2019–2020 Outcomes

BASIS Charter Schools across the nation

100%

The BASIS Charter Schools class of 2019 had a 100% college acceptance rate

27 BASIS Charter Schools by the Numbers

$75,576,413
Amount earned in scholarships by 2019 BASIS Charter School graduates

BASIS Charter Schools Openings
1998 – BASIS Tucson North
2003 – BASIS Scottsdale
2010 – BASIS Oro Valley
2011 – BASIS Chandler
2012 – BASIS Flagstaff
2013 – BASIS Peoria
2014 – BASIS Washington, D.C.
2015 – BASIS Ahwatukee
2016 – BASIS San Antonio Shavano
2017 – BASIS Tucson Primary
2018 – BASIS Scottsdale Primary East
2019 – BASIS Chandler Primary South
2020 – BASIS Goodyear
2021 – BASIS Goodyear Primary
2022 – BASIS Flagstaff
2023 – BASIS San Antonio Primary - North
2024 – BASIS Chandler Primary North
2025 – BASIS Peoria Primary
2026 – BASIS Phoenix Primary
2027 – BASIS San Antonio Primary - Medical Center
2028 – BASIS Baton Rouge
2029 – BASIS Scottsdale Primary West

58.8%

Percent of 2019 BASIS Charter School graduates accepted to a U.S. News & World Report top National University or National Liberal Arts College

Source: Naviance, 2019 (based on self-reported data)

Student Population Growth 1998–2019

19,446
19,334
16,994
14,890
12,804
10,946
7,523
5,319
3,837
1,858
1,242
1,104
1,000
707
528
471
382
56

Out of 17,245 schools ranked (2019)

1 00 %

The BASIS Charter Schools class of 2019 had a 100% college acceptance rate

27 BASIS Charter Schools across the nation

BASIS Charter Schools

BASIS Charter School Openings
1998 – BASIS Tucson North
2003 – BASIS Scottsdale
2010 – BASIS Oro Valley
2011 – BASIS Chandler
2012 – BASIS Flagstaff
2013 – BASIS Peoria
2014 – BASIS Washington, D.C.
2015 – BASIS Ahwatukee
2016 – BASIS San Antonio Shavano
2017 – BASIS Tucson Primary
2018 – BASIS Scottsdale Primary East
2019 – BASIS Chandler Primary South
2020 – BASIS Goodyear
2021 – BASIS Goodyear Primary
2022 – BASIS Flagstaff
2023 – BASIS San Antonio Primary - North
2024 – BASIS Chandler Primary North
2025 – BASIS Peoria Primary
2026 – BASIS Phoenix Primary
2027 – BASIS San Antonio Primary - Medical Center
2028 – BASIS Baton Rouge
2029 – BASIS Scottsdale Primary West

58.8%

Percent of 2019 BASIS Charter School graduates accepted to a U.S. News & World Report top National University or National Liberal Arts College

Source: Naviance, 2019 (based on self-reported data)
Excellence in Curriculum

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By Julia Toews, Chief Academic Officer, BASIS Charter School Curriculum Company

What does it mean to be “excellent”? The etymology of the word suggests that it can best be applied in situations in which there is a comparison—to be excellent is to be “elevated” or “superior” to something else. When using “excellent” to describe the BASIS Charter School Curriculum, the most important comparison we make is always to ourselves. Like Benjamin Franklin, who wrote in his autobiography that he “never arrived at the perfection [he] had been so ambitious of obtaining,” we prefer to use the badge of “excellence” as a goal we continuously strive toward, rather than a state we occupy with complacency.

For this reason, the BASIS Charter School Curriculum is continually being evaluated, reviewed, and revised. Twice yearly, we gather a group of mentor teachers to go over required topics, deficiencies in results, and new ideas formed in our classrooms. The curricular innovations you will read about in this section are the result of this process, and reflect the authentic needs, desires, and voices of our teachers and schools—all striving toward the same high level of learning for our students.

