

ANNUAL REPORT

School Year 2019 – 2020

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Chairman of the Board

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1. ANNUAL REPORT NARRATIVE

I. School Description

A. MISSION

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

B. School Program

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

Curriculum Design

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

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

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

Key Examinations serve three purposes:

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

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

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

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

Instructional approach

Creating and reinforcing a culture of academic excellence

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

Recruiting knowledgeable teachers

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

Training teachers for success

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

Throughout the school year BASIS DC teachers are partnered with the Director of Planning and Instruction, who serves as their primary Instructional Coach. This Coach builds upon knowledge of classroom management techniques, teaching methods, and pedagogical research that was reviewed in the summer training and helps teachers implement these best practices in real time.

Teaching personal responsibility

BASIS aims to teach students that success is the result of hard work. Regardless of academic standing, every BASIS student is supported and encouraged to improve and to reach for his or her highest academic potential.

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

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

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

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

2. School Program. Parent involvement.

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

The CJ. One of the most critical forms of parent communication and involvement occurs through the BASIS Communication Journal, referred to at BASIS as "The CJ." This planner is more than a place to record class assignments; it is one of the ways the school communicates with families about their child's academic and behavioral progress. At the start of the school year, parents receive and commit to the guiding

principles and rules in the Parent Student Handbook, which means they not only understand the hard work and high expectations that BASIS demands but that they also agree to working with their child's teachers through The CJ.

Engagement: The following events and practices are all examples of the many ways in which parents were involved at BASIS DC during the 2019-2020 school year:

- **Annual Teacher Fund Gala:** The BASIS DC community joined together in supporting the Annual Teacher Fund (ATF) by throwing a virtual ATF Gala. The ATF is the primary fundraising effort of the school, and all money raised goes directly to teacher discretionary bonuses.
- **Community Nights:** Members of the Boosters hosted the Head of School in their homes or community centers at least one time in each Ward throughout the year. This proved an opportunity for BASIS DC families to build community and also work directly with school leadership.
- **Boosters Meetings:** One of the most critical ways in which BASIS DC involves all families is through communication and engagement with our parent partners known as our Parent Boosters Organization. The Head of School, Head of Operations, and the Boosters work hand in hand to ensure that messages are communicated timely and that the school management is in tune with our parents. Typically held on a monthly basis, Boosters meetings allowed parents the opportunity to receive in-person "state of the school" addresses and volunteer for upcoming events.
- **Workshops:** BASIS DC hosts many opportunities for parents to engage with our staff through informational workshops. For example, prior to our pre-comprehensive exams in February, parents were invited to attend a Pre-Comp Prep Night where teachers reviewed study strategies, highlighted important topics, and clarified the test design and question types.
- **Arts Showcases and Performances:** Music, art, and drama students showcase their work at least twice a year. The talent show is also always a big hit!
- **ParentSquare:** Families of our Red Giants get regular communication through our electronic communication system—ParentSquare. This included critical operating information and announcements, opportunities for student and family engagement (extracurricular activities, special events, community offerings, and city services), and highlights of student achievements.
- **Recruitment Events:** These events include tours, Open Houses, EdFest, and others.
- **Virtual Town Hall:** During the spring school closures, BASIS DC held virtual town halls every other week to ensure that students and families had the latest information and situational awareness and to foster a continued connection with the school community.

3. Response to COVID-19 & Distance Learning Program

The unexpected rise of the COVID-19 pandemic took everyone by surprise, but BASIS DC is proud that we were able to pivot almost immediately to serving students via distance learning in March of 2020. BASIS DC made the decision to continue providing excellence in education and the same world-class BASIS Curriculum, but to do so fully online. Because we recognized that the uncertainty of the global crisis and the newness of the format could be disruptive to students, even with the best of planning and implementation, we chose to implement a “do no harm” grading policy for the final grading period of the year. While students were still expected to participate in all of their classes and course assessments, grades earned in the final grading period could only be used to improve a student's grade, not lower it. If a student's performance in the final grading period did not result in improvements in grades, the student's final grade was based only on results prior to the COVID-19 closures.

BASIS DC continued to ensure students could receive academic support and students with disabilities continued to receive specialized services and appropriate supports using virtual platforms, including providing special education and related services via Microsoft TEAMS and Zoom.

Teachers continued to monitor and track student engagement throughout the spring months via assignment completion, TEAMS usage reports, and class participation. Each family was assigned a staff point of contact who regularly reached out to parents to check in and provide support.

