

LOCAL EDUCATION AGENCY (LEA) NAME: BASIS DC PCS

BOARD CHAIR NAME: Craig Barrett, PhD

SUBMISSION DATE: August 29, 2025

SUBJECT: Competency-Based Units Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Campus name(s): BASIS DC

Year(s) opened: 2012

Grades served: Grades 5-12

Year the school will undergo its next charter review or renewal: 2026-2027

Proposal summary:

BASIS DC requires the completion of rigorous high school level math courses in grades 7 and 8 so that students are prepared to take higher level courses upon entry into high school. In exceptional cases, some students show an advanced understanding and ability, particularly in math. BASIS DC would like to request approval to offer the option to award competency-based credit for students who may demonstrate mastery without direct instruction. The request is specific to our middle school math sequence which includes Algebra I & Geometry and Algebra II & Geometry.

Year the school plans to implement the proposed changes: 2026-2027

When did the school's board approve the proposed changes? *Please attach minutes from the meeting and vote results.*

COMPETENCY-BASED LEARNING UNITS

- 1. Describe the rationale and justification for awarding a competency-based unit or units for a competency-based learning course or course series, including any pertinent needs assessment-related data. This must include how a competency-based learning course or course series will meet the aims of the school and the educational needs of students, including how the waiver will allow the school to address specific barriers that impact student achievement or impede progress toward receiving a diploma.**

BASIS DC places strong emphasis on college readiness, taking deliberate steps to ensure that every graduating student is fully prepared for success in a four-year university program. The school offers an accelerated curriculum where students are required to earn high school credits in Algebra I & Geometry and Algebra II &

Geometry —three credits in total—prior to entering 9th grade. Students are required to complete, at a minimum, AP Calculus AB in order to earn a BASIS Diploma.

In exceptional circumstances, BASIS DC encounters students who demonstrate academic and developmental readiness for higher level math courses without the need to sit a traditional course during the regular school year. By allowing this additional option to earn credits in Algebra I, Algebra II, and Geometry by means of a comprehensive exam and any additional coursework as determined by the school, students will have more opportunities to progress through the BASIS curriculum at the pace that is most appropriate for them.

2. Provide a description of how students will demonstrate competency in the content standards of the course. This must include, for each competency-based learning course, the following information. However, if a school is proposing an all-school or all-grade approach, responses may be grouped if answers are applicable across courses.

a. Competency-based learning course structure:

i. Course details:

1. Official name:

Algebra I & Geometry, Algebra II & Geometry

2. Subject (per graduation requirements):

Mathematics

3. Grade level, if applicable:

6th, 7th and 8th grade

4. Number of competency-based units and equivalent Carnegie units:

1.5 Carnegie units for Algebra I & Geometry

1.5 Carnegie units for Algebra II & Geometry

ii. How grading will be structured, including conversion to the GPA scale

Competency-based credits will be awarded utilizing a Pass/Fail grade and will be excluded from GPA calculations on student transcripts.

iii. Minimum grade/score that students must earn to earn a unit or units for the course

Students must earn a passing score of 80% or higher on a cumulative comprehensive exam provided by the school for each competency-based credit earned.

b. Time commitment for the course (e.g., frequency offered, when offered, and class schedules if relevant). If the course can be of varying durations, provide an explanation.

Students who wish to earn competency-based credits before the start of a new school year may complete only a comprehensive exam, or online coursework followed by the comprehensive exam, as determined by the school. The two courses in the typical math sequence at BASIS DC which the competency-based credits apply to include Algebra I & Geometry (1.5 credits) and Algebra II & Geometry (1.5 credits). To receive high school credit, students must meet established requirements by earning a minimum percentage (i.e., 80%) on the same comprehensive exam(s) given to students who sit the course(s) during the regular school year. Students seeking competency-based credits may need to meet additional coursework requirements as determined by the school in order to demonstrate proficiency in the material that would typically be in the standard course. The duration to complete any additional required coursework may vary depending on the competencies being addressed. However, students must meet all requirements prior to the first day of school.

c. Standards and instruction:

- i. Identify the standards the course or course series will be using (e.g., state-level content standards in English Language Arts, math, science, physical education, health, the arts, or the specific standards to be used in other subject areas)**

Students are required to demonstrate mastery of standards aligned with the Common Core State Standards (CCSS) for Mathematics. These standards outline the knowledge and skills students are expected to master in Algebra I, Algebra II, and Geometry. They serve as the foundation for instruction, assessment, and credit decisions in all DC Public Schools. As part of the competency-based credit process, all students will be held accountable for demonstrating proficiency in these standards.