At BASIS Charter Schools, we believe that “excellence” is not static, and can only be generated through a constant cycle of review and improvement.
Innovation and Excellence in the BASIS Charter Primary School Curriculum

By Dr. Elly Zimmer, Director of Curriculum Research and Development, BASIS Charter School Curriculum Company

Most supporters of the network of BASIS Charter Schools know our story by now: our first school, BASIS Tucson, opened in the basement of a synagogue in fall 1998 with a dozen students—an idea conceived by two passionate lifelong educators and economists for improving educational outcomes by challenging students. The program rapidly proved to be successful—as we all know—and grade levels served, as well as the number of students and teachers in our classrooms, grew year by year, driving co-founders Michael and Olga Block to open a second school in 2003—BASIS Scottsdale. Thence two schools—known throughout the network as our Legacy Schools—served exactly zero students in the primary grades. Rather, our network’s Legacy Schools—and, in fact, the first eleven BASIS Charter Schools—were all grades 5–12 institutions.

Then, in 2013, BASIS Charter Schools began a vital new phase in its reach and growth. The network’s first primary school, BASIS Tucson Primary, opened as the flagship for kindergarten through grade 4 students. Due to the reception to and success of the academic program for K–4 students, our network then opened at least one primary campus every year after that through the 2018–19 school year. We are now in our seventh year of primary school education.

Similar to the work we do every year for maintaining and improving the BASIS Charter School Curriculum, the curricular work we do for the primary grades is dependent upon accurate assessment data, which we gather through an original combination of assessments in the primary schools throughout our network. While each assessment addresses different aspects of the BASIS Charter School Curriculum, when looked at together, they weave a portrait of our curricular strengths and weaknesses. Since the opening of our first primary school campus in August 2013, we have administered the International Schools’ Assessment (ISA), which measures the reading, writing, and math skills of students throughout the world. This assessment provides important comparisons between our schools, and the performance of BASIS Charter School students from year to year. The data also consistently confirms that we are excelling not only among American schools, but on a global scale as well.

For a more granular analysis of student skills, we have been using FastBridge since 2017. FastBridge is a powerful software tool used to benchmark student progress throughout the academic year. These formative assessments deliver data to teachers, which they can use to immediately address the needs of individual students. While we only require schools to administer two exams through FastBridge, there are many tests available from which schools can choose to use. The comprehensive nature of the assessments available on FastBridge deliver added flexibility to our schools, to gather the data they need for their particular students. Teachers can then use their expertise, and our network’s resources, to provide tailored interventions for students who need support.

In addition to these two external assessments, the BASIS Charter Schools network has also created Baseline Tests (BLTs), which are internal exams developed to assess how well students in grades 3, 4, and 5 have learned the Humanities and Math & Science portions of the BASIS Charter School Curriculum. Importantly, the BLTs are a way to assess our own curriculum by comparing our results with external assessments like FastBridge and the ISA. Together, the data gathered from these assessments informs our network’s educators at every level: teachers work to help each student, school administrators work to train and guide their teachers, and Subject Advisors and members of the BASIS Charter School Curriculum team work to continually revise and improve the curriculum—as we’ve done after every academic year, since spring 1999.

One of the many good examples of data informing improvements to the BASIS Charter School Curriculum refers to our Primary Literacy Program. Data from the ISA showed that our students were not excelling in reading the same way that they were excelling in math. Our educators found that the root of this problem was an inconsistency in how fundamental reading skills were being taught. To fix this, we made several changes to our Primary Literacy Program, which were spearheaded by our Curriculum Research Specialist, Sara Jewett.

First, we developed a unique new course called Literacy Enrichment for grades 1, 2, and 3. The course was developed after extensive study and research about how children learn to read. First and foremost, the course is based on the principle that the English language is a code, which students must learn to decode to become fluent readers. That means students need to receive systematic phonics instruction. Second, after a great deal of research, we chose a program that could be used in both Literacy Enrichment and Humanities classes, called Logic of English®. This program, which is rooted in the science of linguistics, is based upon the principle that 98 percent of English words can be explained using rules. Thus, rather than students spending time memorizing sight words and exceptions, they instead learn a more complex rule set for letter-sound correspondences and spelling. This helps students become more fluent readers and gain a better understanding of their own language.

Finally, we developed a resource for teachers, called the Literacy Handbook, which provides Learning Expert Teachers (LETs) and Kindergarten, Humanities, and English Subject Expert Teachers (SETs) with guidance in reading instruction. It also advises teachers on how to plan time in Humanities, READ, and Literacy Enrichment classes, and clarifies how those courses should complement each other. With these changes, we aim to foster more consistency in reading instruction throughout the network, provide more support to literacy teachers, and build a stronger foundation in fundamental reading skills for all of our students.