BASIS DC submitted detailed plans regarding COVID-19 response and distance learning to DC PCSB in March and April, for which was posted by DC PCSB as an exemplar to assist other schools with planning.

II. School Performance

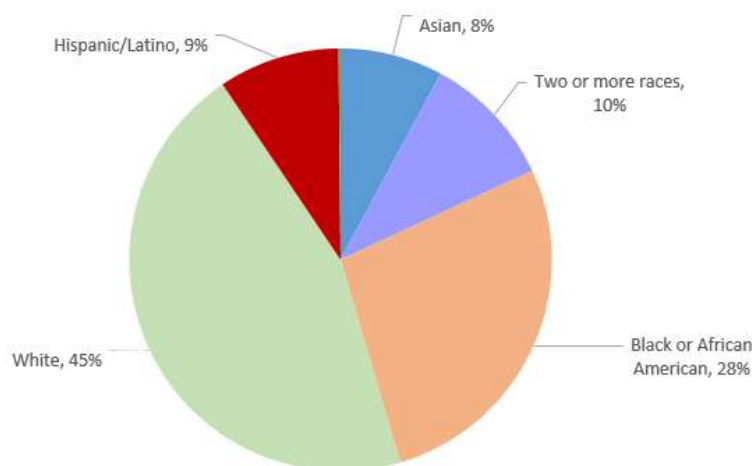
A. Performance and Progress

1. Performance and Progress. Meeting our Mission.

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

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

Our Students. Our students are at the core of everything we do at BASIS DC. The BASIS DC student demographic for the 2019-2020 school year is represented in this table:



Furthermore, the students at BASIS DC represent not just a demographically diverse population, but also one of geographic diversity. In the 2019-2020 school year, BASIS DC drew students from residential zip codes across the District.

Our Teachers. BASIS places a strong emphasis on ensuring our teachers are of the highest academic caliber and have deep subject matter knowledge of the area that they will teach. While several of our veteran teachers went on to graduate programs, medical school, or other industries, we were pleased with the teachers who returned and excited by the new additions to the team. Our teachers hailed from a broad spectrum of highly regarded colleges and universities and as is reflected in Appendix A our teachers hold a variety of degrees, with over half our teachers holding master's degrees or higher. We will continue to recruit and retain the best teaching force to ensure our students reach their academic potential as we strive to fulfill our mission.

Our Results. Due to the school closures resulting from the COVID-19 pandemic, DC PARCC was not administered in the spring of 2020. However, the results from 2018-2019, which are the most recent results available, demonstrate that BASIS DC is on track to fulfill our mission of academic success for our students. BASIS DC High School students take PARCC at the end of 10th grade for English and at the end of Pre-Calculus (Integrated Math 2) unless Pre-Calculus was completed prior to 9th grade.

PARCC Performance Summary 2018-2019 School Year

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

HS Data:

Above State Average ELA (4+): 86.7%

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

Above State Average Math (4+): 46.65

2019 PARCC Mathematics Results Grades 9-12 Performance by School										
Grades 9-12										
Note: For grades 9-12, school results can be filtered to show the results for all enrolled 9-12 graders ("All Tests") or to show the results for a particular test only (Geometry, Algebra II, or Integrated Math II).										
School Ward	LEA Name	School Name	Test/Enrollment	Percent of valid test takers at each performance level						
				% 4+	% 3+	1	2	3	4	5
Ward 2	Basis DC PCS	BASIS DC PCS	All	46.6%	84.9%	2.7%	12.3%	38.4%	38.4%	8.2%

Grades 3-8:

Above State Average Math (4+): 64.5%

2019 PARCC Mathematics Results Overall Performance by School										
OVERALL										
School Ward	LEA Name	School Name	Percent of valid test takers at each performance level							
			% 4+	% 3+	1	2	3	4	5	
Ward 2	Basis DC PCS	BASIS DC PCS	64.5%	88.1%	5.6%	8.3%	23.6%	49.0%	15.5%	

Above State Average ELA (4+): 80.2%

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

2. Performance and Progress. Our Goals and Academic Achievement

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

Assessment

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

The Value of Pre-Comps

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

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

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

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

BASIS is competitive at all levels, including with our sister campuses across the country. In the very first year of BASIS DC, the data analysis revealed that BASIS DC outscored legacy and mature BASIS schools in some English & Science comprehensive exams. These trends continued into our second year, where we also saw significant advancements in Math results, specifically Algebra I and Algebra II. These legacy schools are the same schools that have recently demonstrated student achievement that outpaces even the top schools in Shanghai on the internationally benchmarked OECD Test for Schools (based on the PISA). Recently two more BASIS Schools reached this performance benchmark, results that suggest that BASIS DC's growth will set our students up for similar levels of success.








