS/DSA	Build community	Truly optional (but highly encouraged!)

Friday, August 11, 2023
To Do Before Leaving School Today/Before Monday Morning:
☐ Decorate your Department Bulletin Board
☐ Decorate your Grade Level Bulletin Board
☐ Upload a childhood/baby photo of yourself here for an upcoming fun activity HERE
☐ Room Sharing Agreements due to DPI
☐ Design your Meet the Teacher Night slides (1 slide per course you teach): submit HERE
☐ Diversity, Equity, and Inclusion Pre-Work: complete this before Monday morning
☐ SPED Co-Teachers and English/Math Grades 5-8 Teachers: Complete your Personal Inventory before Monday's meeting
☐ Catch up on any incomplete tasks from Mon – Thu
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Monday, August 14, 2023 *Theme of the Day: Diverse Learners I*							
Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
Early Bird & 1st	8:15	9:15	Sexual Harassment Prevention	Whole Group	Cody Roth	Prevent workplace harassment	Mandatory
2nd	9:20	10:10	Diversity, Equity and Inclusion	Whole Group	DPI with external vendor	Build community, explore identity	Mandatory
3rd	10:15	11:05					
4th	11:10	12:00					
5th	12:05	12:55	Special Education Training	Whole Group	DSS	Reinforce critical expectations, policies, and laws	Mandatory
6th	1:00	1:50	Independent Work Time				
7th	1:55	2:45	Grades 5-8 English, Math, and SPED Co-Teachers Meeting	Grade Levels	DSS/ DPI	Prepare to co-teach	Mandatory for Grades 5-8 English & Math teachers and SPED Co-Teachers
8th	2:50	3:40					
Late Bird	3:45	4:00					

Monday, August 14, 2023
To-Do Before Leaving School Today:
☐ Watch Mr. L's videos about all IEP and 504 students on your roster before your GL meetings tomorrow
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Tuesday, August 15, 2023 *Theme of the Day: Diverse Learners II*							
Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
Early Bird	8:15	8:25	Morning Check-In	Whole Group	DSA HOS	Build community	Mandatory
1st	8:25	9:15	Trauma-Informed Instruction	Whole Group	Counselor & Psychologist	Be prepared to address students' mental health concerns	Mandatory
2nd	9:20	10:10	Rising 5th graders Meeting	Grade Levels	DSS	Prepare for the beginning of the school year	Mandatory for 5th Grade Teachers
3rd	10:15	11:05	Rising 6th graders Meeting	Grade Levels	DSS		Mandatory for 5th and 6th Grade Teachers
4th	11:10	12:00	Rising 7th graders Meeting	Grade Levels	DSS		Mandatory for 6th and 7th Grade Teachers
5th	12:05	12:55	Rising 8th graders Meeting	Grade Levels	DSS		Mandatory for 7th and 8th grade Teachers
6th	1:00	1:50	Rising 9th – 10th graders Meeting	Grade Levels	DSS		Mandatory for 8th Grade and High School Teachers
7th	1:55	2:45	Rising 11th – 12th graders Meeting	Grade Levels	DSS		Mandatory for High School Teachers
8th	1:55	2:45	Time block for Foreign Language & Arts/Athletics Teachers to discuss SST students	Depts	DSS		Mandatory for Foreign Language and Arts & Athletics Teachers

Tuesday, August 15, 2023
To Do Before Leaving School Today:
☐ Set up your blue binder
☐ Create seating charts for each of your sections on DeansList (required for Grades 5-8; highly recommended for High School)
☐ Read Cooper's post about First Day of School before 3rd period tomorrow. Write down questions you have about the plan and be ready to share 2 activities you plan to do on the First Day/Week of School to get to know your students.
☐

**Wednesday, August 16, 2023** *Theme of the Day:*
Period	**Start**	**End**	**Session**	**Grouping**	**Lead**	**Objective(s)**	**How to Skip**
Early Bird	8:15	8:25	Morning Check-In	Whole Group	DSA	Build community	Mandatory
1st - 2nd	8:25	10:10	Faculty Pictures (Rm 212) & House Scavenger Hunt	Independent	HOPs	Look great for the yearbook; build community	Mandatory
3rd	10:15	11:05	First Day of School, Part I (read plan)	Grade Levels	DSA	Prepare for the beginning of the school year	Mandatory
4th	11:10	12:00	First Day of School, Part II	Whole Group	DSA	Prepare for the beginning of the school year	Mandatory
5th	12:05	12:55		Independent Work Time
6th	1:00	1:50	Optional Best Practice Session: Building Relationships with Students	Whole Group	LEA Data Manager	Improve your classroom climate and culture, make teaching and learning joyful, and build opportunities to connect with your students	Truly optional
7th	1:55	2:45	AP Teachers Meeting: Orion's Belt Students	Whole Group	DAP DSS	Identify students who have not yet met AP requirements and begin to develop a support plan for them	Mandatory for all AP Teachers
8th	2:50	3:40					
Late Bird	3:40	4:00					

Wednesday, August 16, 2023
To Do Before Leaving School Today:

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Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
Thursday, August 17, 2023 *Theme of the Day: Meet the Students*							
Early Bird	8:15	8:25	Cancelled – sleep in!				
1st	8:25	9:15	Independent Work Time				
2nd	9:20	10:10					
3rd	10:15	11:05	Prepare for Back to School Bash	Whole Groups	HOS HOPs	Prepare for the beginning of the school year	Mandatory
4th	11:10	12:00	Lunch (provided by Bradcorps)		HOS HOPs	Build community	Truly optional (but encouraged)
5th	12:05	12:55	Prepare for Student Interviews	Grade Levels	HOPs	Build community	Mandatory
6th	1:00	1:50	Student Interviews	Grade Levels	DPI	Build community; meet students	Mandatory
7th	1:55	2:45	Back to School Bash (2pm – 6pm)	Whole Group	HOS HOPs	Build community; distribute instructional materials; meet students	Mandatory
8th	2:50	3:40					
Late Bird	3:45	6:00					

Thursday, August 17, 2023

To Do Before Leaving School Today:

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Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
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Friday, August 18, 2023
Theme of the Day: New Years' Eve

Period	Start	End	Session	Grouping	Lead	Objective(s)	How to Skip
Early Bird	8:15	8:25	Cancelled – sleep in!				
1st	8:25	9:15	CPR and First Aid Training (if due for renewal)	Whole Group	HOPs	Prepare for emergency situations	Get CPR & First Aid certified on your own over the summer (no reimbursement available)
2nd	9:20	10:10					
3rd	10:15	11:05					
4th	11:10	12:00	Safe Space Training	Whole Group	Coach Rachel McNinch	LGBTQ+ awareness and training	Truly optional
5th	12:05	12:55	Independent Work Time				
6th	1:00	1:50	Standards and Data-Aligned Instruction	Whole Group	CC	Use Common Core aligned standards and questions stems; practice using GradeCam to analyze data and quickly respond to students' learning gaps	Truly optional
7th	1:55	2:45	Independent Work Time				
8th	2:50	3:40	House Competition	Whole Group	DSA	Build community	Mandatory
Late Bird	3:45	4:00	Announcements, SOHFTYs, Q&A	Whole Group	HOS	Build community	Mandatory

Friday, August 18, 2023
To Do Before Leaving School Today:
☐ Get all your lingering questions answered about the First Day of School
☐ Make sure your iPlanner is approved
☐ Finalize and print all materials for first 2 weeks of classes
☐ Upload all materials for first 2 weeks of classes to SPORK
☐ Upload all CJ entries as assignments for the first 2 weeks of classes to SPORK
☐ Fully set up your classroom(s)
☐ Submit 3 days' worth of Emergency Sub Plans to the Curriculum Coordinator
☐ Room Sharing Agreements due to DPI
☐ Submit your Club Proposal
☐ AP Teachers: Set up your AP Classroom for each AP course you teach (not due until 9/1, but recommended that you do this earlier)
☐ New Teachers: run through 15 minutes of any lesson from the first week of school with your Space Camp Buddy
☐Make sure you have read the entire Guide to the Galaxy/Space Camp Binder. If you have questions about any of the information in there, ask!
☐ Finish any incomplete tasks from the Summer Checklist/entirety of Space Camp

Appendix I

Date: 04/30/2024
To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board
RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

As a parent of both current and a prospective student at BASIS DC Public Charter School, I am writing to express our wholehearted support for the school's recent application to expand its educational services to include grades K-4.

BASIS DC has consistently demonstrated a commitment to academic excellence and innovation, significantly impacting our children's educational experiences and outcomes. The proposal to expand and serve younger students will undoubtedly allow more families to benefit from the school's challenging and enriching academic programs.

Coming out of the COVID Pandemic our son had suffered through remote learning in 4th grade. He had nearly stopped attending virtual school in the middle of the year and it was a struggle to keep him going through the school year. However, as soon as he was back in person and started at BASIS the change was immediate. The hands on, screens off (for the most part), challenging and academically focused curriculum immediately had him back on track.

By supporting this expansion, the Public Charter School Board can foster a stronger city-wide foundation of learning at an earlier age by giving parents more high-quality elementary school options! Adding grades K-4 at BASIS DC will also allow for a more seamless educational journey for current families, as students can begin their schooling in a system that prepares them for the challenges of an increasingly competitive world.

We trust that the Public Charter School Board will consider this application with the understanding of its positive impact on our community. Expanding BASIS DC's offerings to include primary grades will fulfill the school's mission of empowering students and will contribute to the diversity and strength of the educational landscape in Washington, DC.

Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.

If you have any questions, I can be reached by phone at 202-747-4524 or at the following email address: zack.kahn@gmail.com. I appreciate your consideration in supporting the BASIS DC community!