However, curricular innovations for the primary school grades in the BASIS Charter School Curriculum are not always driven by a need to close gaps in student achievement. Our educators also seek to enrich and differentiate our learning communities, to meet the needs of diverse learners and different campuses. In the 2019–2020 academic year, we are doing so by introducing a new program, the Arts Element at BASIS Phoenix Central. This curriculum track provides an enhanced fine arts program for students who choose to enroll, and takes advantage of the school’s location in the center of the Phoenix Arts District. Students who choose this track benefit from enriched courses in Visual Arts, Performance Arts, and Music, as well as three new courses developed specifically for the new Arts Element track:

- **Creative Movement** is a physical education course that concentrates on dance and performance.
- **Engineering Design**, which focuses on the engineering skills needed to create a theatre production, including instruction in set and costume design, theatrical technology and computer programming, and puppetry.
- **Performance & Production**, which encourages students to draw connections between the many courses in the Arts Element program while developing their own theatre productions.

Students in the new program are motivated by the challenging and interdisciplinary elements therein. Likewise, the teachers are also motivated to work collaboratively, aligning the content of their courses with each other, and incorporating concepts from Language Arts and Math & Science into their Arts Element courses.

One of the consistent strengths of the BASIS Charter School Curriculum—as it raises the standards of student learning to the highest international levels for yet another school year—is its ability to improve and grow. As we continue to strive for and produce excellent student outcomes, we will continue to assess, adapt, and improve what we do, never settling for the status quo.
Our revolutionary, proprietary new tablet platform, called SPORK was developed from conception by BASIS Educational Ventures Co-Founder Olga Block and a team of visionary programmers. Resulting from continuous collaboration with our teachers, to optimize its effectiveness, the aptly named teaching tool comes in one neat package while serving two vital roles:

- To more efficiently, quickly, and seamlessly deliver academic material and targeted teacher instruction to our students. (That’s the spoon part!)  
- To more efficiently, quickly, and seamlessly deliver data to teachers about which specific concepts students understand, and which specific concepts need more teacher attention. (That’s the fork part!)

At this still-early point, all BASIS Charter Schools have continued the transition to the SPORK platform, with an emphasis in the 2019–2020 academic year on SPORK Math.

For the current 2019–2020 academic year, it is utilized for grades 6–8, and in many schools it is being used for grade 5. The platform will include additional subjects and additional grades, of course, in the coming years.

While SPORK Math is the genesis of tablet use in our classrooms, it is vital to remember that the tablet is not simply a math program. Rather, it serves as a platform that will be used by a vast number of our teachers, and for more BASIS Charter School Curriculum subjects through our new iPlanner program. It’s coming, and the transition will be steady and sure.

Traditionally, we have never been a network focused on high-tech answers to academic questions, and the same holds true today. The use of technology in BASIS Charter School classrooms is neither a random, haphazard utilization of the latest IT fad, nor does it undermine the relationships, passion, and personalities that make BASIS Charter Schools consistently successful for students. We are not replacing or usurping any part of the BASIS Charter School Curriculum or anything in the classroom with a screen; we aren’t replacing the teacher with a tech program, or students’ peers with faceless avatars. We have repeatedly expressed this to our learning communities, and reiterate that notion here.

Rather, we are creating a systematic approach, utilizing highly customized software tailored to serve the specific needs of BASIS Charter School students. The tablets provide a variety of new ways to demonstrate and present material, to keep students engaged while retaining the best parts of our traditional math program. (And the same will, of course, be true for additional subjects that transition to this platform.) We also don’t scoff at the notion that the SPORK-infused tablets eliminate the need to carry textbooks around for a given subject and allow students to access material from wherever they are. As students complete work on the tablets, the results are available to their teachers. This instant feedback gives teachers the ability to customize lessons based on the needs of their students, and leaves them with more time to invest in direct, high-quality instruction. In short, it improves student outcomes—which is why we do everything we do!