This accomplishment is unique in that it is one more proof point that the efforts at BASIS DC in the 2019-2020 school year to deliver an internationally competitive educational program were on the right track.

Comprehensive Exam Results

Although our students still took comprehensive exams at the end of the 2019-20 school year, due to the COVID-19 closures, the exam was administered fully online and the results were only counted in students grades if they helped to bring the overall grade up. Results from the previous school year, year seven, showed that BASIS DC student performance has improved, with our overall standing in a network-wide comparison improving by one position. In some exams, BASIS DC students not only outperformed schools at similar maturity but also at several of our legacy schools whose students rank in the top 5% of the world. Of course, we are pleased to see these results as an indicator of our goals, but we continue to strive for better and better student outcomes.

External Assessments

- SAT: The SAT is the largest and most frequently required college acceptance exam. BASIS DC is consistent with the highest international academic standards and is designed to help students develop academic and organizational skills that prepare them for the increasing demands of these high school exams. As such we are incredibly proud of our 2019-2020 senior class scores whose mean scores were well above other students in the district.

Group	Number of Test Takers	Mean Total Score 400-1600 ?	Mean Evidence-based Reading and Writing Score 200-800 ?	Mean Math Score 200-800 ?
School	38	1237 	617 	621 
District ?	1,069	870 	442 	429 
State ?	3,067	885 	450 	435 
Total Group ?	141,292	937 	477 	460 

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

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

In 2020, our 5th grade students exceeded all ISA schools’ average on all subject areas tested.

PMF (Performance Management Framework) As Goals

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

The PMF Goals Policy will allow for more consistently measurable school performance. The PMF contains specific weighted and measurable indicators and targets. DC PCSB will report on BASIS DC school progress in its publication of the 2019-2020 PMF.

B. Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance, ranking us among the top schools in the District, including ranking as the #3 high school in the District of Columbia by *US News & World Report*. But BASIS is also invested in developing a love of lifelong learning and creating within students a deeper appreciation of how knowledge enriches their lives. BASIS DC is proud to report that in addition to our students' strong objective measures of academic achievement, the school and our students had many other unique accomplishments over the course of the year. Some of these highlights include:

District-wide representation:

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

Expanded Tutoring Options:

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

Amazing College Outcomes:

BASIS DC graduated its first class of seniors in the spring of 2017 and the accomplishments of our graduates have grown year after year. The Class of 2017 earned over \$1.5 million in merit scholarships, which was more than doubled by the Class of 2018, which earned over \$3.5 million in merit scholarships. The Class of 2019 more than doubled in size over 2018 and more than doubled their scholarship dollars, earning a total of \$7.5 million dollars in merit scholarships. The Class of 2020 was BASIS DC's largest graduating class yet and had a 100% graduation rate and earned over \$8 million in merit scholarships.

AP Excellence:

In addition to successful outcomes for our graduates, BASIS DC has also demonstrated excellence in student academic achievement. The 2020 graduating class earned the following AP distinctions:

● # of AP Exams taken by the end of grade 11	490
● Average # of AP Exams per student	9.8
● % of students earning a 3 or higher on at least one exam	78%
● % of students recognized by the College Board	62%
● # of National AP Scholars	13
● # of AP Scholars with Distinction	21
● # of AP Scholars with Honors	10
● # of AP Scholars	14

Athletic Excellence:

During the 2019-2020 school year, BASIS DC student athletes proved that you can be excellent in the classroom and on the court/field. BASIS DC middle school boys' baseball won the PCSAA championship. Middle school boys and girls were runners up in basketball and middle and high school track and cross country teams were champions.

Supportive School—Engaged Students:

It is important that all students have access to our academically advanced program. In SY19-20 we continued our outstanding program to provide academic and social support to students. Even during the COVID-19 closures we maintained a high level of student engagement in clubs and activities, with at least one club or activity meeting every day of the week, such as Mmm...Monday Cooking and Trivia Thursday. One of our most popular clubs was the virtual knitting club.

