

ANNUAL REPORT

School Year 2021 – 2022

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1. ANNUAL REPORT NARRATIVE

I. School Description

A. Mission

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

B. School Program

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

The BASIS Charter Schools 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 Charter Schools Curriculum and determines any revisions that may be necessary due to changes in:

- The state of knowledge
- The structure of the BASIS Charter Schools 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 grades. 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 students in specific BASIS charter schools perform compared to other BASIS charter schools 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 ensure 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 common BASIS question bank, which are written by BASIS Charter Schools Curriculum developers and teachers from across the network.
3. Questions, written by the experts outside the network, 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. Conversely, 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 Charter Schools 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. All BASIS DC teachers are required to participate in extensive professional development through summer workshops and week-long summer institutes. Instructional techniques, curriculum planning, resources, and student support strategies are addressed to ensure students succeed and educational gains are achieved. Workshops cover an array of instructional areas rounding out quality student interaction and engagement. 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.

To this end, all teachers participate in on-going observations and feedback cycles. These observations are centered on 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 regular 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.

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/her/their 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. Academic supports may include differentiated instruction and the use of various 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 receive individual support on content as needed or desired; and peer tutoring opportunities.

2. School Program: Parent involvement.

BASIS DC continues to work hard to develop a community among our students, their families, and our faculty. The work we require of students is demanding. 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 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 children’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 2021-2022 school year:

- **Annual Teacher Fund Silent Auction:** The BASIS DC community joined together in supporting the Annual Teacher Fund (ATF) by throwing an ATF Gala and Silent Auction. The ATF is the primary fundraising effort of the school, and all money raised goes directly to teacher discretionary bonuses.
- **Community Meetings:** The Head of School attended numerous neighborhood commission meetings to check in with local government leaders, community members, and families to promote the school and to ensure that BASIS DC is an active member of our city-wide community.
- **Boosters Meetings:** One of the most critical ways in which BASIS DC involves families is through communication and engagement with our parent partners known as our Parent Boosters Organization. Although the Boosters organization is a nonprofit entity that is independent from the school, the Head of School, Head of Operations, and the Boosters collaborate to provide timely and appropriate communication to parents and ensure that the school leadership is in tune with our parents.
- **Parent Workshops:** BASIS DC held monthly parent workshops during school year 2021-2022 for BASIS families. Parents uniformly report that the workshops were helpful and support them in engaging with the school and their students’ academic progress throughout the year. Workshop topics included effective study skills, student mental health, and coping with test anxiety.
- **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.

- **Family Newsletters:** BASIS DC provides parents and families with a virtual newsletter biweekly. This newsletter provides updates on upcoming school events and activities and highlights recent student successes.
- **Recruitment Events:** These events included a variety of virtual events including tours, Open Houses, and the city-wide EdFest.
- **Virtual Town Halls and Focus Groups:** Throughout the 2021-2021 school year, BASIS DC held monthly virtual town halls to ensure that students and families had the latest information regarding school events and operations, and to foster a continued connection with the school community. Additionally, the Head of School held bi-weekly focus groups with randomly selected parents throughout the year.

II. School Performance

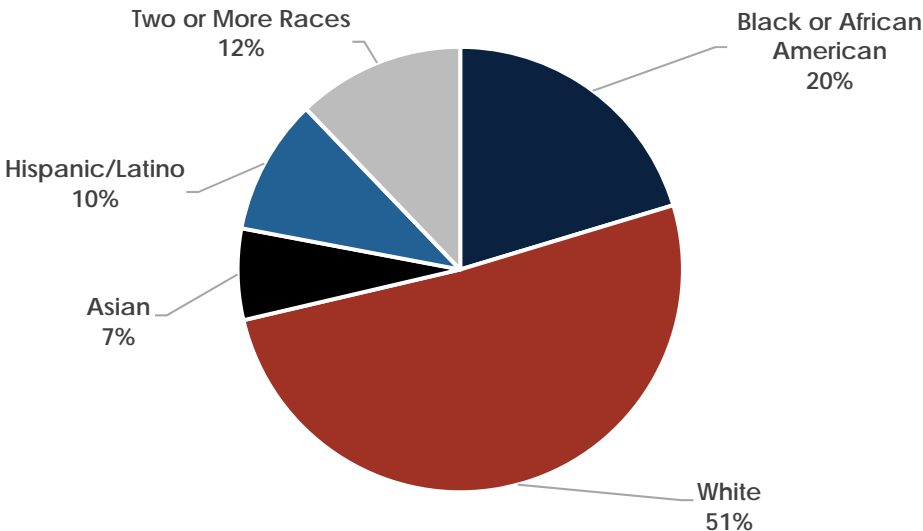
A. Performance and Progress

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 any middle and high school student 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 can break 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 if our nation's 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 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 2021-2022 school year is represented in the graphic below:



BASIS DC is committed to providing equity of access to an exceptional education for all students in DC, as demonstrated not only by demographic diversity but also

geographic diversity. In the 2021-2022 school year, BASIS DC drew students from all eight Wards and every residential zip code across the District.

Our Teachers. 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. BASIS DC is committed to investing in the best teaching force to ensure our students reach their academic potential as we strive to fulfill our mission. 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. BASIS DC strives to create a culture of ongoing professional development in which teachers are accountable for improvement. Throughout the year, BASIS DC teachers are provided with robust instructional support in the areas of classroom management techniques, teaching methods, and pedagogical research. And while academic recovery from the COVID-19 pandemic has resulted in unique challenges, BASIS DC teachers excelled in providing students with robust instruction, academic support and opportunities for accelerated learning in School Year 2021-2022. This is reflected by student achievement on both internal and external assessments as documented in the sections below.