Over the last 20 years, BASIS Charter Schools have become synonymous with innovation, and with the use of the innovative SPORK program, and this new and exciting opportunity, that tradition continues.
Resting in the foothills of the Phoenix Mountains Preserve exists a place that is hardly recognizable in today’s world. It is a place where ideological differences are appreciated, where people can escape the rhetoric disseminated through television and social media and earnestly ask, “What do you think about this?” This place is a high school classroom in one of America’s elite academic institutions. Here, students are challenged to do something that is all too rare in the modern educational setting: think for themselves, listen to an opposing perspective, and maintain a sense of civility, even camaraderie, throughout. This is the Academy at BASIS Phoenix, where students and teachers who may see the world differently from one another can be found wrestling with difficult texts, debating contentious topics, and sharing unique perspectives.

The educators at BASIS Charter Schools have always believed that a comprehensive and purposeful education in history requires teachers who are not only experts in their historical fields, but who are also true scholars: they write excellently, maintain a critical mind when encountering analysis, present thoroughly researched and well-supported arguments, and synthesize people and events into “the big picture.” The history teachers in the Academy program model these skills for their students and demonstrate how to utilize them to succeed as historians.

While having scholarly teachers is a crucial element of the program, there’s much more to the academic magic of an Academy program History Seminar: there are two instructors in a class, each of whom contribute using their own unique expertise. At the Academy at BASIS Phoenix, teachers Derek Chisum and John Goodwin, who possess entirely different educational backgrounds, model to their students what it looks like to approach a topic through various lenses. Mr. Goodwin, who has a PhD in history from Arizona State University, is a historian whose content knowledge and experience as an AP History teacher serve as the foundation for the class. Mr. Chisum, a graduate of Hillsdale College, is an economist, debate coach, and personal finance instructor who sees history from a very different viewpoint.

Along with demonstrating the different ways an economist and a historian might explore a topic, Mr. Chisum and Mr. Goodwin also participate in the seminar and share different, and at times opposing, perspectives. Through this intellectual interaction, they model rational and civil discourse, and inspire students to engage in productive conversation as they explore all angles of a concept or issue.

The goal of the Academy program is not only to provide a thorough understanding of primary texts and their historical context, but also to catalyze students’ participation in analyzing a text’s implications. Assignments require well-developed writing skills and prioritize depth of analysis over breadth of knowledge. Students read and annotate primary texts (on the tablet-based SPORK platform), discuss their historical context, and take increasing responsibility for determining the pace and content of class discussions. Academy program History Seminars enable authentic learning about the experiences, events, and trials of history, and require students to synthesize their knowledge of historical events using their own and others’ secondary analyses. Students support each other in meeting the goals of the course, which go well beyond knowing important people and dates. The process enables students to grow in their ability to craft arguments, identify the most relevant support for their claims, and effectively communicate their assertions.

While these skills benefit students individually, it is also important for them to develop together as an academic community, where they can co-construct their knowledge. Students practice being able to sustain their attention during a lengthy debate, follow the contributions of several participants, and know when to offer (and refrain from offering) their insights. Academy program History Seminars create young adults primed to participate in meaningful high-level discussions.

While BASIS Phoenix is the network’s first school offering the optional new program, we are already looking to the future, when additional BASIS Charter School campuses will offer seminars in United States History, Modern World History, Modern European History, or Ancient World History. The long-term vision for the program includes an expansive high school history sequence that will require students to take AP Seminar and AP Research, which will support them in conducting original research, synthesizing information, and embarking on an intensive collegiate-level project.

This new history track will be an excellent option alongside our current AP History courses. We look forward to sharing the ways that both teachers and students in the Academy at BASIS Phoenix—and later at other schools throughout the network—are working together and challenging each other to grow deeper in their understanding of history. Stay tuned!
Exceptional Student Outcomes

By Peter Bezanson, CEO, BASIS Educational Ventures

Of utmost importance to BASIS.ed and BASIS Charter Schools is making sure that our program is doing precisely what it purports to do for our students: raise the levels of student learning to the highest international standards. To do this, we utilize externally delivered exams and externally assessed data, which indicates—or, to be sure, proves—the success of our students. The exams and data come in the form of Advanced Placement® testing; national school rankings from U.S. News & World Report and The Washington Post; the internationally recognized OECD Test for Schools (based on PISA); and, for primary students, the International Schools’ Assessment (ISA).