Sincerely,

Zecharia (Zack) Kahn
Parent of Nathanael, aged 8, 2nd grade and Elijah. currently enrolled at BASIS DC

Date: May 01 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

As a parent of Current student(s) at BASIS DC Public Charter School, I am writing to express our wholehearted support for the school's recent application to expand its educational services to include grades K-4.

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.
I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Kimberly Owen
Parent of: students at BASIS DC   in grade 9 and one alumnus

Kimberly Owen

Date: May 01 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.

I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Eddie Allemond
Parent of: students at BASIS DC in grade 5

Eddie Allemond

Date: May 02 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

As a parent of Current   student(s) at BASIS DC Public Charter School, I am writing to express our wholehearted support for the school's recent application to expand its educational services to include grades K-4.

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.
I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: in grades 2 and 7
Parent of: students at BASIS DC   Sarah Bainton

Sarah Bainton

Date: May 01 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.
I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Victoria Ansari
Parent of: students at BASIS DC   in grades 3, 6, 12, and alumni

Victoria Ansari

Date: May 01 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

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I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Sibhat Tefera
Parent of: students at BASIS DC   in grade 5

Sibhat Tefera

Date: Apr 30 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

As a parent of prospec student(s) at BASIS DC Public Charter School, I am writing to express our wholehearted support for the school's recent application to expand its educational services to include grades K-4.

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.
I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Kendra Kinnaird
Parent of: students at BASIS DC   in grades 2,3, and 7!

Kendra Kinnaird

Date: May 01 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.
I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Jamie & Robert Schafer
Parent of: students at BASIS DC in grades PK, 3, 6, and 9!

Jamie & Robert Schafer

Date: May 01 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.

I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Shannan Moore Kavanagh
Parent of: students at BASIS DC   in grades 11 and graduates!

Shannan Moore Kavanagh

Date: May 04 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.
I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Aurora Ferrari
Parent of: students at BASIS DC   in grades 2, 4, and 5

Aurora Ferrari

Date: Apr 30 2024

To: Chair Lea Crusey, Board members, Executive Director Dr. Michelle Walker-Davis, and staff of the DC Public Charter School Board

RE: BASIS DC A Public Charter School's application for a Grade Band Increase and Enrollment Ceiling Increase – Letter of support

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Thank you for considering our support as you evaluate this proposal. We are hopeful that a favorable decision will allow BASIS DC to continue growing and serving the needs of our community.
I appreciate your consideration in supporting the BASIS DC community!

Sincerely,
Name: Roberta Stewart
Parent of: students at BASIS DC   In grades 5 and 9

Roberta Stewart

Appendix J

SPACE
2025

Student Enrollment | Personnel Retention | Academics | Communication | Equity

Mission and Vision

Mission: Empower students to achieve at globally competitive levels with a transformative academic program.

Vision/Values: Build an academic foundation that is both vast and deep—a value system rooted in diverse perspectives and genuine empathy and satisfaction that stems from personal passions and healthy habits. BASIS DC students will change the world, just as their education changed them.

Goals

The SPACE 2025 strategic vision establishes goals we hope to achieve by the 2025–26 school year and communicates a measurable action plan for achieving them. Our goals reflect BASIS DC and BASIS Charter Schools values in the priority areas of **Student Enrollment, Personnel Retention, Academics, Communication,** and **Equity.** Each goal has a subset of action items and a general timeline by which we expect to achieve them.

Student Enrollment

1. Improve student retention in grades 6 to 7, and 8 to 9 by 5%
2. Improve retention and enrollment of students with disabilities by 5%

Personnel Retention

3. Retain 90% of our highest preforming teachers annually https://tntp.org/assets/documents/TNTP_Irreplaceables_ExecSum_2012.pdf
4. Decrease voluntary teacher and staff turn-over to less than 10% annually
5. Increase Annual Teacher Fund (ATF) and auxiliary revenue by 10% over five years

Academics

6. In two years—No "rising twelfth graders" without a 3 on an Advanced Placement (AP) Exams
7. In five years—No "rising eleventh graders" without a 3 on an AP Exams
8. Improve Partnership for Assessment of Readiness for College and Careers (PARCC) math performance to match ELA performance
9. Improve PARCC ELA and PARCC Math Growth (MGP) by 2% annually
10. Improve academic outcomes for traditionally underserved student populations by 5% in the areas of PARCC, AP, Comps and promotional status through robust school programing support

Communication

11. Improve parent perception of communication around workload, classroom activities, and school decisions, as measured on annual parent surveys, by 5% over five years
12. Improve teacher perception of school organization and rationale of school decisions, as measured on The National Teacher Project (TNTP) survey, to match district averages

Equity

13. Improve staff satisfaction on the internal annual survey, to match teacher satisfaction
14. Increase representation of students, teachers, staff, and leadership within community to better reflect the families we serve
15. Improve teacher and staff perception around workplace opportunities, as measured on the TNTP insight survey

Student Enrollment

1. Improve student retention in grades 6, 7, 8, and 9 by 5%

Baseline Data

[See Appendix A](#)

(Grades 6 to 7 = 19% leave rate)
(Grades 8 to 9 = 12.35 % leave rate)

Rational

Student enrollment is the cornerstone of a healthy school. At BASIS DC, our mission is to provide a globally competitive education. The more consistent our enrollment numbers are, the more stable our program can be. The more students we can help achieve excellent college results, a BASIS education hallmark, the better. A vital component of a stable pattern or enrollment is balancing over time the number of students who leave in our most significant departure years: sixth and eighth. While numbers have improved every year, there is room for growth.

Actions accomplished or started SY2023

- Retention committee
  - » Advanced calendar notice
  - » Two "rising Xth grade" nights
- Begin implementation of "Orion's Belt Jr."
  - » December meetings with grades 6–7 grade-level leaders and math department
- Individual curricular meetings with all students in grades 6–8
  - » Revision of curricular outline materials
- Monthly school culture events
  - » Advanced notice
  - » Identification of event leaders to implement planning
- "Star Wars" leadership program
  - » Roll-out year one to include staff only
  - » An activity per grading period for House leaders
  - » House mentorship program for students
- Pre-comp review meetings for failing students
  - » Establish "mock pre-comps" and robust study packets to identify and support struggling students
  - » Pre-comp family workshops
- School culture events
  - » Tracking system for disengaged students
  - » U.S. Department of Education School Climate Survey (EDSCLS) and committee on results monitoring

Action Plan Years 4–5

- Retention committee continues strongly
  - » Grade 8 field trip
  - » Grade 8 get-together
  - » Rising ninth and sixth grade nights
  - » Dedicated teaching staff membership
  - » Binder of successful events, pre-planned
  - » Exit interviews done more consistently
  - » Pre-exit warning system established
  - » College "visit night" for eighth grade families
- Individual meetings with all 5–12 students tracked
  - » Student surveys routinely administered
- Feedback from surveys shared with parents and teachers with clear plan for addressing concerns
- Alumni support program and speakers at events
- Head of School runs bi-weekly "chat and chews" and discussions
  - » Individual attention given to each element
  - » Parent involvement in annual SPACE review
- "Star Wars" as a robust center of student life
- Parent workshops focused on community needs
- SOAR Grant - Student Voice
- Continued robust academic support
  - » Saturday study sessions to prepare for exams
  - » Rocket booster days for student organization
  - » Student peer tutoring to support students

Student Enrollment

2. Improve retention and enrollment of students with disabilities by 5%

Baseline Data

See Appendix A

26% of Students with disabilities withdrew (SY 20-21 ➔ 21-22)
23% of Students with Disabilities Withdrew (SY 21-22 ➔22-23)

Rational

We often say BASIS DC is a school for anyone. While we provide lots of support at the individual level, we recognize room for improvement in supporting exceptional students through the BASIS Charter School Curriculum. The BASIS program is, by definition, above grade level. As such, we need to work to provide more support to those students who want what we offer, but who might need additional help. These improvements should lead to increased stability in the enrollment of students with disabilities.

Actions accomplished or started SY2023

- Response to Intervention (RTI) process revisions
  » Lessons-learned document
  » Schedule development in comparable 5–12 schools
  » Committee of internal stakeholders to review schedules and student enrollment
  » Review of trajectory of movement between tiers and TI exits
  » RTI toolkit developed for internal community
  » Tracking in DeansList app
- RTI for behavior
  » Inventory of what RTI looks like for behavior
  » Review network and DC schools Positive Behavioral Intervention (PBIS) and supports processes
- Improving Tier I in classroom interventions
  » Implementation of tracking system in DeansList app
  » First-year training on Assessment of Lagging Skills and Unsolved Problems (ALSUP) meetings
  » Development of instructional coaching team toolkit for interventions in the classroom
  » Improving Tier I in classroom interventions
- Special Education and support services marketing
  » Updated the Special Education Services staffing model
  » Parent surveys every marking period for Special Education students
  » Work with PAVE, AVJE, the PCSB parent board, and other local parent organizations to promote the school
  » Update marketing with an eye towards equity and "painting the picture" of what supports look like at our school

Action Plan Years 4–5

- RTI
  » Year-round continuum of services
  » Planned intervention changes scheduled to ensure continuum of services
  » Robust menu of interventions to include options at multiple levels in every domain (see Appendix H)
- Teacher Tier I
  » 80% staff buy-in for ALSUP plans
  » Regular schedule for student conversations in grade levels
  » Mentor/Professional development schedule
  » Employment incentives for teacher excellence
- Special Education and support services marketing
  » Ramp-up the review of current students with 504 plans to determine eligibility for Special Education services, and expand our Child Find strategy.
  » Update hiring practices to more strongly emphasize special education training and background
  » Roll-out of workshops for enhanced training around student supports
  » Movement towards financial incentives for teacher co-licensing in both SPED and their core content
- Increased special education staffing
- Co-Teaching across grades 5–8 for special education students
- SPED COOP partnership
- Consistent testing and academic support for students with disabilities

Personnel Retention

3. **Retain 90% of teachers who are "irreplaceable" annually** https://tntp.org/assets/documents/TNTP_Irreplaceables_ExecSum_2012.pdf

Baseline Data

SY 18–19 = 81.8%   SY 20-21 = 11.80%
SY 19–20 = 84.2%   SY 21-22 = 16.67%

Rational

Brilliant teachers who have the autonomy to teach the way they believe best are the bedrock of BASIS DC and the BASIS Charter Schools teaching philosophy. The BASIS leadership team already utilizes our Annual Teacher Fund and best practices to encourage our most expert teachers to stay. However, we recognize we have to work harder to retain our very top-performing teachers. After all, another BASIS Charter School fundamental principle is to hold teachers accountable for their students' learning; that includes rewarding teaching excellence. We believe that at least 90% of our top-performing teachers should want to stay at BASIS DC from one year to the next.