Our Results. The academic performance results for students at BASIS DC speak for themselves. After two years of unprecedented challenges, BASIS DC students took the 2022 PARCC assessment for the first time since 2019 and the results clearly demonstrate BASIS DC is on track for fulfilling its mission to prepare students for the colleges of their dreams. Additionally, the spring 2022 administration of the FastBridge aReading and aMath assessments demonstrate BASIS DC students continue to show academic growth, and Advanced Placement (AP) and SAT scores from the 2021-2022 school year show BASIS DC high school students' high levels of academic achievement. The results from the PARCC assessment, FastBridge assessments, and college readiness exams are reflected in the section below.

2. Performance and Progress. Our Goals and Academic Achievement

Lower School Curriculum

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 take nine separate classes, including Introduction to Science, Physical Geography, Math, English, Latin, Classics, Art, Drama, PE, and Music. In 6th through 8th grade, students

take Biology, Chemistry, and Physics as separate subjects each school year, like many top-performing peers in European and Asian countries. In 7th and 8th grade, students take additional supplementary courses including 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.

Upper School Curriculum

The curriculum at BASIS DC is designed to prepare students for college and beyond. Our demanding academic requirements ensure that students are immediately exposed to courses in all academic categories, prompting them to take on material with which they are unfamiliar and, often, uncomfortable, and finding ways to master it (including help from available and enthusiastic faculty, counselor support, and administrative guidance). The curriculum also demands that students take AP classes in various fields, further challenging our students and, collaterally, ensuring that they can take and pass rigorous exams. Our Capstone classes, offered senior year, mirror the rigor and form of college-level seminars and hone the research skills our students have practiced throughout their time at BASIS DC. Finally, the opportunity to do senior projects caps off the experience at BASIS DC, enabling students to find, arrange, and participate in independent research opportunities. Not only does this enable students to work in-depth in a field about which they are passionate, but it also walks them through the steps of securing, maintaining, and thriving in a position, much like they will do after college while job searching. They learn what they need to be successful in a workplace long before seeking out a professional position.

Comprehensive Exams

To ensure students master grade-level material, all BASIS DC students in 6th through 8th grade take Comprehensive Exams in seven core subjects at the year's end. Students prepare for these exams by taking Pre-comprehensive Exams ("Pre-comps") 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 DC 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.

FastBridge Student Performance

FastBridge is a nationally-normed, Common Core-aligned ELA and Math assessment that BASIS DC administers every year to students. FastBridge scores are used to determine student benchmarking for achievement and progress monitoring, and also to identify students in need of additional support or specific interventions. The data below reflects the percentage of students who were identified as At or Above Benchmark on Spring FastBridge testing. BASIS DC students showed great success with nearly all students meeting or exceeding benchmark for School Year 2021-2022.

aMath Results

Student Group	Percentage At or Above Benchmark
Middle School (5 th -8 th)	91%
High School (9 th -11 th)	100%
All Grades (5 th -11 th)*	93%

aReading Results

Student Group	Percentage At or Above Benchmark
Middle School (5 th -8 th)	92%
High School (9 th -11 th)	100%
All Grades (5 th -11 th)*	94%

**Please note 12th grade students were not administered Spring FastBridge testing.*

2022 PARCC Assessment Results

BASIS DC is extremely proud of our students' performance on the 2022 PARCC assessment. Despite the enormous challenges presented by the COVID-19 pandemic, our students and teachers persevered, and the results are outstanding. A significant majority of students met or exceeded college and career readiness standards (level 4+) across all grade levels in both English Language Arts (ELA) and Math. Additionally, the

majority of students in all subgroup categories (students with disabilities, At-Risk, English language learners) 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.

<i>Grade Level</i>	<i>English Language Arts</i>		<i>Math</i>	
	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>
Middle (5 th -8 th)	92.2%	70.4%	87.9%	65.7%
High (9 th -10 th)	95.7%	85.3%	84.5%	59.6%
All Grades	92.9%	73.7%	86.9%	64.0%

<i>Students with Disabilities</i>	<i>English Language Arts</i>		<i>Math</i>	
	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>
	65.6%	34.4%	54.3%	25.7%

<i>Students identified as At-Risk</i>	<i>English Language Arts</i>		<i>Math</i>	
	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>
	72.2%	44.4%	53.65%	31.7%

<i>English Language Learners</i>	<i>English Language Arts</i>		<i>Math</i>	
	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>
	73.7%	26.3%	68.4%	15.6%

<i>Race/Ethnicity</i>	<i>English Language Arts</i>		<i>Math</i>	
	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>	<i>% of Students scoring 3+</i>	<i>% of Students scoring 4+</i>

Asian	87.5%	74.9%	86.5%	64.9%
Black/African American	83.0%	53.8%	65.0%	29.2%
Hispanic/Latino of any race	92.8%	73.2%	82.8%	53.4%
Two or More Races	97.1%	72.5%	90.5%	67.6%
White	96.6%	81.5%	95.9%	79.24%

College Readiness

SAT Performance

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 2022 senior class scores.