Over the years, the data, and our results, have been a strong proof point of our success. Indeed, looking at the numbers delivered is a way for BASIS Charter Schools to get even better, and for students to perform at even higher levels. That’s why our educators developed Comprehensive Examinations (Comps) and Baseline Tests (BLTs) for middle school and primary school students. These exams show not only whether students have attained mastery and are ready for the next grade level, but also tell us how well certain aspects of the BASIS Charter School Curriculum are educating our students, including what areas work well, and what areas need betterment.

The road to the consistent excellence of our schools, our students, our teachers, and our curriculum is paved with hardworking educators, who intelligently gather, analyze, and apply reams of data—externally sought and received, and internally developed and studied. We are proud of our results, and proud to display them on the next few pages.
College Entrance Exams
Average Scores

SAT
ACT

1397
31
21

The ACT® and SAT® exams are used by most colleges and universities when making admissions and merit-based scholarship decisions. The ACT is scored out of 36 points, while the SAT is scored out of 1600 points.

AP Profile
2019 BASIS Charter School graduates

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

National AP Scholar: Granted to students who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

Average number of AP Exams per graduate
11.9

85.6%
AP Exam pass rate

3.71
Average AP Exam score

1312
2019–2020 Outcomes

2019 AP Exam Pass Rate
Percentage of BASIS Charter School test takers earning a 3 or higher

Research
Seminar

87.3%
99.0%

75.9%
81.1%

75.4%
80.6%

AP English and AP Foreign Language

English Language and Composition
English Literature and Composition
Chinese Language and Culture
French Language and Culture
Latin
Spanish Language and Culture

87.1%
81.2%
100%
84.6%
94.9%
93.5%

54.3%
49.7%
89.9%
77.1%
62.9%
88.7%

49.1%
49.4%
88.6%
75.4%
62.8%
88.6%

AP Math and AP Science

Biology
Calculus AB
Calculus BC
Chemistry
Physics 1
Physics 2
Physics C: Electricity and Magnetism
Physics C: Mechanics

91.9%
91.6%
97.8%
98.2%
87.3%
92.1%
92.0%
97.8%

64.7%
81.0%
65.4%
81.8%
45.4%
65.4%
73.0%
81.3%

64.2%
81.1%
62.9%
81.3%
44.1%
62.9%
71.9%
81.3%

AP Social Sciences

Comparative Government and Politics
European History
Macroeconomics
Microeconomics
United States Government and Politics
United States History
World History

97.6%
83.1%
94.3%
98.2%
89.0%
89.2%
85.6%

65.7%
58.1%
57.2%
67.7%
55.1%
53.7%
55.3%

57.8%
57.2%
67.7%
55.1%
53.7%
55.3%

AP Capstone

Research
Seminar

87.3%
99.0%

75.9%
81.1%

75.4%
80.6%

AP English and AP Foreign Language

English Language and Composition
English Literature and Composition
Chinese Language and Culture
French Language and Culture
Latin
Spanish Language and Culture

87.1%
81.2%
100%
84.6%
94.9%
93.5%

54.3%
49.7%
89.9%
77.1%
62.9%
88.7%

49.1%
49.4%
88.6%
75.4%
62.8%
88.6%

AP Math and AP Science

Biology
Calculus AB
Calculus BC
Chemistry
Physics 1
Physics 2
Physics C: Electricity and Magnetism
Physics C: Mechanics

91.9%
91.6%
97.8%
98.2%
87.3%
92.1%
92.0%
97.8%

64.7%
81.0%
65.4%
81.8%
45.4%
65.4%
73.0%
81.3%

64.2%
81.1%
62.9%
81.3%
44.1%
62.9%
71.9%
81.3%

AP Social Sciences

Comparative Government and Politics
European History
Macroeconomics
Microeconomics
United States Government and Politics
United States History
World History

97.6%
83.1%
94.3%
98.2%
89.0%
89.2%
85.6%

65.7%
58.1%
57.2%
67.7%
55.1%
53.7%
55.3%

57.8%
57.2%
67.7%
55.1%
53.7%
55.3%

Other AP Classes

Computer Science A
Computer Science Principles
Environmental Science
Human Geography
Psychology
Statistics
Studio Art: 2-D Design Portfolio