- ii. Instructional delivery method used, whether online learning or learning experiences outside of the classroom will be used, and the physical location of the students enrolled in the course (e.g., only in school, both in and outside of school)**

Students may earn competency-based credits by completing approved online coursework outside the regular school day and by earning an 80% or higher on the comprehensive exam in each course. Students may also earn competency-based credits by simply taking the comprehensive exam(s) and earning an 80% or higher. All coursework, if applicable, will be completed at home during the summer prior to the start of the new school year. Students must receive approval from school leadership to complete either credit pathway.

- iii. Resources and instructional materials to be used to meet the needs of learners in the course**

Depending on the pathway taken, students may be required to have access to a computer device with internet access to receive instructions and coursework through an online platform and complete their work for submission.

d. Student participation:

- i. Target population of the competency learning credit (e.g., all students, students who have previously took and failed the course, students who arrive at the school with the content knowledge already), and whether the competency-based learning course or course series will be replacing or complementing an existing program**

The primary population eligible to earn competency-based credits will be those students who have acquired relevant content knowledge or skills through independent study, completed coursework, extracurricular learning experiences, or other non-traditional avenues. These students may request an opportunity to demonstrate competency aligned to state academic standards and may then be given permission to take a comprehensive assessment to evaluate competency.

The option to complete competency-based credits will serve as a replacement for the existing Algebra I & Geometry (1.5 credits) and Algebra II & Geometry (1.5 credits) for those student who qualify and receive approval from the school. If the minimum requirements are not met, then students must complete the already established course sequence offered during the regular school year.

- ii. How the school will address the needs of students with Individualized Education Plans (IEPs), students with 504 plans, English Learners, or students with other specific needs, to support them in being successful in a competency-based learning course or course series**

BASIS DC provides multiple layers of support to ensure equitable access and success for all learners, including those with IEPs, 504 plans, English Learner status, or other identified needs through the strategies listed below. BASIS DC is committed to providing students with additional need access to the regular curriculum, including opportunities for additional course acceleration by means of competency-based credits.

- **Interventionist Support:** A dedicated math interventionist will push into classes to provide targeted in-class support and will also offer after-school tutoring sessions for students needing additional practice or reteaching.
- **Co-Taught Math Classes, as appropriate:** In earlier grades leading into Algebra and Geometry, many math sections are co-taught by a general education math teacher and a special education–certified teacher to provide differentiated instruction, small-group learning, and regular progress monitoring. In grades 9–11, a special education–certified co-teacher pushes into math classes to offer targeted support, including small-group or one-on-

one assistance, to help students fully access and engage with the course content.

- Math Lab Access: Students can attend Math Lab during the school day for extra help, independent practice, or guided support from a math teacher.
- MAP testing: Student growth and readiness are monitored through regular course assessments and the **NWEA MAP Growth** assessment. MAP results help teachers and the interventionist identify skill gaps and adjust instruction or provide interventions promptly.
- Language Supports for English Learners: Teachers provide vocabulary previews, visual aids, and structured peer discussion to support math-specific language development.

e. Assurance that the school will collect and report on the following data annually (i.e., confirm that the school will collect and report on the data listed below):

i. Course details:

a. Official names:

Algebra I & Geometry, Algebra II & Geometry

b. Subject (per graduation requirements)

Mathematics

c. Grade level, if applicable

6th, 7th and/or 8th

d. Number of competency-based units and equivalent Carnegie units

1.5 Carnegie credits for Algebra I & Geometry

1.5 Carnegie credits for Algebra II & Geometry

ii. Number of students enrolled in each course for previous school year (SY)

Algebra I & Geometry: 99 students

Algebra II & Geometry: 95 students

iii. Number of students completing each course with a passing grade for previous SY

Algebra I & Geometry: 90 students

Algebra II & Geometry: 89 students

iv. Number of students in the course who earned partial competency-based unit(s) and the number of units

None

v. Number of students in the course who did not earn competency-based units

N/A

vi. Percentage of students determined to have mastered content based on specific assessments identified for use in demonstrating mastery (provided n-size is greater than 10)

N/A

vii. If applicable, number of students who were rostered to take a PARCC assessment in the subject area of the competency-based learning course and the median PARCC score of the rostered students⁴

- **Only applicable for high school mathematics and English II**

Geometry (Total Number of Students in SY24-25): 56 students

Algebra I (Total Number of Students in SY24-25): 58 students

Algebra II (Total Number of Students in SY24-25): 59 students

See description and data table below.

viii. If applicable, number of students who were rostered to take a required statewide assessment (e.g., science, health) and the median assessment score of the rostered students⁵

Students will continue to take CAPE assessments aligned with their current grade level. While BASIS DC 7th graders are enrolled in Algebra I & Geometry, and 8th graders are enrolled in Algebra II & Geometry, they take the CAPE Math 7 and Math 8 assessments respectively. Students in grade 9 take the Geometry assessment, and students in grades 10 and 11 take the Algebra I and Algebra II assessments.