Our school's Tier 1 support included:

- Differentiated instruction and the use of varied evidence-based instructional strategies by general education teachers, as specifically monitored and evaluated through observation and feedback cycles
- Weekly hour-long student hours held by every general education teacher so that students can get individual support on content
- Undergraduate students from Georgetown provide additional student STEM support after school.

- Students in grades 5-7 engage in a social-emotional curriculum throughout the year, and parent newsletters prompt families to reinforce these skills at home, too.
- Grades 9-12 added social-emotional supports to help stem the impact of depression in teens.
- An expanded and refined Academic Support program that includes meaningful student goal-setting, school-home collaboration, and improved progress monitoring structures
- Executive functioning support during mid-day study halls for students in grades 5-8
- Required use of a planner that is checked and monitored by classroom teachers

Our schools' Tier 2 and Tier 3 support included:

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

C. List of Donors

BASIS DC is extremely grateful for the generosity of all of those in our community who made financial contributions for the 2019-20 school year. The names on the following page represent those who contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year subject to the requirements of this report (*D.C. Official Code § 38-1802.04(11)(B)(xi)*).

Donors BASIS DC 2019-20

Beronio Family
Biondi Family
Boeing
Charde & Huang Family
Delonis-Vigier Family
Eaton Vance Corp.
Guhr Family
Hague-Liu Family
Kawano-Ogata Family
Lara Family
McKee & Jimenez Family
Merck Foundation
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Portolese Family
School Sheild Grant Family
Surgenor Family
Telfair-Cha Family
Terry Simmers Givewell Foundation
Trend Inc Family
Turmail Family
United Way of the National Capitol Area
Van Den Broek & Pearlman Family
Verizon
Ward Family
Welch Family
Anderson Family
Annette Kim Dentel and Khanh Pham
Applegate Family
Barry and Susan Svrluga
C. Kristin Choi
Claudia Fusai

Dave and Liz Stevenson
David Rowe and Emily Loriso
Erin & Nathan Darling
Greg and Diana Moldafsky
Gregory McCue
Heather Greaves
Hegen family
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Lisa and Brad Sherman
Maileen and Francisco Madrigal
Mark and Jennifer Moffatt
Michael Garawski and Michelle Lefferts
Mr. and Mrs. Waters
Murphy Family
Neal and Stephanie Johnson
Nestoriak Moore Family
Noah O'Connor and Mary Chopard
Parke Family
Patricia and J. Chad Jackson
Sam and Elsa Huxley
Samuel-Stamper Family
The Burton family
The Cochran family
The Hyera Family
The Lins
The Meltzer Family
The Ting Family
Tuyet Tran & Kelby Seamen

2. DATA REPORT

SY 2019-2020 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: BASIS DC PCS
PCSB	Campus Name: BASIS DC PCS
PCSB	Grades served: 5--12
PCSB	Overall Audited Enrollment: 640

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	141	134
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	87	79	54	53	42	50	0	0	0

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

Student Data Points

School	Total number of instructional days: In-person prior to Covid-19 closures – 121; total instructional days in-person and distance learning - 183
PCSB	Suspension Rate: 1.9%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.04%
PCSB	In-Seat Attendance: 95.7%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	Midyear Withdrawals: 2.5% (16 students)
PCSB	Midyear Entries: 0.2% (n<10)
PCSB	Promotion Rate (LEA): 98.0%
PCSB (SY18-19)	College Acceptance Rates: 97.6%
PCSB (SY18-19)	College Admission Test Scores: 97.6%
PCSB (SY18-19)	Graduation Rates: 100.0%

Faculty and Staff Data Points

School	<p>Teacher Attrition Rate: Attrition for 2019-20 School year: 27%</p>
School	<p>Number of Teachers: 65 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary 1. Average: \$61,819.00 2. Range -- Minimum: \$ 50,000 Maximum: \$74,500</p>
School	<p>Executive Salary Not applicable</p>