Actions accomplished or started SY2023

- Clear differentiation and explanation of ATF bonuses
- Increase ATF payouts for teachers
- Targeted appreciation conversations
- Clear feedback in annual review meetings
- Enhanced opportunities for teacher leadership and/or job progression
- Planning phases for a "leadership development track"
- Make a clear differentiation and explanation of ATF bonuses
- Develop a team of Instructional Coaches and Mentor Teachers
- Implement a coaching cycle for all teachers
- Collaborate with Boosters on teacher appreciation opportunities
- Regularly monitor teacher and staff morale with clear follow-up and action steps
- Provide clear opportunities for feedback on work schedules
- Revise Teacher Evaluation rubric and tie salary schedule steps to performance
- Implement an evaluation cycle for all non-teaching staff
- Long-term-goal conversations held regularly for every staff member

Action Plan Years 4–5

- Leadership development track established and utilized regularly
- Enhanced team support for teacher appreciation conversations
- Long-term-goal conversations held regularly for every staff member
- Staff appreciation boards and teacher appreciation week
- In-service days for teachers to reflect, plan, and collaborate
- Teacher "data conversations" at the conclusion of major testing windows
- Develop Master Schedule for SY24–25 in partnership with teachers
- Updated and fully implemented teacher observation rubric
- Personalized Instructional Coaching/Mentorship for all teachers
- Teacher-led Professional Learning Communities
- Hire and train external Substitute Teachers to cover subbing duties
- Retention bonuses distributed to returning teachers
- ATF and AP bonuses distributed to teachers
- Fall Week of Giving (raised over $20,000)
- First In-Service Day for teachers to reflect, plan, grade, and collaborate in trimester 2–3
- Demo Days to recruit highly qualified teacher candidates for open positions
- Spring Week of Giving and Supernova to raise money for the Annual Teacher Fund
- Teacher Appreciation Week
- Develop Master Schedule for SY24–25 in partnership with teachers
- Regular 1:1 check-ins with teachers and staff to reflect on performance and discuss leadership opportunities

410 8th Street NW | Washington, D.C. 20004 | (202) 804 6390 | enrollBASIS.com/Washington-DC

Personnel Retention

4. Decrease voluntary teacher and staff turn-over to less than 10% annually

Baseline Data, Overall Voluntary Resignation

Appendix D

SY20–21 to SY21–22	9.9%
SY21–22 to SY22–23	15%
SY22–23 to SY23–24	16.3%

Rational

The city-wide average percentage of teacher departures from year-to-year is about 25%. Keeping teachers consistent from year-to-year is crucial to our program's consistency. Over the last two years of COVID teacher retention in DC at large has been at an all time high. We believe that we can do better than the city average. We believe our teachers, and thus, students deserve better.

Actions accomplished or started SY2023

- Morale and appreciation
  » Collaboration with Boosters on teacher appreciation opportunities
  » Regular monitoring of teacher and staff morale with clear follow up and action steps
  » Plan for reducing the subbing burden on teachers
  » Clear opportunities for feedback on work schedules
- Coaching/Development
  » Instructional goal-setting meetings
  » Development of a team of instructional coaches
  » Implementation of a coaching cycle for all teachers
  » Development of Priority Life Care (PLC) protocols
  » Creation of a toolkit of instructional best practices for BASIS Charter School teachers
- Clear evaluation process
  » Evaluation rubrics shared at the start of the year
  » Reminders throughout the year on purpose of evaluation
- Development of peer culture
  » Clear support for teachers who do not meet the BASIS Charter School Teacher Standards of Excellence
  » Clear support structure for new teachers and teachers who express a desire for help
  » Collaborative peer work time
  » Development of teacher-mentor team
  » Implementation of dialogue circles in staff meeting times
- Compensation
  » Clarity around BASIS Charter School pay structure similarities and differences in DC schools
- Hiring
  » Implementation and twice-yearly review of hiring process
  » Master teachers included in hiring process
» Interviews setting reasonable expectations for workload

Action Plan Years 4–5

- Morale and appreciation
  » Increase family support and engagement around ATF and teacher support
- Coaching/Development
  » Evidence of year-over-year teacher growth
  » Teacher Appreciation Week
- Development of peer culture
  » Teacher-Mentor team identifies growth points
  » An increase in board certifications, classes, on-site training, and continued professional support
  » Robust dialogue circles in staff meeting times
- Compensation
  » Combined salary competitive in district
  » Retention bonuses distributed to returning teachers
- Hiring
  » Regular review of hiring successes
  » Demo Days to recruit highly qualified teacher candidates for open positions

Personnel Retention

5. Increase Annual Teacher Fund (ATF) and auxiliary revenue by 10%

Baseline Data
See Appendix G

ATF Amount Earned (20-21):	$247,074
ATF Amount Earned (21-22):	$299,700
ATF Amount Earned (22-23):	$361,138
ATF Revenue Goal (19–20):	$214,515
Amount earned:	$2,16,899

Rational

One of the primary ways we attract and retain top talent is through the Annual Teacher Fund and Auxiliary fund discretionary bonuses for teachers and staff. These bonuses offset the cost to BASIS DC of employee payroll taxes and reward excellence in education. They also help make up the market differences between charter sector pay and pay at traditional public schools. Our salaries fall in line with the average wages of charter sector teachers and staff. However, our teachers and staff are the best in the city, and they deserve to be the highest-paid. ATF and Aux bonuses are how we provide that financial reward - help us keep our teachers and staff at BASIS DC; donate today and sign up for clubs!

Actions accomplished or started SY2023

- Awareness
  » Head of School (HOS) announcements with link to ATF
  » Development of ATF marketing toolkits that go out with school announcements
- Continued digital Super Nova
- Increased number of Booster Club "campaigns"
  » Phone trees
  » Weeks of Giving
  » Seek matching initiatives from BASIS Washington DC, A Public Charter School, Board of Trustees
- Monthly review of percent of goal met (dollar amount)

Action Plan Years 4–5

- Awareness
  » Specific events for new families
- Increase number of Booster club "campaigns"
  » Booster pledge for returning donating families
  » Increase family participation rates year over year
  » Increase low cost opportunities for engagement in the ATF
  » Creation of "room parent" groups
- Weekly review of percent of goal met (both unique donors, and dollar amount)
- Increased parent involvement in Boosters
  » Development of a parent volunteer community
- Established give/get expectation for Booster Club board members
- New designs for apparel and big push for apparel sales
- Expand athletic and club offerings
- Improved marketing for clubs and events
- Improved club sign-up and billing experience for families

Academics

6. In two years—No "rising twelfth graders" without a 3 on an Advanced Placement (AP) Exam

7. In five years—No "rising eleventh graders" without a 3 on an AP Exam

Baseline Data

"Rising Seniors" without a 3 on an AP Exam	"Rising Juniors" without a 3 on an AP Exam
SY 23-24 = 6%	SY 23-24 = 12%
SY 22-23 = 8%	SY 22-23 = 18%
SY 21–22 = 9%	SY 21–22 = 46%
SY 19–20 = 19% (8/42)	SY 19–20 = 32% (17/53)

Rational

BASIS DC aims to be ranked the top school in the city by *U.S. News & World Report*. We are currently the leading open enrollment school and are surpassed only by the city's two magnet high schools. That is unacceptable. One key area of growth is ensuring that 100% of our students receive a 3 on an AP Exam. Earning a 3 on an AP is also a requirement for graduation from BASIS DC. Students who still need a 3 will receive intensive support throughout their high school years to ensure they are on track for a BASIS diploma.

Actions accomplished or started SY2023

- Continued development of "Orion's Belt Jr." meeting structure
  » Teacher input for student focus tests
  » Tracking system in DeansList app
  » Targeted interventions for students with regular review and feedback
- Well-established "Orion's Belt" meeting structure
  » Regular meetings with action steps for students without a 3 on AP Exam
  » Academic support for all students in grades 10–12 without a 3 on AP Exam
  » Regular mock-AP structure with individual student feedback
  » Weekend AP study groups
  » Bonus structure for AP success
- Creation of mandatory student hours, additional instructional time, and unit planning data reviews
- Creation of a Saturday school program

Action Plan Years 4–5

- Ensure that students in grades 8 and 9 are prepared for their AP Government exam through extra Saturday review sessions starting right after the mock-AP
- Study Methods course targets study skills and executive functioning within the school day
- Improving Study Methods curriculum to be individualized by student
- Training Math and English teachers to use data to inform instruction
- Improving vertical alignment within the Math and English departments

Academics

8. Improve Partnership for Assessment of Readiness for College and Careers (PARCC) math performance to match ELA performance

Percent of high school students earning a 4+ on PARCC

SY 21–22: ELA 85%   SY 22–23: ELA 92%
           Math 59%   Math 66%

Percent of middle school students earning a 4+ on PARCC

SY 21-22: ELA 70%   SY 22-23: ELA 72%
           Math 65%   Math 62%

Rational

PARCC scores are another critical component of BASIS DC's ranking by both *U.S. News & World Report* and the city-wide ranking scales such as DC Public Charter School's (DC PCSB) Performance Management Framework (PMF). BASIS DC's high school is already the top-ranked school on the PMF. However, our middle school's primary area of growth is our PARCC scores. Our Math PARCC scores being lower than our English scores. A key target is to improve Math PARCC performance to increase our PMF and *U.S. News & World Report* rankings. Higher rankings not only mean better student understanding; they also lead to higher prestige and therefore to better college acceptances for all students.