The table below shows the number of students in each grade level who participated in their respective CAPE math assessments for SY2425, along with the average score and participation rate for each grade. This reflects testing aligned to each student's current grade level, regardless of the specific math course they are enrolled in.

CAPE SY2425			
Grade	Student Count	Avg. Score	Percent Participation
5	132	753.2	100
6	130	753.7	99.2
7	96	771.8	100

⁴ Refer to state assessment reporting and accountability policy for minimum n-size to report.

⁵ Refer to state assessment reporting and accountability policy for minimum n-size to report.

8	93	775.2	100
9	56	750.2	100
10	58	785.9	98.3
11	1	777.0	100
All	566	766.7	99.64

- 3. Provide a course syllabus/course syllabi and scope and sequence for the school's academic program that indicate(s) how the course or course series aligns with that scope and sequence course and is aligned to the standards the course or course series is using (as identified in the application). If not available at the time of application, please explain.**

Below are the competencies assessed on the respective DC CAPE exams and that align with the Common Core standards embedded in DC's scope and sequence for high school math.

Course	Core Competencies & Standards
Algebra I	Linear equations, functions, systems, quadratic equations, statistics
Geometry	Transformations, congruence & similarity, trigonometry, circles, solids
Algebra II	Advanced functions, polynomials, exponentials, trigonometry, complex numbers

Our Algebra & Geometry I and Algebra & Geometry II Course documents are attached.

Our course and scope sequence for our math curriculum is as follows.

Grade Level	6 th Grade	7 th Grade	8 th Grade
Standard	Pre-Algebra	Algebra & Geometry I	Algebra & Geometry II
Accelerated	Algebra & Geometry I	Algebra & Geometry II	College Level (AP) Precalculus
Grade Level	9 th Grade	10 th Grade	11 th Grade
Standard	AP Precalculus <u>OR</u> Precalculus	AP Calculus AB <u>OR</u> AP Precalculus	AP Calculus BC <u>OR</u> AP Statistics
Accelerated	AP Calculus AB	AP Calculus BC <u>OR</u> AP Statistics	AP Calculus BC <u>OR</u> AP Statistics

The comprehensive exams for Algebra & Geometry I and Algebra & Geometry II assess student mastery of all key course content including concepts that are aligned with DC's mathematics requirements. These exams include questions

designed to measure procedural skills, conceptual understanding, and real-world application.

Students must score at least 80% to demonstrate independent mastery of the standards. Passing the exam would award competency-based credit and enable immediate progression to the next course in the sequence, ensuring advancement reflects demonstrated knowledge rather than time spent in class.

4. Describe the methods the school will use annually to evaluate the overall competency-based learning process and outcomes. Your answer must include:

a. How educators will evaluate students' progress in learning to ensure the course is meeting student needs.

To ensure the success of our competency-based learning model, BASIS DC will integrate formative assessments throughout any required coursework, if applicable, prior to a cumulative assessment used to evaluate mastery. These formative assignments may include regular homework and practice reviews, in-class checks for understanding, and frequent check-ins from the academic support staff. Student support systems will be embedded in the learning process before and after competency-based completion, providing timely academic interventions, access to additional instructional resources, and one-on-one support when needed.

b. What student progress in the competency-based learning course or course series will qualify as a competency-based unit. The answer must include an explanation of how students will demonstrate mastery with specific assessments (which may include portfolio or performance-based assessments), and a description of their purpose, design, format, rationale for selection, and the level of performance or achievement that will constitute mastery (e.g., thresholds).⁶

BASIS DC will require students to demonstrate mastery through a performance-based cumulative assessment. The purpose of this exam will be to evaluate student mastery and will assess only the most essential learning outcomes that are central to student success in future math courses. By requiring an 80% or higher on the exam, BASIS DC will ensure that every student has exceeded the minimum requirements for acceleration via a competency-based credit pathway.

c. How students who have gained success through a competency-based learning course or course series will be tracked on their next steps.

Upon starting each new school year, all students who previously were awarded competency-based credits will be monitored for at least the first 12 weeks of school. The Academic Support team, comprised of the school's Deans and

⁶ A competency-based unit is defined as "a unit equivalent to a Carnegie Unit that is earned toward graduation for successful completion of an approved competency-based learning course or course series per subsection 2203.7" (DCMR Chapter 22, Title 5, Subtitle A).