3. APPENDICES

APPENDIX A – School Year 2019-2020 Staff Roster

<u>Last</u>	<u>First</u>	<u>Title</u>	<u>Federal Role</u>	<u>Qualifications: Highest Level of Education</u>
Akinlolu	Rabiatu	Special Education Specialist	Teacher, Secondary (grades 7-12)	Bachelor's
Alexander	Jalyn	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Amis	Atiya	Special Education Specialist	Teacher, Elementary (grades 1-6)	Bachelor's
Ashcom	Susan	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Doctorate
Austin	Tiffany	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Juris Doctorate
Beabout	Althea	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Brooks	Lyndsey	Director of Auxiliary Programs	School Administrative Support Staff	Bachelor's
Brown	Sasha	Front Office Coordinator	School Administrative Support Staff	High School Diploma
Brown	Gisselle	Director of Student Affairs	School Administrator – Other	Master's
Browne	Emily	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Callender	Dame	Special Education Assistant	Paraprofessional – Special Education	High School
Cameron	Portia	Head of Operations	School Administrator – Other	Bachelor's
Campbell II	Lynnwood	Dean- Upper School Program	School Administrator – Other	Bachelor's
Carter	Tiara	Teaching Fellow	Teacher, Secondary (grades 7-12)	Master's
Cato	Alana	Special Education Coordinator	School Administrator – Other	Master's
Clark	Brandon	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Cooper	Calvery	Director of Planning and Instruction	Teacher, Secondary (grades 7-12)	Master's
Cooper	Jovon	Monitor	Other Support Staff	High School
Cotton	Priscilla	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Craven	Sally	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's

Crawford	Christopher	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	High School
Crews	Sharon	ELL Coordinator	Teacher, Secondary (grades 7-12)	Master's
Draper	Holly	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Estes	Sade	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Farrell	Candace	Dean- Upper School Program	Teacher, Secondary (grades 7-12)	Master's
Faucillon	Stephane	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Felmus	Nicole	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Gagas	Bethany	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Gingles	Elizabeth	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Goberdhan	Nicole	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Green	Nathaniel	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Guerrier	Dianne	Special Education Coordinator	Teacher, Secondary (grades 7-12)	Master's
Hameed	Lauren	Front Office Assistant	School Administrative Support Staff	High School
Hardin	Benjamn	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Hausdorff	Eleanor	College Guidance Coordinator	School Counselors/Directors, Secondary (Grades 7-12)	Doctorate
Hawkes	Esmeralda	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Hillis	John	Head of School, Interim	School Administrator – Principal/School Leader	Master's
Horowitz	Elana	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
How-Yew-Kin	Theresa	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Jackson	Natalie	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Joe	Jerron	Director of Student Affairs	School Administrator – Other	Master's
Johnson	Steven	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Keegan	Andrew	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Knuuttila	James	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's


Krug	Madeleine	College Guidance Coordinator	Teacher, Secondary (grades 7-12)	Master's
Leroux	Justin	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Lewis	Jordan	Director of Academic Programs	School Administrator – Other	Bachelor's
Li	Yalan	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Lichtenstein	Joshua	ELL Coordinator	Teacher, Secondary (grades 7-12)	Master's
Lockhart	Valentino	Dean of Students	Guidance Counselor, Secondary (grades 7-12)	Doctorate
Manns	Sherese	Front Office Assistant	School Administrative Support Staff	High School
Marafie	Jackie	Special Education Assistant	Paraprofessional – Special Education	Bachelor's
McNinch	Rachel	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Merryweather	LaShawn	Auxiliary Program Coordinator	School Administrative Support Staff	Bachelor's
Mrabet	Fatima	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Parker	Kimberly	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Polonsky	Heather	Dean- Upper School Program	Teacher, Elementary (grades 1-6)	Master's
Read	Colin	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Richardson	Brandon	Teaching Fellow	Paraprofessional – Special Education	High School
Ricker	Whitney	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Rochester	Enoch	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Rose-Henig	Alexander	Director of Academic Programs	School Administrator – Other	Master's
Rowley	Joshua	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Sanghavi	Trisha	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Schwartz	Laura	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Seiler	Philippe	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Simmons	Kyle	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Slade	Rhonda	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Slocum	Brian	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Smith	Matthew	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's

Stanley	Autumn	NSLP Coordinator	School Administrative Support Staff	High School
Taylor	Candace	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Master's
Terranova	Luke	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Timme	Walker	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Tomanelli	Deanna	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Torres	Ian	Teaching Fellow	Teacher, Elementary (grades 1-6)	Bachelor's
Walters	Malika	Registrar	School Administrative Support Staff	Associates
Watson	Andrew	Subject Expert Teacher	Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12)	Bachelor's
Wharton	Brittany	Registrar Assistant	School Administrative Support Staff	Associates
Yeager	Kimberly	Senior Special Education Coordinator	Special Education Support Staff, Psychologist	Master's
Yu	Bo	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Yusuf	Mawahib	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Zara	Pedro	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's