Actions accomplished or started SY2023

- Begin implementation of "Orion's Belt Jr."
  » December meetings with grades 6–7 grade-level leaders and math department
- Additional review of grade-level math skills built into the year
  » Review with math department opportunities for enhanced practice
  » Structured review before PARCC exams
  » Practice PARCC tests in all Math and English classes

Action Plan Years 4–5

- Continued development of "Orion's Belt Jr." meeting structure
  » Regular meetings with action steps for students who struggled on PARCC, FastBridge, and Pre-comps
  » Academic support for all students in grades 5–8 who struggled on PARCC, FastBridge, and Pre-comps
  » Tracking system in DeansList app
- Create a math specific instructional coach role
- Focused observations of math classes to include:
  » Homework checked daily
  » Follow-up for missing work
  » Homework more regularly graded for accuracy (this is not every problem, but some)
  » Self-grading
  » Accuracy and mastery results broken down by topic
  » Re-teaching and reassessment built into future instruction as standard in every classroom
  » Math facts in student hours
  » Structured review for assessment results
- Regular development of the instructional coaches including joint observations, movie nights, and third party trainings
- Creating dedicated student hours for PARCC preparation and providing incentives for students who attend

Academics

9. Improve PARCC ELA and PARCC Math Growth (MGP) by 2% annually

Baseline Data

Middle school - PARCC Median Growth Percentile (MGP)

SY 19-20: ELA 56%   SY 22-23: ELA 45%

Math 50%   Math 48%

Rational

PARCC achievement scores for Math need to improve, but our most extensive area of growth academically as a school overall is on our PARCC ELA and Math growth scores. PARCC measures growth by calculating each student's changing ranking over two years compared to similar test takers. PARCC looks at every student in the nation who receives a given score in year one and compares the ranking of those same students in year two. Student's percentile the second year count as the student's "growth percentile." Median growth percentiles are reported above. These mid-rank growth percentiles show that while our students perform very highly, they tend not to increase their national ranking from one year to the next. We believe that our curriculum is above the levels measured in PARCC, our students should grow in ranking at a faster pace than the rest of the nation. We believe that helping our students excel at the BASIS Charter School Curriculum will mean that they will grow quickly on the PARCC measures.

Actions accomplished or started SY2023

- Better job getting data to teachers
    » PARCC results
    » Baseline test (BLT) results
    » Fastbridge results
- Allow for teacher reflection time to digest student data
- Continuation of PARCC spirit week
    » Add math-specific event
    » Communication further out before spirit week with training and review materials
- Begin implementation of "Orion's Belt Jr."
    » December meetings with grades 6–7 grade-level leaders and math department
- Targeted practice for students on interventions
    » Meeting with interventions team to review possibilities for additional (weekend, outside, tutoring, or extra practice for students in high-risk and other risk groups on Fastbridge (even if not receiving interventions, (i.e., low risk).

Action Plan Years 4–5

- See previous
- Summer work for students receiving interventions
- Work in study halls focused on PARCC skills
- Every Orion's Belt student gets an AP prep book, every teacher gets a matching AP prep book.
- Writing center, and peer tutoring expansions
    » Teacher coverage
    » Space
    » Student volunteers

Academics

10. Improve academic outcomes for traditionally underserved student populations by 5% in the areas of PARCC, AP, Comps and promotional status through robust school programing and supports.

Baseline Data

See Appendix E

Rational

All community members should be welcomed, celebrated, and encouraged to succeed at globally competitive levels. Let's be clear that performance levels of white students are not, and should not be, the benchmark or goal. Furthermore, we recognize that systematic discrimination, poverty, and disability status have historically reduced equitable opportunities for some learners. Academic excellence is the foundation and purpose of a BASIS Charter School education; sometimes, that means doing more for those who have been denied opportunities in the past. Thus equitable opportunities for historically disadvantaged populations are mission-critical. We can, and should, do better to ensure all of our students are globally competitive.

Actions accomplished or started SY2023

- Development of inclusion committees to provide help and oversight
  - » Instructional materials
  - » Student support
- Creation of a plan to monitor student involvement in school opportunities (academic and social)
- Improved training around diversity, equity, and inclusion
  - » Whole-staff training twice per year
  - » Development of PLC's with specific focus on inclusion

Action Plan Years 4–5

- Establishment of inclusion committees as a regular meeting structure for the year
- Inclusion committees to review progress towards equity goals
- Establishment of a parent and student equity committee
- Enhanced support programs: Saturday school, summer programing, enrichment programs, local DC partnerships
- Continued and expanded trainings for teachers and staff around equity and inclusion
- Follow along with students from traditionally under-served populations to provide support where and when needed
- Improve Study Methods curriculum to be individualized by student

Communications

11. Improve parent perceptions of communication around workload, classroom activities, and school decisions, as measured on annual parent surveys, by 5%

Baseline Data

See Appendix B

Rational

Communication is a huge growth area for BASIS DC. Families, students, and staff all consistently report a desire for improved communications. We believe that streamlining our communication systems, checking in on parents who have not had contact with the school, and growing our parent community will make parents happier with school-wide and teacher-specific communications.

Actions accomplished or started SY2023

- Build parent volunteer network
    » Host planning meetings with starting volunteers
    » Build network to one parent per element per year
    » Organize at least two parent hosted events per element per year
- Host bi-weekly parent focus groups
    » Try to achieve 100% participation
- Host parent town halls, at least monthly
- Review click-through "view" rates in ParentSquare

Action Plan Years 4–5

- Establishment of a clear "parent seminar" workshop series
- Regular parent-feedback on events
- Targeted outreach to families who do not "view" ParentSquare messages
- Bi-weekly dedicated newsletter from teachers paired with grade updates to streamline communications
- Parent feedback cycles focused on how to streamline and make teacher communications more consistent

Communications

12. Improve teacher perceptions of school organization and rationale of school decisions, as measured on The National Teacher Project (TNTP) survey, to match district averages

Baseline Data

[See Appendix C](#)

Rational

Teachers and staff also need more consistent communication from the school to better play a vital role as the primary communicators with students and parents. Our teachers and staff should report us as one of the top more efficient and effective schools in the city as related to communication.

Actions accomplished or started SY2023

- Establish a clear overarching vision that drives priorities, goals, and decision making within the school
- Establishment of employment-goal meetings to discuss community and understanding on how teachers contribute to school priorities and goals
- Seek regular teacher/staff feedback through Teacher Leadership council and feedback surveys/ conversations
- Development of communication streams
  » Grade-level leaders and department chairs
  » Weekly checklist
  » Multiverse for culture
  » Upcoming calendar
- Explanation of why asks are necessary for improving student outcomes and are related to school goals

Action Plan Years 4–5

- Regular review of the SPACE 2025 plan
- Teacher feedback on programs frequently throughout the year
- Staff employment-goal meeting three times per year
- Review and improvement of communications plan
- Regular meetings with grade level leaders, and department chairs to review upcoming agendas
- High school students receive BASIS email addresses
- More targeted communication to families
- Monthly Staff and Parent Flash Surveys
- SPED Newsletters; Parent Section in GL Newsletter
- More networking with Parent Boosters
- Streamlining communication through FYI vs. Action Required via ParentSquare
- Mid-Year Parent Survey from BASIS Ed

Equity

13. Improve staff satisfaction on the internal annual survey, to match teacher satisfaction

Baseline Data

See Appendix D

Rational

Non-teaching staff are the dedicated members of our community who make the world go round. Our non-teaching team should be just as over the moon about working at BASIS DC as our teachers. We hope to better celebrate, communicate with, and support our non-teaching staff so they feel every bit a "Red Giant" as the Head of School, Head of Operations, or classroom teacher.

Actions accomplished or started SY2023

- Build structure for staff communication
  - » Director/Leadership meetings
  - » Opportunities for staff appreciation
  - » Booster involvement in staff appreciation
  - » Long-term-goal meetings established with staff
  - » Whiteboard project
- Compensation
  - » Commitment to thoughtful decisions around pay structure vs. workload

Action Plan Years 2–5

- Regular review of the SPACE 2025 plan
- Teacher feedback on programs five times per year
- Staff employment-goal meeting three times per year
- Review and improvement of communications plan
- Behavior Management Support
- Clearer classroom expectations
- Explicit professional development sessions
- Supporting diverse school culture
- More robust Black History Month program
- Incorporate student voice in culture programming
- Provide daily meaningful support for our diverse culture

Equity

11. Increase representation of students, teachers, staff, and leadership within our school community to better reflect the city's population

Baseline Data

See Appendix F

Rational

Our school should look like our community. Research has shown the power and importance of black students having black teachers. We are one of the top ten most diverse schools in the city, and we are proud of that! Our teacher and staff population, as well as the leadership population, should reflect that beautiful diversity.