Directors, will work closely with students to instruct them in the effective use of resources available as is needed.

d. How will required annual reporting requirements be met, including how data will be collected.

Every year, the data from the provided competency-based comprehensive assessment will be collected. Student scores will be compared with those students' scores who complete these courses during the regular school year. Data will also be collected from future math courses (Precalculus and AP Calculus AB) to determine if students awarded competency-based credits are properly prepared with the necessary foundational skills and knowledge.



BASIS
Washington, DC™

**ACTION BY RESOLUTION
OF THE BOARD OF TRUSTEES**

August 20, 2025

**RESOLUTION
BDC26-R01**

It is hereby resolved that the BDC, A Public Charter School Inc. Board of Trustees adopts the application to DC PCSB for the BASIS DC Charter Amendment to adopt Competency Based Credits as attached.

I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Trustees of
BDC, A Public Charter School, Inc. Board of Trustees at its meeting held August 20, 2025.


Mali Parke
Secretary
BDC, A Public Charter School, Inc.

**Meeting Minutes of the
Meeting of
BDC, A Public Charter School, Inc.
Board of Trustees**

August 20, 2025

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

Board members absent: Ishmael Wilson

1. Call to Order: The meeting was called to order by Craig Barrett at 4:33 pm ET.
2. The agenda was adopted as presented.
3. Executive Director's Report: DeAnna Rowe provided an overview of the new attendance tracker now included in board agendas and shared an update on the revised transparency requirements issued by the DC Public Charter School Board (DC PCSB) for board meetings. She also highlighted recent gains by BASIS DC in the newly released *U.S. News & World Report* rankings as well as the performance of other BASIS schools in the network. Craig Barrett noted that each of the BASIS schools in the top 100 and including those that comprise the top 10 high schools in Arizona have BASIS primary schools that feed into them. DeAnna introduced the upcoming action items on the agenda, including a proposed amendment for a Competency-Based Credit Policy for submission to DC PCSB and the Fiscal Year 2027 enrollment policies.
4. The Board adopted the following:
 - a. Minutes of the May 27, 2025 meeting of the BDC, Public Charter School, Inc. Board of Trustees.
 - b. Resolution BBR26-R01 approving the Competency Based Credit amendment application to DC PCSB.
 - c. Resolution BBR26-R02 approving the FY27 Enrollment Policies.
5. Financial Report – Damon Norris reviewed the Q4 Financial Report and the revised FY26 Budget. The Board adopted resolution BDC26-R03 approving the FY26 Budget.
6. Management Report: The BASIS Ed team presented the management report, beginning with an enrollment update from Julie Kearney, who noted that BASIS DC remains on track to meet its projected enrollment of approximately 704 students, as anticipated, just three days into the academic year. Liz Greenberg introduced Sean Amir as a new addition to the marketing and media team and shared that development is underway for the upcoming open enrollment campaign. Kristen Jordison reviewed parent satisfaction data, highlighting consistently high levels of satisfaction in both mid-year and end-of-year surveys, particularly in areas such as core

curriculum and front office experience, while also identifying opportunities for growth in office hours and communication. Kristen Ramos reported that BASIS DC has again earned the distinction of “Leading LEA” for its exceptional student services, and she provided a detailed explanation of the newly implemented special education structure resulting from recent contract renewals and the increased support allocated to both campuses. Dave King shared highlights from the network-wide summer teacher training, which included three participants from BASIS DC, and discussed improvements to the parent and student survey methodologies to better capture actionable feedback. Calvary Cooper presented strong academic results, noting that BASIS DC’s 6th and 7th grade students ranked 4th in the network across several subjects and moved from 6th to 3rd overall, in addition to achieving a 100% pass rate on several AP exams. Calvary also outlined key academic priorities aimed at sustaining and building on these successes. Cody Roth introduced recently promoted team member Matt Soto and reported improved staff retention at BASIS DC, rising from 70% to 83%, with the school currently fully staffed for all teaching positions. Katie Porter concluded the report with a legal and compliance update, confirming there are no new complaints and that two previous complaints involving the same parent have been resolved. She also provided an update on website enhancements made to ensure compliance with updated DC PCSB transparency requirements.

7. Call to the Public – There was no public comment at the meeting.
8. The meeting adjourned at 5:17 pm ET.

Minutes taken by Anastasia Hawkins

Mali Parke, Secretary of the Board
BDC, A Public Charter School, Inc.