85.6%
93.3%
83.1%
91.9%
88.5%
87.9%
88.4%

69.6%
71.9%
49.2%
49.1%
64.5%
59.7%
86.4%

69.2%
71.7%
49.0%
48.7%
64.4%
59.0%
86.2%

Source: College Board, 2019
**Class of 2019 AP Scholar Awards**

Distribution of the Highest AP Scholar Award Earned

- **35.0%** National AP Scholar
- **25.7%** AP Scholar with Distinction
- **23.3%** AP Scholar
- **8.2%** AP Scholar with Honor

**BASIS Charter School 2019 Graduates**

“The most rewarding part of my work is seeing students reach their goals. I can’t even describe how it feels to work closely with a student for many long months, and then see them receive an acceptance offer to a school they dreamed of attending.” —Adrienne Fluitt, Sr. College Guidance Coordinator, BASIS Oro Valley

During the first two trimesters of their senior year, grade 12 students in BASIS Charter Schools take a daily College Counseling Seminar—one of the most unique aspects of the BASIS Charter School Senior Program. In this course, students explore potential colleges and universities to attend, write application essays, apply for scholarships, navigate financial aid, and prepare for interviews. However, what truly sets our College Counseling Seminar apart from other programs is our impressive 30:1 student to counselor ratio. Our dedicated College Guidance Coordinators work hard to ensure that students are prepared for the college application process by helping them access a multitude of helpful resources, including facilitating campus visits, hosting university admissions representatives, providing feedback on applications and personal essays, supplying news about scholarships, and hosting financial aid and planning nights for families. The College Counseling Seminar helps students determine the path they will take upon completing the accelerated BASIS Charter School Curriculum.

- **Total number of 2019 BASIS Charter School graduates**: 662
- **BASIS Charter Schools class of 2019 college acceptance rate**: 100%
- **Total number of college acceptances**: 3,126
- **Percentage of graduates accepted to a top 100 National University or National Liberal Arts College**: 59%
- **Average scholarship award amount earned by each 2019 BASIS Charter School graduate**: $114,164
BASIS Charter Schools offer students an education that prepares them according to the highest international standards. As a result, our students are more likely to score in the highest Organisation for Economic Co-operation and Development (OECD) performance levels. Students who get to level 5 or above “can be regarded as potential ‘world-class’ knowledge workers of tomorrow,” according to the 2019 OECD Test for Schools—based on the Programme for International Student Assessment (PISA)—report.

### Global Results

The 2019 OECD Test for Schools (based on PISA) shows BASIS Charter School students outscored students in every other educational system. The OECD Test for Schools—based on the Programme for International Student Assessment (PISA), an international educational survey—provides insight into how our students perform in the core subjects of Math, Reading, and Science, compared to students in other educational systems throughout the world. This tool provides us with a powerful assessment of our how our schools perform, and insight into student perceptions of learning.

#### BASIS Charter Schools

<table>
<thead>
<tr>
<th>Subject</th>
<th>BASIS Chandler</th>
<th>BASIS Flagstaff</th>
<th>BASIS Oro Valley</th>
<th>BASIS Peoria</th>
<th>BASIS Phoenix</th>
<th>BASIS Scottsdale</th>
<th>BASIS Tucson North</th>
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<td>Math</td>
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#### OECD Countries

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<th>Country</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bejing-Shanghai-Jiangsu-Guangdong</td>
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<td>531</td>
<td>527</td>
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<tr>
<td>Singapore</td>
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<tr>
<td>Hong Kong-China</td>
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#### OECD Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Russia</td>
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</tr>
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<td>Spain</td>
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<td>Czech Republic</td>
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<td>United States</td>
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<td>Latvia</td>
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<tr>
<td>Italy</td>
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#### OECD Total

<table>
<thead>
<tr>
<th>Subject</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
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<tbody>
<tr>
<td>OECD Total</td>
<td>478</td>
<td>487</td>
<td>488</td>
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</tbody>
</table>

Source: OECD “How Your School Compares Internationally: OECD Test for Schools,” 2019. BASIS Charter School results are from the 2019 OECD Test for Schools. Results for all other countries and educational systems are from the 2015 PISA exam. The 2019 OECD Test for Schools was designed to enable international benchmarking against results from the 2015 PISA exam.
BASIS Charter Schools historically place among the very best high schools in the nation, topping U.S. News & World Report’s Best U.S. High Schools rankings across multiple categories. In 2017, BASIS Charter Schools became the first network ever to sweep the top three spots in the rankings. In 2018, our schools took the top five spots. In 2019, seven of our schools ranked in the nation’s top 35 public high schools, five ranked in the nation’s top 20 STEM high schools, and eight ranked in the top 10 public high schools in Arizona.