Actions accomplished or started SY2023

- Improve marketing and outreach across the city
  - » Marketing events by ward
  - » Marketing materials with even distribution by zip code
  - » Banner project
- Build a pipeline of educator excellence
  - » Outreach to local universities

Action Plan Years 2–5

- Improve marketing and outreach across the city
  - » Coffee chats by ward
  - » Advisory Neighborhood Commission (ANC) attendance push
  - » Focus groups on word-of-mouth reception

12. Improve perception regarding who gets raises and promotions, and why, as measured on the TNTP insight survey

Baseline Data

See Appendix C

Rational

Like in all good workplaces, there should be clear channels of growth for all employees. Having experienced school leaders who come from a body of excellent teachers will improve our school's outcomes. Our teachers and staff should know we are committed to supporting their long term growth.

Actions accomplished or started SY2023

- Begin planning for school leadership development tracks
- More clarity to teachers about performance (ATF and employment) metrics
- Communication around hire rationales
- Staff/Teacher involvement in major hiring decisions (Director +)

Action Plan Years 2–5

- Regular establishment and use of development tracks to plan out teacher leadership over five years
- Regular review with staff and teachers around individual growth opportunities

Appendix A

Student Enrollment by Cohort Year

Student Attrition Over Time

Legend: 6th to 7th Grade — 8th to 9th Grade — Special Education

X-axis (SCHOOL YEAR): sy1920-sy2021, sy2021-sy2122, sy2122-sy2223, sy2223-sy2324

Y-axis (% WITHDRAWAL): 0.00% to 45.00%
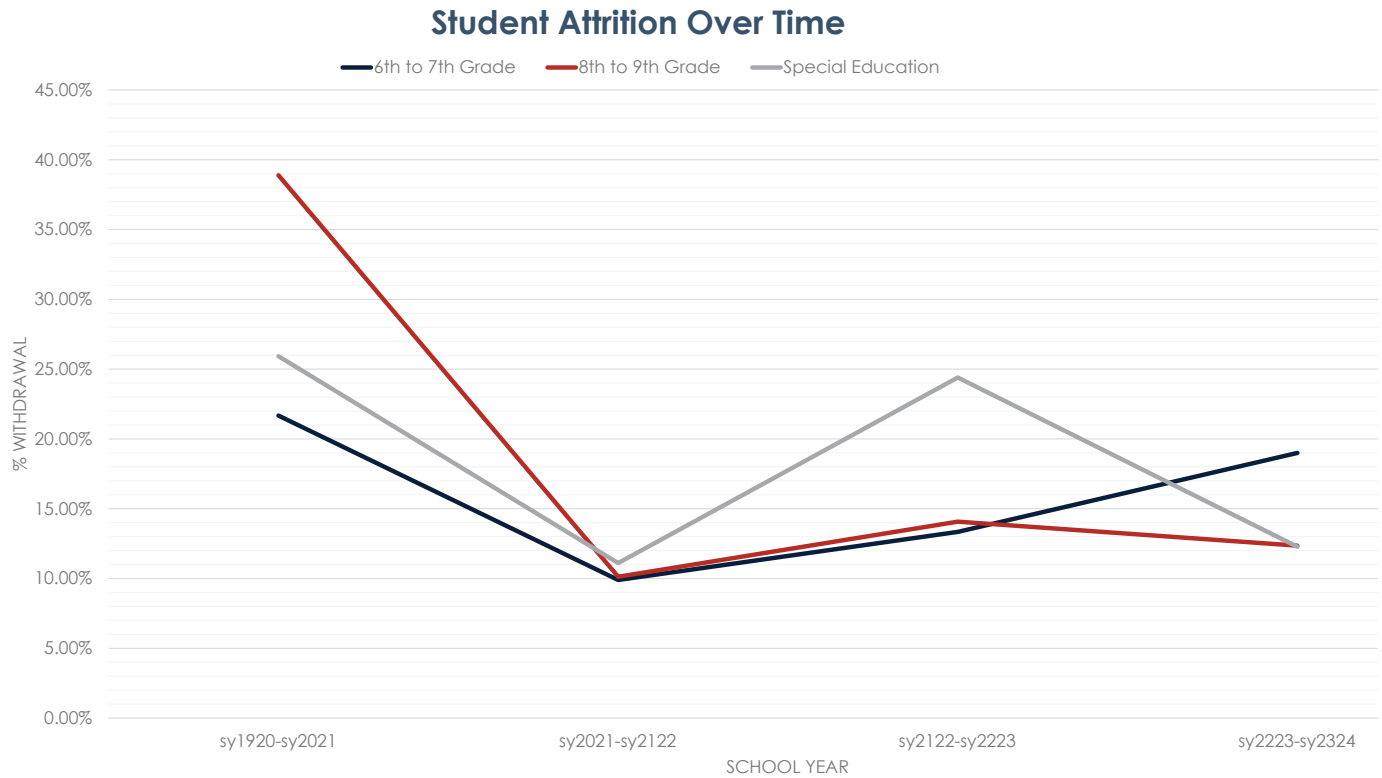
Appendix B

Parent Communication — Satisfaction Survey Results

The following graph shows the results of our biannual Parent Satisfaction Survey. The survey is conducted each year by the parent network organization BASIS Ed. Results are a an average score on a Likert scale. Each question can be rated from "very satisfied" to "very dissatisfied." A score of zero (0) indicates a neutral attitude, while a score of positive two (+2) indicates a strongly positive attitude. Multiple questions are combined.