Class of 2022 SAT results (based on March 2021 testing)

Section	Range	Mean
Evidence-Based Reading and Writing	440-790	637
Math	440-790	616
TOTALS	980-1580	1253

Advanced Placement Exams

In addition to successful outcomes for our graduates, BASIS DC has also demonstrated excellence in student academic achievement. The 2022 graduating class earned the following AP distinctions:

● # of AP Exams taken by the end of grade 11	535
● Average # of AP Exams per student	10
● % of students earning a 3 or higher on at least one exam	95%
● % of students recognized by the College Board	70%

● # of AP Scholars with Distinction	16
● # of AP Scholars with Honors	5
● # of AP Scholars	15

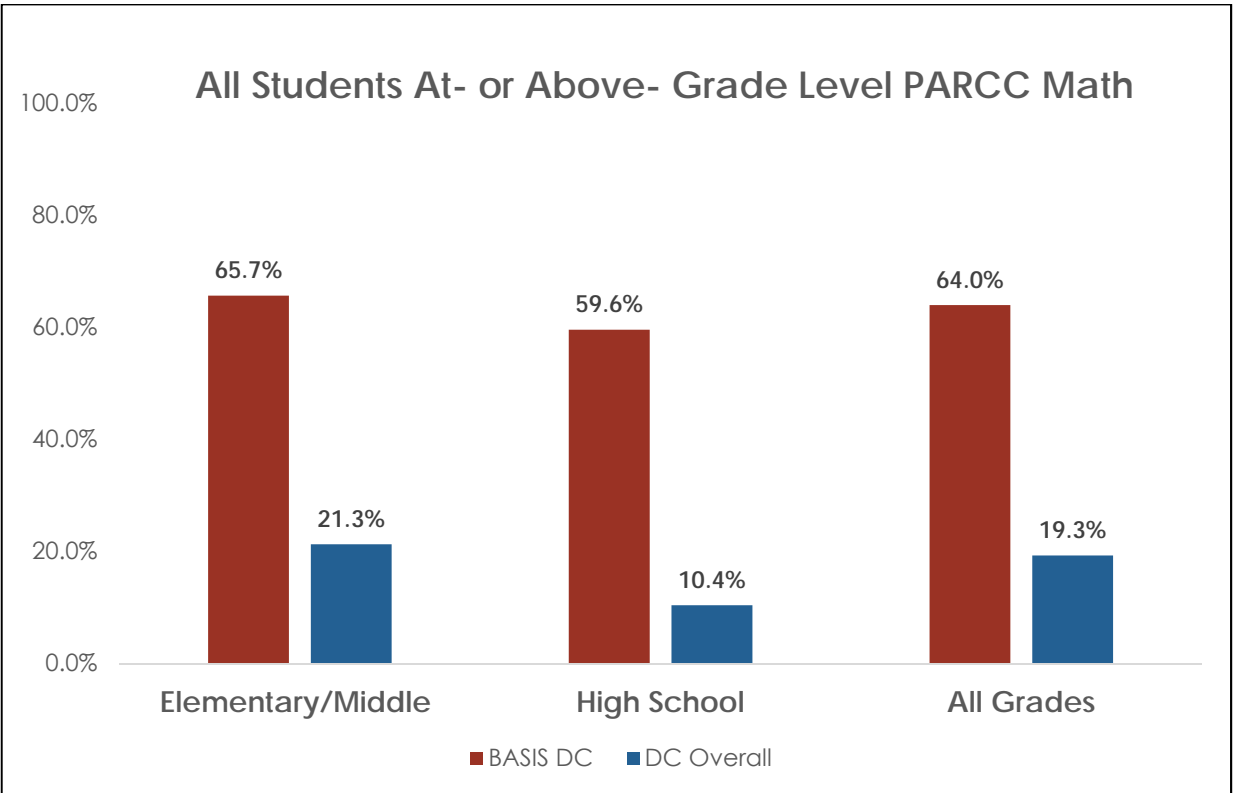
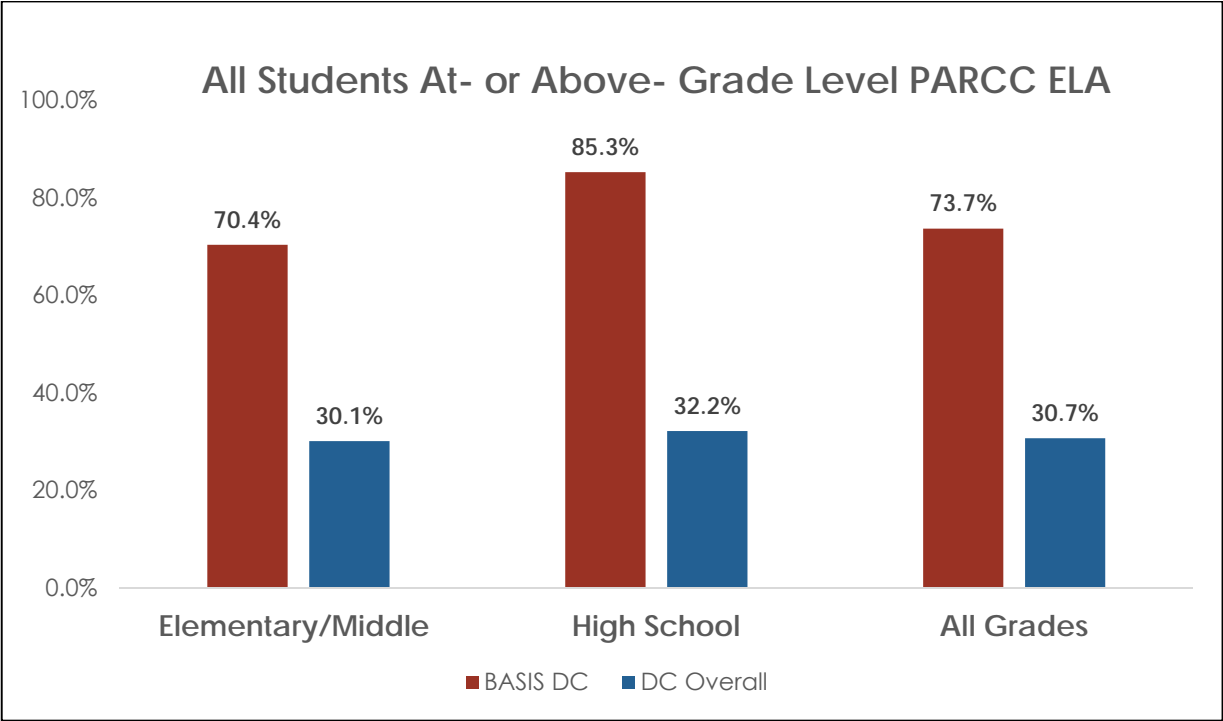
Performance Management Framework (PMF) As Goals