All eligible BASIS Charter Schools remained highly ranked, despite a pronounced change in criteria and methodology, and the resulting increase in eligible schools—more than 17,000 schools in 2019—up from fewer than 2,700 schools in previous years.

Past methodology emphasized college readiness in determining a school’s rank. However, U.S. News & World Report recognized that attending college isn’t the goal of every high school student, so it adopted a more comprehensive methodology to evaluate how well all students are served, not just those who are college bound. In addition to college readiness, the new methodology also takes the following into consideration: math and reading proficiency, underserved student performance, college curriculum breadth, and graduation rate.

However, BASIS Charter Schools are, and always have been, college prep institutions. While we understand that U.S. News & World Report’s rankings have taken a turn away from college readiness as a primary assessment factor, as educators for a network of college prep schools, our goal is to make sure our students, and graduates, are thoroughly prepared for higher learning—it is, quite simply, what we do.

“Our network thinks college readiness is most important—and it’s what we have done quite successfully for twenty-one years,” said BASIS Educational Ventures Co-Founder Dr. Michael Block. “With the U.S. News & World Report methodology moving away from college readiness, the magazine’s STEM rankings are now the best pure measure of college readiness— and our STEM rankings still bear that out.”


<table>
<thead>
<tr>
<th>School Name</th>
<th>National</th>
<th>Arizona</th>
<th>Charter School</th>
<th>STEM</th>
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<tbody>
<tr>
<td>BASIS Chandler</td>
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<td>4</td>
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<td>BASIS Flagstaff</td>
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<td>BASIS Mesa</td>
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<td>71</td>
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</table>

### Number of 2017–19 BASIS Charter School graduates accepted to a U.S. News & World Report top 20 National University*

<table>
<thead>
<tr>
<th>National University</th>
<th>BASIS Charter School Graduates Accepted 2017–2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
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<tr>
<td>California Institute of Technology</td>
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<tr>
<td>Columbia University</td>
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<tr>
<td>Cornell University</td>
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<td>Dartmouth College</td>
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<td>Duke University</td>
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<td>Emory University</td>
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<td>Georgetown University</td>
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<td>Harvard University</td>
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<tr>
<td>Johns Hopkins University</td>
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<tr>
<td>Massachusetts Institute of Technology</td>
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<td>Northwestern University</td>
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<tr>
<td>Princeton University</td>
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<td>Rice University</td>
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<td>University of California, Los Angeles</td>
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<td>University of Chicago</td>
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<td>University of Notre Dame</td>
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<td>University of Pennsylvania</td>
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<td>Vanderbilt University</td>
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<td>Washington University</td>
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</tr>
<tr>
<td>Yale University</td>
<td>16</td>
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</table>

* Acceptances to top 20 schools were calculated using the U.S. News & World Report® Best Colleges rankings published in each cohort’s year of graduation.

Every day since we decided to open our first charter school more than twenty years ago, our focus has always been on student learning. Everything we do inside the classroom; every action that’s undertaken by the people who operate, maintain, and improve the BASIS Charter School Curriculum; every decision made and every lesson delivered by our Subject Expert Teachers and Learning Expert Teachers; and all of the important work our Central Office employees do—their thoughts, wisdom, and energy about each of our twenty-seven campuses—comes down to our focus on one thing: BASIS Charter School students.

You can look back on our network’s consistently impressive results—on rankings, AP coursework and AP Exams, National Merit Scholarship awards, and OECD/PISA testing—and it’s about the students. Our curriculum and the assessments we choose are geared quite directly toward improving student outcomes and educating children and young adults at levels comparable to the best schools and school systems around the world.