Parent Perceptions over time
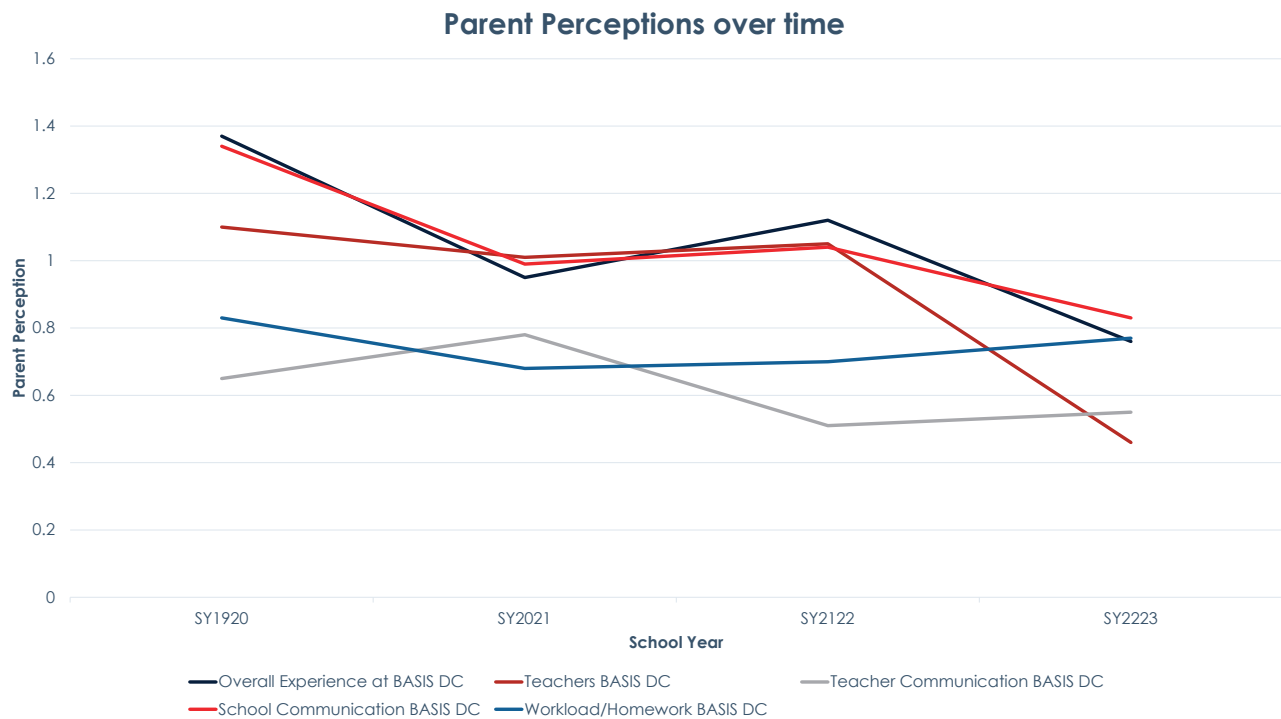
Appendix C

Perception of Raises and Career Progression

Perception of Raises and Career Progression

— Someone at my school is thinking about my career progression
— The teachers who deserve leadership positions at my school are the most likely to get them.
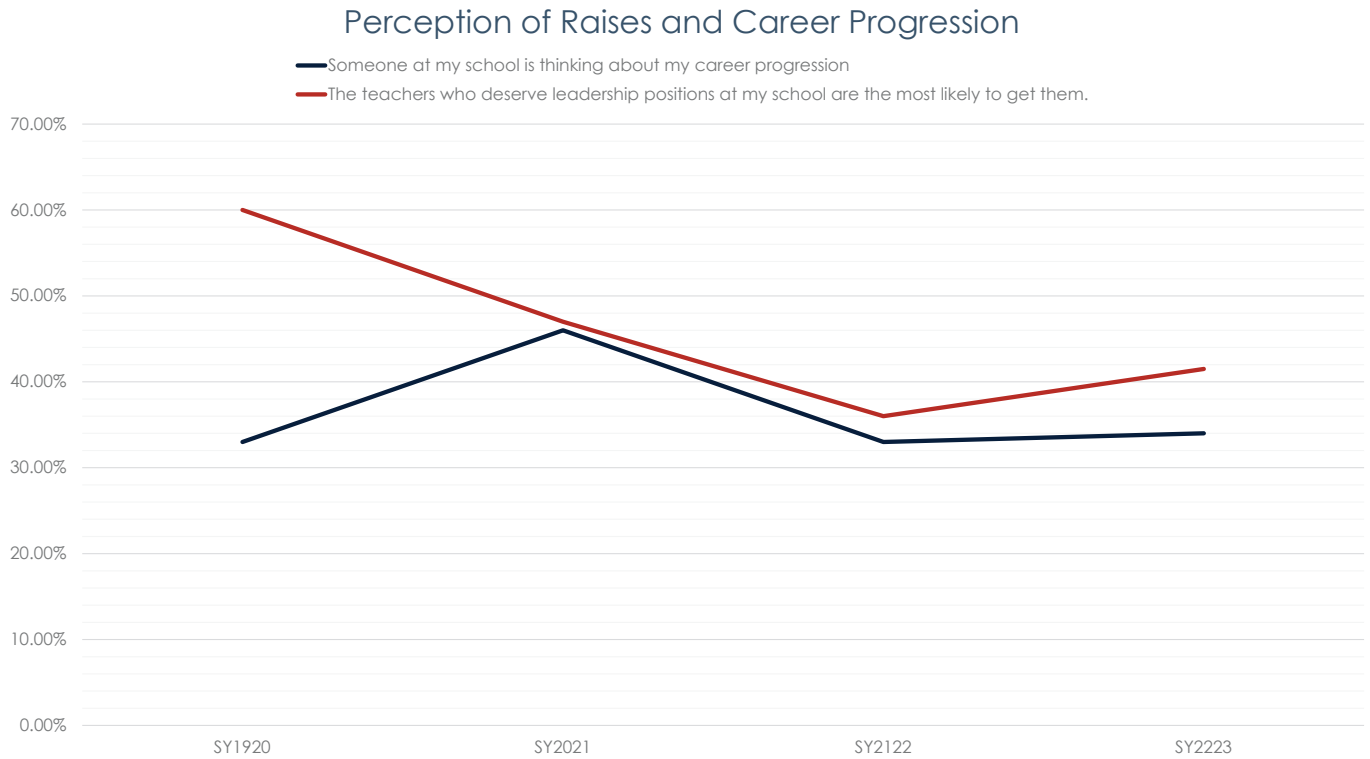
Appendix D

Teacher and Staff Satisfaction

Teacher vs Nonteacher Staff Survey Responses to "I am satisfied with my experience at this school"

Legend: Teacher, Non Teaching Staff
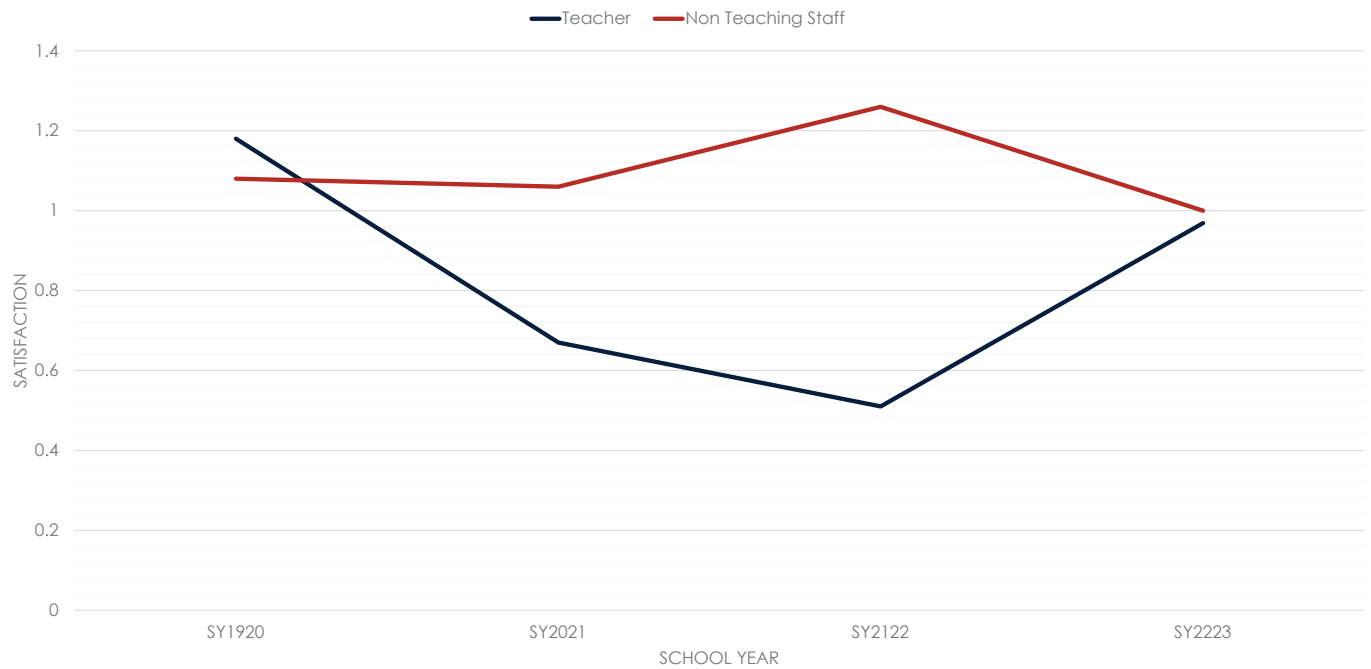
The New Teacher Project Survey Results Over Time

Legend:
- Day to day opperations run smoothly
- Procedures at my school maximize learning time
- When I need something, I know who to ask
- I have the opportunity to provide input
- When asked to do work outside of teaching, leaders clearly explain how the work benefits students
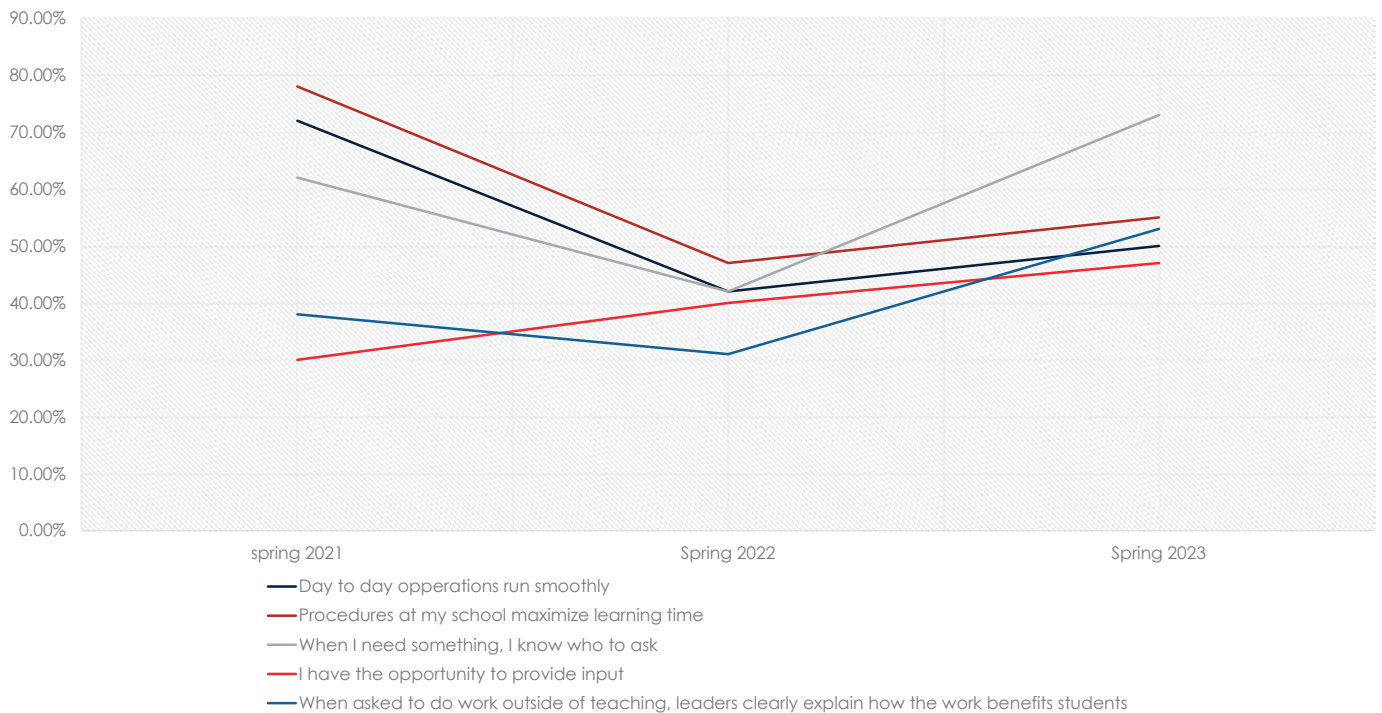
Appendix E