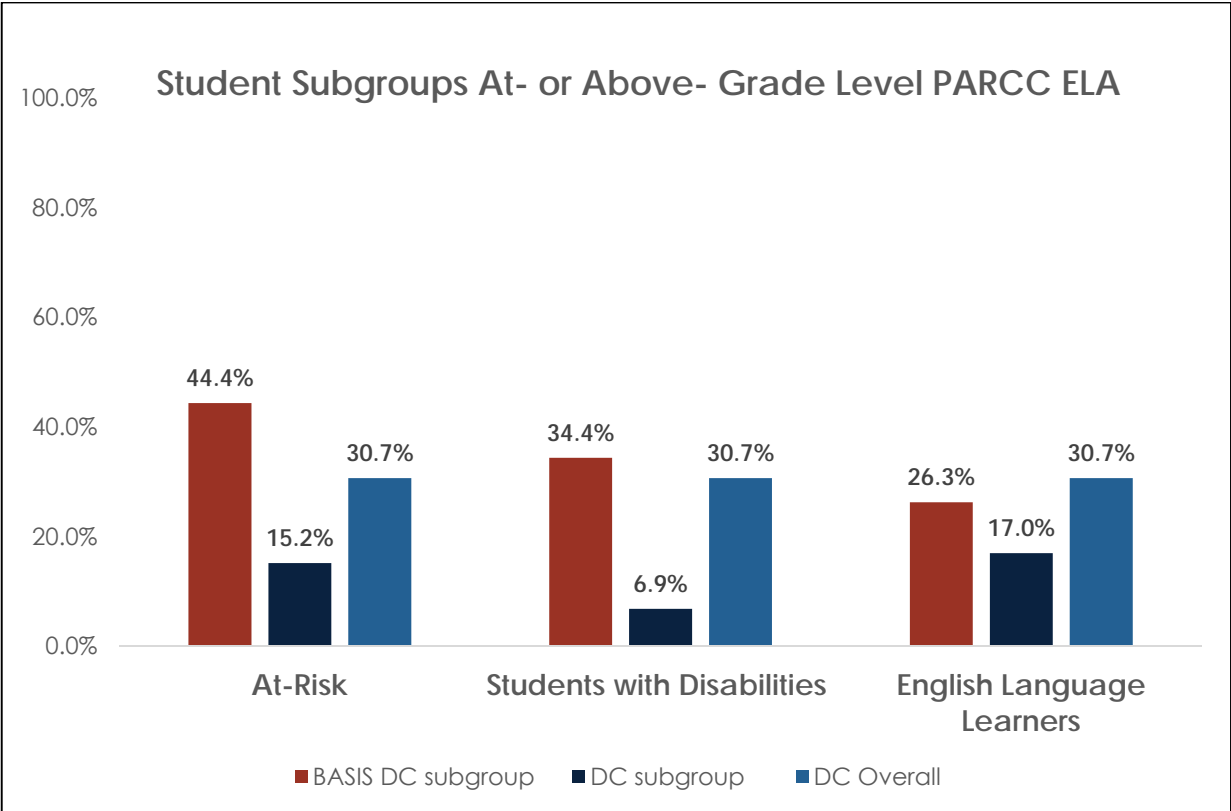
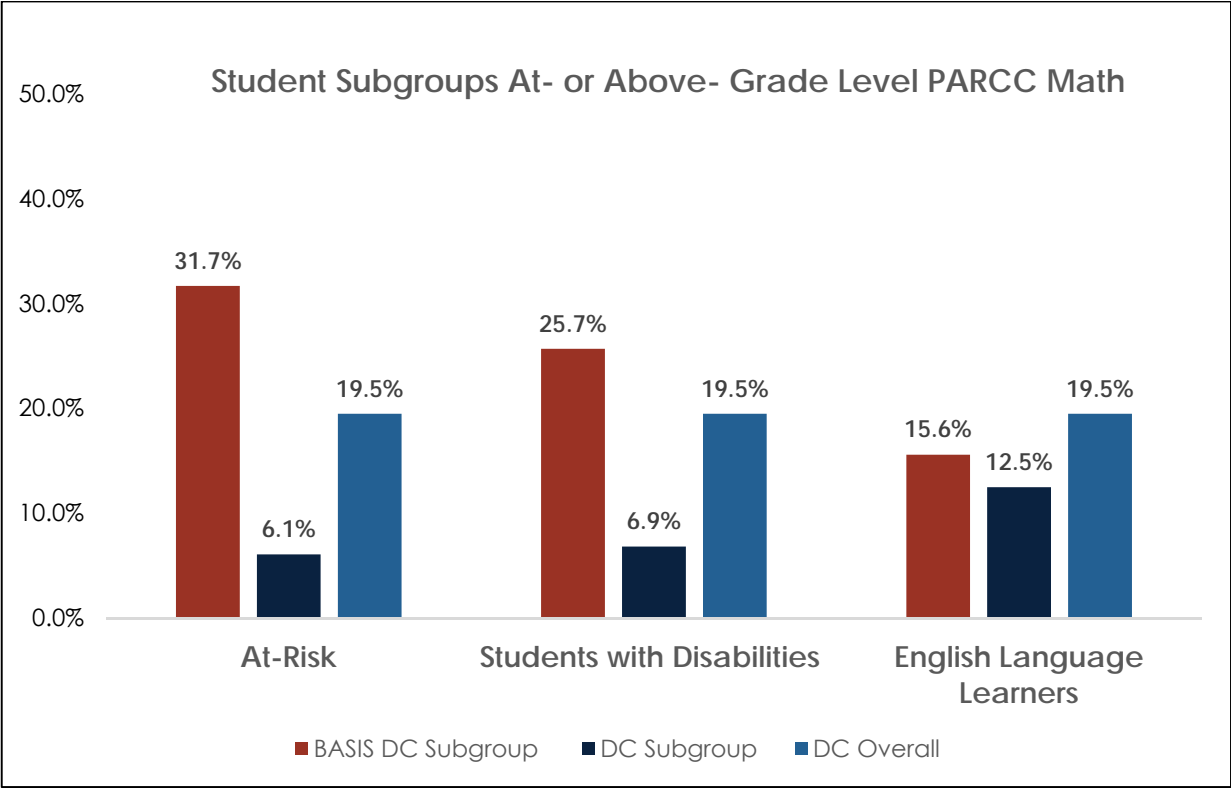
BASIS DC adopted the PMF (Performance Management Framework) as goals in alignment with DC PCSB's Elect the PMF as Goals Policy. The PMF Goals Policy will allow for more consistently measurable school performance and contains specific weighted and measurable indicators and targets.