Appendix B – 2019-2020 School Year Board Roster


NAME/ Position/Residence	Original Appointment	Last Date Appointment	Date Appointment Expires
Craig R. Barrett Chair Arizona	Aug. 2011	Serves at the pleasure of the Member	Serves at the pleasure of the Member
Anne House Quinn Secretary Washington, DC	Nov. 2013	July 2020	June 2023
Tony Axam Trustee Washington, DC	Aug. 2019	July 2020	June 2023
Andrew P. Kelly Trustee Washington, DC	Aug. 2011	Aug. 2017	Aug. 2020
Marie-Laure Guitteny Parke Parent Trustee Washington, DC	Aug. 2011	July 2020	June 2023
Candice Gayl Parent Trustee Washington, DC	Sep. 2012	Sept. 2015	Sept. 2021
Chad Colby Treasurer Washington, DC	Aug. 2017	Aug. 2017	June 2023

APPENDIX C – Unaudited Year-End 2019-2020 Financial Statement

 bdc BASIS Washington, DC™	FY 2020 BDC School Budget	FY 2020 Q1-Q4 BDC School Financials(Preliminary)	FY 2020 Q1-Q4 Financials as % of Budget
Student Count*	648	641	99%
State Revenue			
State/District Aid	\$10,896,065	\$10,587,535	97%
Total State Revenue	\$10,896,065	\$10,587,535	97%
Federal Revenue			
IDEA	\$86,864	\$86,780	100%
Title II	\$26,821	\$30,512	114%
Total Federal Revenue	\$113,685	\$117,292	103%
Local Revenue			
Annual Teacher Fund	\$194,952	\$184,022	94%
Reimbursable Activities Revenue	\$347,434	\$174,479	50%
Other Donations/Revenue	\$0	\$34,353	
Total Local Revenue	\$542,386	\$392,854	72%
Total Revenue	\$11,552,137	\$11,097,681	96%
Total Payroll	\$6,193,234	\$6,176,727	100%
Other Expenses			
SME-Student Driven	\$227,321	\$201,536	89%
SME-Maintenance	\$289,733	\$261,504	90%
Reimbursable Activities Expenses	\$295,319	\$162,346	55%
Sponsored Testing	\$52,065	\$53,042	102%
Insurance + Audit Fees	\$100,348	\$80,354	80%
Internet	\$18,979	\$20,172	106%
Hiring and Professional Development	\$84,718	\$80,984	96%
Other Expenses	\$54,916	\$64,881	118%
Core Fee	\$309,013	\$193,287	63%
Rent	\$1,944,972	\$1,944,972	100%
Service Fees	\$1,328,791	\$1,276,898	96%
Total Other Expenses	\$4,706,175	\$4,339,974	92%
Total Expenses	\$10,899,410	\$10,516,702	96%
Total Net Surplus before Depreciation, Amortization & Cap X	\$652,727	\$580,979	89%

*Actual student count based on Q4 DCPCS Funding Report

APPENDIX D – Approved FY 21 Budget

		FY 2021 BDC School Budget
Student Count		650
State Revenue		
State/District Aid		\$10,927,138
Total State Revenue		\$10,927,138
Federal Revenue		
IDEA		\$95,843
Title II		\$26,904
Total Federal Revenue		\$122,746
Local Revenue		
Annual Teacher Fund		\$186,056
Reimbursable Activities Revenue		\$173,756
Total Local Revenue		\$359,813
Total Revenue		\$11,409,696
Total Payroll		\$6,366,029
Other Expenses		
SME-Student Driven		\$237,360
SME-Maintenance		\$315,837
Reimbursable Activities Expenses		\$145,438
Sponsored Testing		\$52,455
Insurance + Audit Fees		\$91,461
Internet		\$26,343
Hiring and Professional Development		\$52,403
Other Expenses		\$26,365
Core Fee		\$245,486
Rent		\$1,993,886
Service Fees		\$1,313,166
Total Other Expenses		\$4,500,199
Total Expenses		\$10,866,229
Total Net Surplus before Depreciation, Amortization & Cap X		\$543,467

APPENDIX E – SY 2019-2020 At-Risk Funds

BASIS DC works hard to ensure that all students have an equal opportunity to learn. The At Risk Funds for SY 19-20 were used in the development of academic interventions that help students meet rigorous standards. Having programs that target student achievement in areas such as general instruction, behavior support, and auxiliary support programs directly impact students' academic achievement.