AP and PARCC Exam Scores

Percent of Juniors and Seniors without a Score of 3 on an AP Exam

Rising Seniors Data — Rising Juniors Data — Rising Seniors goal — Rising Juniors goal
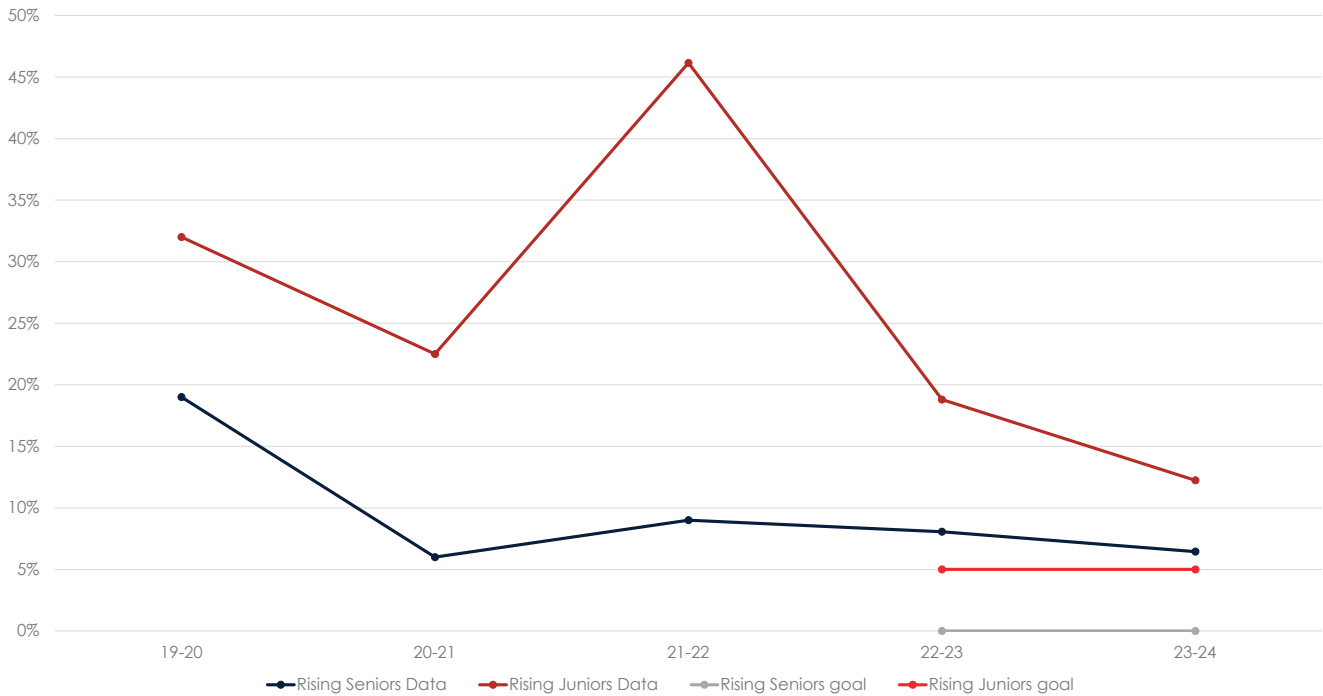
Difference Between Math and ELA Performance on PARCC

Middle School ELA vs Math Difference — High School ELA vs Math Difference
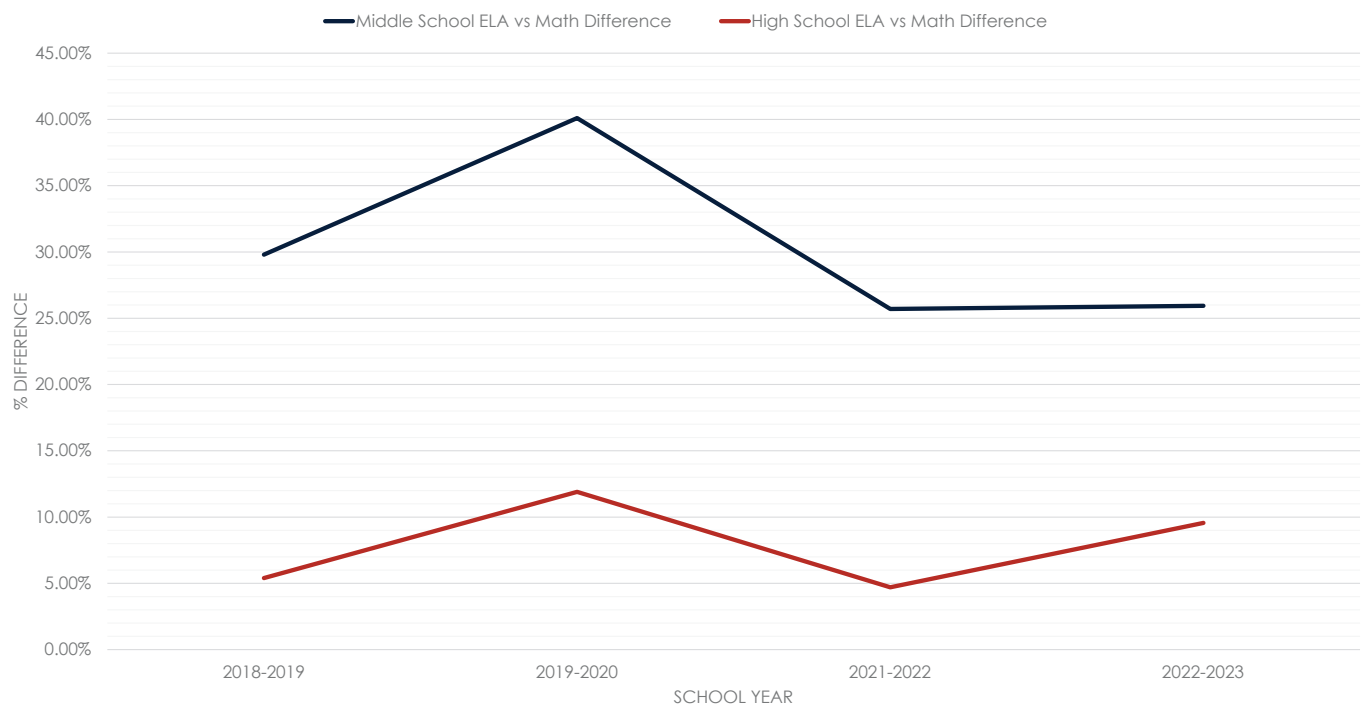
Appendix F

BASIS DC Teacher vs. Student Population Demographics

Teacher Population vs Student Population at BASIS DC and the City

Legend:
- ■ BASIS DC Asian
- ▨ City Wide Asian
- ■ BASIS DC Black/African American
- ▨ City Wide Black/African American
- ■ BASIS DC Hispanic
- ▨ City Wide Hispanic
- ■ BASIS DC White
- ▨ City Wide White
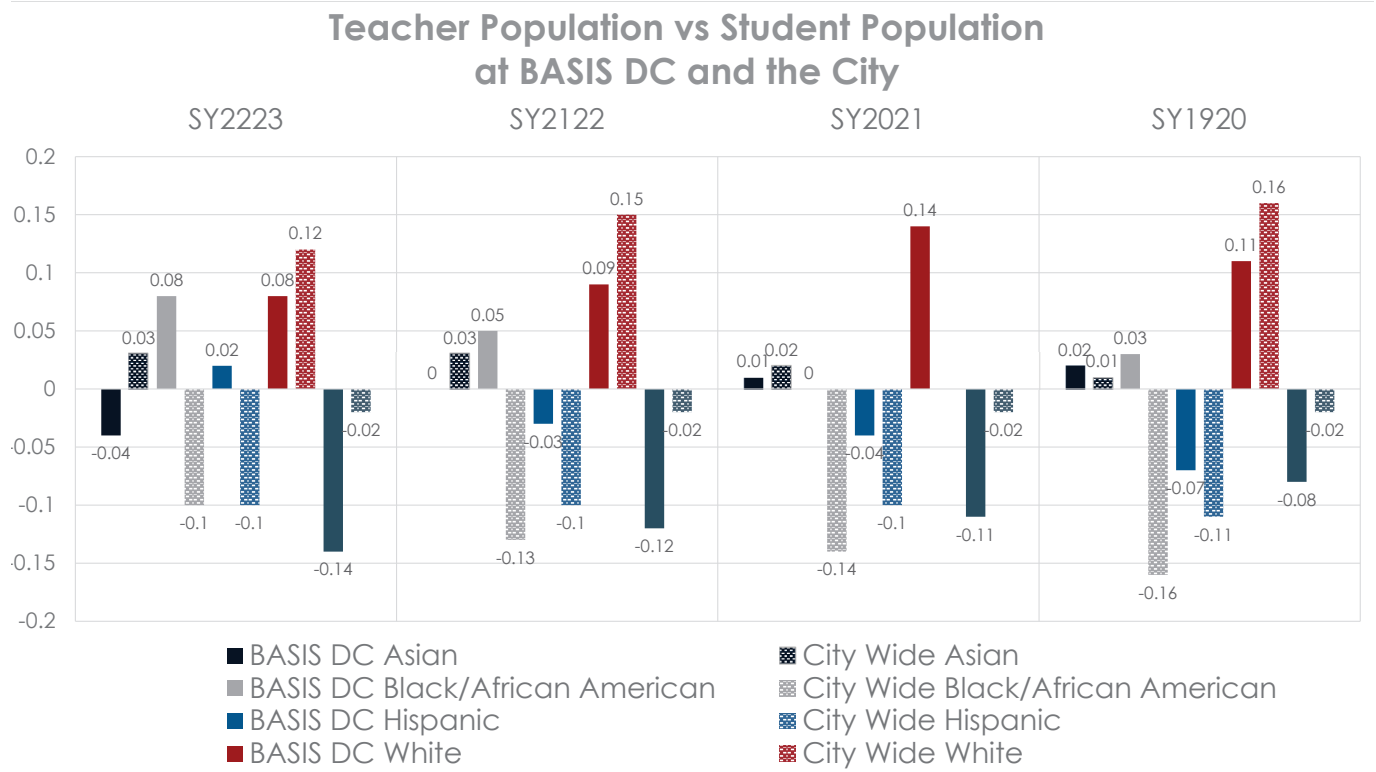
Appendix G

Annual Teacher Fund Amount Raised

ATF Amount Raised Over Time

Chart data points:
- $100,900.00
- $215,257.00
- $164,381.00
- $222,592.00
- $247,074.00
- $299,700.00
- $361,138.24
- $370612.5 (ATF SPACE 2025 Target)

Legend:
- ATF Over the Years
- ATF SPACE 2025 Target
- Linear (ATF Over the Years)