As reported on throughout this document and in Section 2: Data Report, BASIS DC continued to progress towards and exceed the goals outlined in the PMF. Specific goals are highlighted below:

- **Outstanding PARCC Performance:** BASIS DC student achievement on the Spring 2022 administration of the PARCC assessment demonstrates unequivocally that BASIS DC is on track for meeting its goals and continues to provide students with access to an exceptional educational program. We are extremely proud of our students' success, particularly in light of the overwhelming challenges presented by the COVID-19 pandemic. Citywide PARCC results indicated that 31% of students who took the ELA assessment and 19% of students who took the Math assessment were at- or above- grade level. In sharp contrast, 73.7% of BASIS DC students scored at- or above- grade level on the ELA assessment and 64% scored at- or above- grade level on the Math assessment. Indeed, not only did every subgroup of students at BASIS DC outperform their comparable subgroup city-wide, BASIS DC students identified as students with a disability and at-risk outperformed the citywide scores for all students in Math and ELA. This achievement is demonstrated in the charts below.

While student achievement overall on the PARCC assessment in 2022 was outstanding, we recognize that student performance data indicate that opportunity gaps persist for students of color, students with disabilities, students identified as at-risk, and other traditionally underrepresented groups. BASIS DC will continue to endeavor to close these gaps and provide all students with equitable access to an exceptional education to prepare them for college and beyond.





- **Continued Academic Achievement and Growth:** FastBridge scores show that BASIS DC students remain on track for academic success. FastBridge is a nationally-normed, Common Core-aligned test that is analogous to PARCC with regard to measuring student academic achievement and growth. Spring 2022 FastBridge scores show high levels of achievement with 94% of students At or Above Benchmark for Reading, and 93% of students At or Above Benchmark for Math. These results demonstrate that BASIS DC students continue to show high levels of success and academic growth over time, despite unprecedented challenges resulting from the COVID-19 pandemic.
- **Exceptional College and Career Preparation:** BASIS DC high school students continue to show exceptional levels of achievement and preparedness for college and career success. All 9th grade students for School Year 2021-2022 are on track to graduate within four years. All 12th grade students for School Year 2021-2022 graduated within 4 years and were accepted to a four-year college or university. Additionally, 95% of 12th grade students achieved at least one 3 on an AP exam and 100% achieved at least a 980 total score on the SAT, with 1253 as the average SAT score. The SAT results show that 100% of the BASIS DC graduating class of 2022 far exceeded the DC 50th percentile benchmark score of 850.
- **Positive School Environment:** BASIS DC is proud of its school climate and community, and excellent levels of student engagement. For School Year 2021-2022, BASIS DC was able to resume regular field trips around DC, including trips to the Kennedy Center, the African American History Museum, and the Shakespeare Theater, among others. Students enthusiastically also resumed in-school clubs and activities, including flag football, basketball, soccer, cross country, E-Sports, Model UN, competitive chess, Certamen, Gender and Sexuality Alliance (GSA), the knitting club, and many more. Additionally, a homeroom period was added to the daily schedule, allowing students to start or end their day in a supportive, non-graded environment. The addition of homeroom enabled students more engagement with their peers, to establish stronger connections with teachers, and provided an additional opportunity to complete coursework during the school day. The school hosted many well-attended student and family activities outside school hours, including school dances, a community potluck-barbeque, and year-end school field day. BASIS DC also reported in-seat attendance rate of 92.4% and a reenrollment rate of 90.26% for school year 2021-2022, demonstrating high levels of family and student engagement and satisfaction with BASIS DC.

B. Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance, and continues to be ranked as the #1 open-enrollment high school in the District of Columbia, one of

the top-ten high schools in the Washington, DC area, and is one of the top 100 best charter high schools in the country as determined by the *U.S. News and 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:

National Blue Ribbon School Award

BASIS DC was recognized by the U.S. Department of Education as a National Blue Ribbon School for 2021 and as an Exemplary High-Performing School. This recognition is based on BASIS DC's overall academic performance or progress in closing achievement gaps among student subgroups. This recognition is a testament to the hard work, perseverance, and amazing academic results that our students have achieved at BASIS DC.

Equitable Access to a World-Class Education

As articulated in this report and elsewhere, BASIS DC's mission and philosophy revolve around creating equitable access to an internationally competitive curriculum for all students, regardless of their zip code or background. Our recruitment efforts lead to enrollment from all eight wards and 39 DC neighborhoods. BASIS DC also stepped up its recruitment efforts in traditionally underrepresented wards during the 2021-2022 school year with targeted outreach to specific ANCs in wards 5, 7, and 8. BASIS DC supports one of the most diverse student populations in the District by raising academic standards, ensuring world-class teaching quality, and providing robust student and community support. This support and the astounding outcomes it helps produce reinforces confidence in the American traditions of education as the great equalizer.

Expanded Tutoring Options and Accelerated Learning

One of the cornerstones of the BASIS School Curriculum is Student Hours. Every teacher holds weekly hour-long sessions after school so that students may receive additional support on curriculum content. The supports provided by teachers during Student Hours proved particularly important in BASIS DC's efforts to address pandemic-related learning loss, and teachers frequently made themselves available to students outside traditional school hours to support students in achieving their academic goals. BASIS DC also instituted several programs during the 21-22 school year that focused on accelerated learning in the wake of COVID-19. These programs included mandatory Additional Instructional Time (AIT) during the school day for students flagged as needing extra support, and Saturday school to reinforce core content for interested students.

Amazing Postsecondary Outcomes

BASIS DC graduated its first class of seniors in the spring of 2017 and the

accomplishments of our graduates have grown as each successive graduating class has received increased scholarship awards year over 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 their scholarship dollars, earning a total of \$7.5 million dollars in merit scholarships while the Class of 2020 earned over \$8 million dollars of scholarships. The Class of 2022 continued this tradition of exceptional achievement with a 100% graduation rate, 100% acceptance rate to four-year colleges and universities, and over \$7.5 million dollars in scholarships, with an average award per student of just over \$175,000.00

Intensive School Support

BASIS DC aims to instill in students the belief 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. BASIS DC firmly believes that social-emotional support begins with supporting all students' academic needs. During School Year 2021-2022 BASIS DC continued to provide multiple levels of support including a PBIS and school mentoring program, a social-emotional curricular component overseen by the school counseling team, as well as independent tutoring. Academic Support Advisors worked closely with students to instruct them in the effective use of resources, organization skills, and empower students to seek academic help from teachers. The BASIS DC tiered approach to supporting students is included below.

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 receive individual support on specific content
- 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.
- Executive functioning support during mid-day study halls for students in grades 5-8
- Required use of a planner (the "CJ") that is checked and monitored by classroom teachers

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-ins/Check-outs with school staff
- Social skills groups, BIPs, attendance plans, etc.

C. Charter Conditions: Recruiting, Retaining, and Supporting Students with Disabilities

At the time of BASIS DC's ten-year review, the DC Public Charter School Board (PCSB) elected to continue BASIS DC's charter with the conditions that school develop a plan focused on the recruitment, retention, and support of students with disabilities. BASIS DC submitted a plan that was subsequently approved by PCSB and as of July 2022, BASIS DC has met its conditions. As required by PCSB, included below is a reflection of BASIS DC's progress in implementing the plan.

- BASIS DC has created updated marketing materials that emphasize the BASIS DC special education program, and uses language that is inclusionary of students of all abilities. Please see Appendix E for examples of relevant materials.
- BASIS DC has established a strategic partnership with the DC Special Education Cooperative and the ELEVATE program to conduct an in-depth evaluation of the special education program at BASIS DC with the intention of identifying areas for continued growth.
- BASIS DC continues to engage in robust, regular communication with current families of students with disabilities and regularly solicits feedback on the special education program from the school community through parent surveys.
- BASIS DC continues to provide extensive professional development and training opportunities for both general education teachers and special education teachers, fostering greater collaboration amongst staff and support for students in the classroom.
- BASIS DC has partnered Trinity University School of Education in order for current subject expert teachers to become certified in special education. At present, one teacher is in the process of becoming dual certified.
- BASIS DC's percentage of students receiving special education services was 6.4% at the end of school year 2021-2022, a marked increase over previous years. Additionally, the percentage of students with disabilities receiving supports and services under Section 504 was 8.5%. This results in 14.9% of BASIS DC students identified as a student with a disability for school year 2021-2022.