X-axis: FY17, FY18, FY19, FY20, FY21, FY22, FY23

Y-axis: $0.00 to $400,000.00
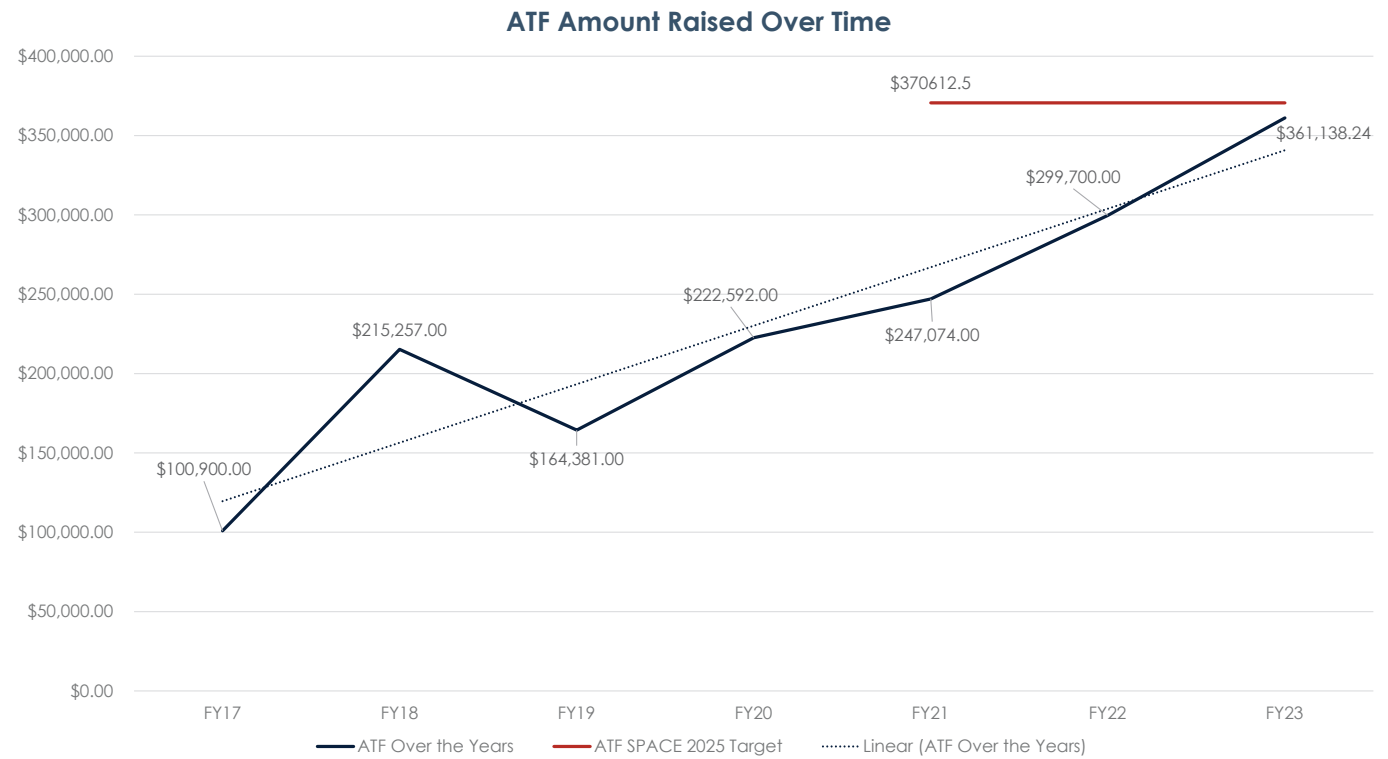
Appendix H

RTI Flow Chart

SST INTERVENTIONS FLOW CHART

TIER 1 Interventions	TIER 2 Interventions	TIER 3 Interventions	

- Second Step
- Excellent Curriculum and instruction
- Restorative Justice programing in study hall
- Organizational Support in study hall
- PBIS (Positive Behavior Intervention Supports)
- Academic Support/Student Hours

Screeners and Benchmarks that Initiate SST (by category)	Progress monitoring on specific goals	Progress monitoring on specific goals	Progress monitoring on specific goals

Social Emotional & Health: / Social Emotional & Health: / Social Emotional & Health:

Tier 1
- 10+ Referrals per trimester
- 5+ Unexcused absences per trimester
- SAEBRS screening diagnostic
- Vision and hearing health data
- 2+ Suspensions due to Physical aggression
- Teacher referrals

Tier 2
- Behavior Intervention Plans – Student Affairs
- Attendance Plans – Attendance Coordinator
- Small Group Counseling – School Counselor

Tier 3
- Daily Check-in/Check-out with Dean
- Behavior Interventions Plan – School Psychologist
- Individual Counseling

Academic Skills Deficit:

Tier 1
- FASTBRIDGE screening diagnostic
- Student scores some risk/high risk
- PARCC data-Student scores a 2 and below
- Teacher referrals

Tier 2
- Small group academic intervention in reading and/or math
  - Direct Instruction
  - I-Ready/IXL

Tier 3
- Individual direct instruction in reading and/or math.
- Push in classroom support for certain students

Test Taking & Organization:

Tier 1
- Test scores <60% on any pre-comp or comp
- Class average <60% in 3+ classes where the average is >60%
- Work completion rate <75% in 2+classes
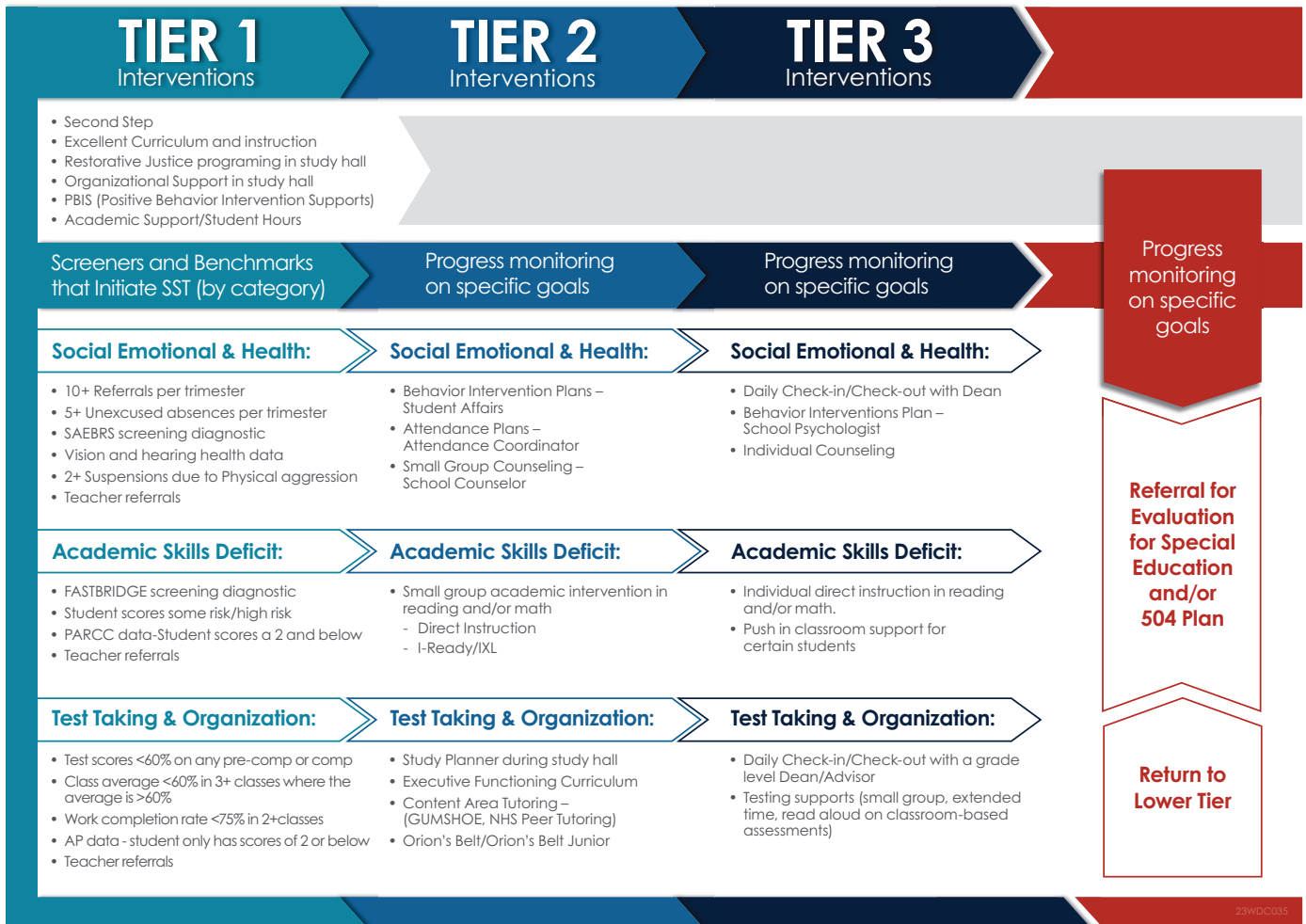- AP data - student only has scores of 2 or below
- Teacher referrals

Tier 2
- Study Planner during study hall
- Executive Functioning Curriculum
- Content Area Tutoring – (GUMSHOE, NHS Peer Tutoring)
- Orion's Belt/Orion's Belt Junior

Tier 3
- Daily Check-in/Check-out with a grade level Dean/Advisor
- Testing supports (small group, extended time, read aloud on classroom-based assessments)

Referral for Evaluation for Special Education and/or 504 Plan

Return to Lower Tier

23WDC035