D. List of Donors

BASIS DC is extremely grateful for the generosity of all of those in our community who made financial contributions for the 2021-2022 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 2021-2022

Adamik-Moran Family	Hajiha & Leyrer Family
Adcock & Kaufman Family	Hanrahan Family
Ansari Family	Harlow Family
Applegate Family	Havard Family
Arnn-Schoenberg and Schoenberg Family	Herzog-Pohl Family
BASIS DC Boosters	Horowitz Family
Beckwith Family	Hughes Family
Bender-McCue Family	Hurowitz-Zakrewsky Family
Berges-Voorhis Family	Huxley Family
Biondi Family	Hyera Family
Brennan Family	Izenberg Family
Brock Family	Johnston Family
Brown Family	Kawano-Ogata Family
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Craig and Barbara Barrett Foundation	Liu-Ting Family
Cummins & MCEWAN Family	Louchheim Family
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Farrow Family	Migliaccio Family
Fester Family	Millan-Stone Family
Fisher Family	Moeller Family
Flabbi-Fruttero Family	Moffatt Family
Ganesan-Gomez Family	Moore-Nestoriak Family
Garawski & Lefferts Family	Morvis Family
Gaswirth Family	Mrstik Family
Gerety Family	Murphy Family
Giles Family	Nikolov and Danchev Family
Gutierrez Family	Niyangoda Family
	O'Connor & Chopard Family

Parke Family
 Pereira Kim and Kim Family
 Perry Family
 Petrosian-Zaretskiy Family
 Pierson Family
 Polasek Family
 Poos Family
 Pressman Family
 Rigby Family
 Rubin Family
 Samuel-Stamper Family
 Santomauro & Gayl Family
 Seale and Duke Family
 Seth Family
 Sherman Family
 Skidmore Family
 Smith Family
 Snyder and Hunt Family

Soifer and Lenahan Family
 Solomon Family
 Stevenson Family
 Sullivan & LEE Family
 Svrluga Family
 Swaan Family
 Takamura Family
 Tam Family
 Thomson Family
 Traylor Family
 Unruh Cohen Family
 Vanderdray Family
 Warren Family
 Waymack Family
 Whitten and Crespo Family
 Wilfong & Phipps Family
 Wright-Thomas Family

2. DATA REPORT

SY 2020-2021 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: 651

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	129	117
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	100	92	53	65	44	52	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: – 182
PCSB	Suspension Rate: 1.20%
PCSB	Expulsion Rate: 0.00%

PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 92.40%
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: 2.30% (15 students)
PCSB	Midyear Entries: 0.0% (0 students)
PCSB	Promotion Rate (LEA): 97.70%
School (SY20-21)	College Acceptance Rates: 100%
School (SY20-21)	College Admission Test Scores: 100%
PCSB (SY20-21)	Graduation Rates: 98.00%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 26%
School	Number of Teachers: 86 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$62,000 2. Range -- Minimum: \$50,000 Maximum: \$75,915
School	Executive Salary Not applicable

3. APPENDICES

APPENDIX A – School Year 2021-2022 Staff Roster

Last Name	First Name	Title	Federal Role	Highest Degree Earned
Amis	Asia	Front Office Assistant	School Administrative Support Staff	48 Hours of college credit
Beabout	Althea	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Browne	Emily	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Callender	Dame	Special Education Assistant	Paraprofessional – Special Education	48 Hours of college credit
Campbell	Lynnwood	Dean of Students	School Administrator - Other	Bachelor's
Caradine	Megan	Special Education Specialist	Paraprofessional – Special Education	Bachelor's
Clark	Dormekya	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Bachelor's
Clayton	Derrick	Director of Student Support Services	School Administrator - Other	Master's
Cooper	Calvery	Director of Planning and Instruction	School Administrator - Other	Master's
Cotton	Priscilla	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Crawford	Christopher	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	48 Hours of college credit
Cunningham	Marla	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Draper	Holly	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Eichelberger-Mitchell	Mariah	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Ellison-Velazquez	Ebonie	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Evans	Paul	Special Education Assistant	Paraprofessional – Special Education	Associate's
Farrell	Candace	Senior Curriculum Coordinator	School Administrative Support Staff	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
Galitzer	Danielle	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Gilmore	Howard	Special Education Specialist	Paraprofessional – Special Education	Bachelor's
Green	Nathaniel	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Gruber	Steven	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Hardin	Benjamn	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Hausdorff	Eleanor	College Counselor	School Counselors/Directors, Secondary (Grades 7-12)	Doctorate
Hawkes	Esmeralda	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Horowitz	Elana	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Hussey	Tristan	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Bachelor's
Incorvati	Isabel	Dean of Students	School Administrator - Other	Bachelor's
Jackson	Natalie	Dean of Students	School Administrator - Other	Master's
Joe	Jerron	Director Of Student Affairs	School Administrator - Other	Master's
Johnson	Steven	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Jones	Barrington	Monitor	Other Support Staff	High School Diploma
Katz	Brandon	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Keegan	Andrew	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Krug	Madeleine	College Counselor	School Counselors/Directors, Secondary (Grades 7-12)	Master'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/504/Interventions Coordinator	School Administrator - Other	Master's

Linn-Paris	Elizabeth	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Bachelor's
Maiga	Sidi	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Manns	Sherese	Front Office Assistant	School Administrative Support Staff	High School Diploma
Maranchuck	Kelly	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
McCarthy	Rachael	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Bachelor's
McNinch	Rachel	Athletics Coordinator	School Administrative Support Staff	Master's
McWilliams	Trina	Operations Director	School Administrator - Other	Bachelor's
Meredith	Paul	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Merryweather	LaShawn	Auxiliary Program Coordinator	School Administrative Support Staff	Bachelor's
Montcalm	Robert	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Bachelor's
Mrabet	Fatima	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Ndubueze	Obinna	Special Education Specialist	Paraprofessional – Special Education	Bachelor's
Nwaebo	Quintin	Math Specialist	Teacher, Elementary (grades 1-6)	Master's
Parker	Kimberly	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Parnell	Lydia	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Perkins	Shyrah	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Pintur	Tereza	Teaching Fellow	Teacher, Elementary (grades 1-6)	Master's
Porter	Katlyn	External Relations and Reporting Manager	School Administrator - Other	Master's
Pratt	Emilie	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Bachelor's
Ratiff	Marcus	Facilities Coordinator	School Administrative Support Staff	48 Hours of college credit
Rea	James	IT Coordinator	School Administrative Support Staff	Bachelor's
Read	Colin	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's


Richardson	Brandon	Paraprofessional	Paraprofessional – Special Education	Other
Rigby	Samuel	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Rose-Henig	Alexander	Head of School	School Administrator - Principal/School Leader	Master'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
Slade	Rhonda	Head of Operations	School Administrator - Other	Master's
Slocum	Brian	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Smith-Harris	Carol	School Psychologist	Special Education Support Staff, Psychologist	Doctorate
Stanley	Autumn	NSLP Coordinator	School Administrative Support Staff	High School Diploma
Taylor	Candace	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Taylor	KeShawn	Dean of Students	School Administrator - Other	Master's
Terranova	Luke	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Bachelor's
Timme	Walker	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Torres	Ian	Teaching Fellow	Teacher, Elementary (grades 1-6)	Bachelor's
Ukeneru- Steve	Onyinye	Subject Expert Teacher	Teacher, Elementary (grades 1-6)	Master's
Villarreal	Terry	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Doctorate
Wade	Joseph	Teaching Fellow	Teacher, Elementary (grades 1-6)	Bachelor's
Waidmann	Molly	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Walters	Malika	Registrar	School Administrative Support Staff	Associate's
Washington	Derrick	Subject Expert Teacher	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Master's
Wharton	Brittany	Attendance Coordinator	School Administrative Support Staff	Associate's

Yigletu	Messai	Teaching Fellow	Teacher, Secondary (grades 7-12); Elementary (grades 1-6)	Bachelor's
Yu	Bo	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's
Zara	Pedro	Subject Expert Teacher	Teacher, Secondary (grades 7-12)	Master's


APPENDIX B – 2021-2022 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
Debbie Veney Trustee Florida	Nov. 2020	Nov. 2020	June 2023
Marie-Laure Guitteny Parke Parent Trustee Washington, DC	Aug. 2011	July 2020	June 2023
Ishmael Wilson Parent Trustee Washington, DC	Nov. 2021	Nov. 2021	June 2024
Chad Colby Treasurer Virginia	Aug. 2017	July 2020	June 2023

APPENDIX C – Unaudited Year-End 2021-2022 Financial Statement

 BASIS Washington, DC™	
BASIS Washington, DC FY 2022 Q1-Q4 Statement of Financial Position (Preliminary, Unaudited) 6/30/2022	
Assets	
Current Assets	
Cash & Cash Equivalents	\$5,143,731
Accounts Receivable	\$131,295
Other Current Assets	\$743,823
Total Current Assets	\$6,018,849
Non-Current Assets	
Fixed Assets	\$1,536,293
Less Accumulated Depreciation	-\$984,379
Total Non-Current Assets	\$551,915
Total Assets	\$6,570,764
Liabilities and Net Assets	
Liabilities	
Current Liabilities	
Accounts Payable	\$583,459
Other Current Liabilities	\$557,924
Total Current Liabilities	\$1,141,383
Non-Current Liabilities	
Long Term Liabilities	\$0
Other Liabilities	\$0
Total Non-Current Liabilities	\$0
Total Liabilities	\$1,141,383
Net Assets	
Beginning Net Assets	\$4,424,259
Net Surplus	\$1,005,122
Total Net Assets	\$5,429,381
Total Liabilities and Net Assets	\$6,570,764

APPENDIX D – Approved FY 23 Budget

	
FY 2023 School Detail	FY 2023 Proposed BDC School Budget
Student Count	639
State Revenue	
State/District Aid	\$11,816,951
Total State Revenue	\$11,816,951
Federal Revenue	
IDEA	\$105,704
Title II	\$28,495
CARES Act Funding	\$352,705
Total Federal Revenue	\$486,904
Local Revenue	
Annual Teacher Fund	\$316,850
Reimbursable Activities Revenue	\$364,655
Other Donations/Revenue	\$0
Total Local Revenue	\$681,506
Total Revenue	\$12,985,360
Total Payroll	\$7,289,956
Other Expenses	
SME-Student Driven	\$278,313
SME-Maintenance	\$365,207
Reimbursable Activities Expenses	\$364,655
Sponsored Testing	\$59,423
Insurance + Audit Fees	\$85,226
Internet	\$15,796
Hiring and Professional Development	\$75,151
Other Expenses	\$39,971
Core Fee	\$274,330
Rent	\$2,020,326
Service Fees	\$1,482,216
Total Other Expenses	\$5,060,614
Total Operating Expenses	\$12,350,570
Net Surplus before Depreciation & Amortization Expense	\$634,790
Depreciation & Amortization Expenses	\$169,786
Change in Net Assets	\$465,004



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 supports such as the “CJ” or communication journal. Students get extra help and learn self-advocacy in programs like 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 additional supports 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.

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““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,
ELL and 504 coordinator*

““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,
SPED Learning Specialist*



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 Science 5
- Physical Geography 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

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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 Danai 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.