You can also look at our network’s growth and see that it’s about the students. Our founding as just one school, then the opening of a second campus, and having just those two schools until our thirteenth year of existence, was about the students and what we were capable of providing to them. Later, when our ability to expand was proven—and we knew how to prevent any dilution of the BASIS Charter School Curriculum, and how each school would perform—we began the steady opening of twenty-five additional campuses across the nation. That growth has taken place over the past decade—and it, too, was about our students. Looking at the full process, and the pace of our progress—from one school, to two schools, to the quickening growth over ten years—it always comes down to the students.

Educating and supporting students from the classroom level to the network level is the DNA of BASIS Charter Schools. Even the ever-changing ways in which we have described our network and what our schools do has been student-focused, and inextricably tied to the successful outcomes of our students:

- We raise the standards of student learning to the highest international levels.
- Education redefined.
- Outperforming same-aged peers around the world.
- Transforming American education one student at a time.

As we have often noted with great pride: this is what we do. And we do it to guide all BASIS Charter School students—each and every individual student—toward an academic career enriched with excellence at every stage. We do it to prepare all of our students for the “cognitive economy,” and to provide each of them with the basis for a fulfilling life. We hope you enjoy some incredible information about the excellence of our students and alumni in this section of Outcomes.
Senior Projects have always been the true synthesis and culmination of a student’s lengthy academic journey through the BASIS Charter School Curriculum. Each year, among all the outstanding Senior Projects presented, four are chosen to receive the prestigious BASIS.ed Founders’ Prizes, which recognize exceptional research, study, and presentation. There are four Founders’ Prize categories; each winner is awarded a $10,000 scholarship toward tuition at a four-year university or college.

BASIS Charter School students discover early on that having respect for different perspectives and exploring new ideas leads to imagining what is not yet possible, but may eventually be. Our students graduate with the knowledge, skills, and confidence needed to create, innovate, and lead. Earning a BASIS Diploma signifies a student’s content mastery, embodied by achievement, and is further distinguished by the depth, breadth, and rigor of the BASIS Charter School Curriculum.

By the start of their senior year, most of our students have already earned enough credits to meet state graduation requirements. Students are thus eager to couple their creativity and deep content knowledge with skills in critical thinking and critical inquiry to make a real impact on the world. In 2019, over 96 percent of BASIS Charter School graduates chose to complete their senior year and work on a Senior Project, to dedicate the final trimester of their senior year to researching an original idea in a field they choose—and such choices can take them across the nation or around the world to perform their research! Besides the knowledge, skills, and confidence students gain through their Senior Projects, they also earn the esteemed BASIS Diploma with High Honors. The Senior Project is one of the main reasons why BASIS Charter School education is an attractive academic choice because it requires students to commit enough credits to meet state graduation requirements. Students are motivated by their Mechanisms of Disease Capstone course, and motivated by her own personal experience, she delved deeper into the extensions of the Mechanisms of Disease curriculum to develop her project. Hannah was especially passionate about her project goals, as her own family had recently faced the pain and devastation resulting from her mother being misdiagnosed with a serious illness. Hannah researched her project during her internship in the lab at Arizona State University’s Biodesign Institute.

Not only did Hannah create a brilliant research project, she also went above and beyond expectations to clearly communicate her research and conclusions to all. Spending a great amount of time rehearsing her presentation, and inviting feedback to ensure that her project could be understood by those who weren’t biology experts, Hannah turned a complex topic into an engaging project. By the start of their senior year, most of our students have already earned enough credits to meet state graduation requirements. Students are thus eager to couple their creativity and deep content knowledge with skills in critical thinking and critical inquiry to make a real impact on the world. In 2019, over 96 percent of BASIS Charter School graduates chose to complete their senior year and work on a Senior Project, to dedicate the final trimester of their senior year to researching an original idea in a field they choose—and such choices can take them across the nation or around the world to perform their research! Besides the knowledge, skills, and confidence students gain through their Senior Projects, they also earn the esteemed BASIS Diploma with High Honors. The Senior Project is one of the main reasons why BASIS Charter School education is an attractive academic choice because it requires students to commit enough credits to meet state graduation requirements. Students are motivated by their Mechanisms of Disease Capstone course, and motivated by her own personal experience, she delved deeper into the extensions of the Mechanisms of Disease curriculum to develop her project. Hannah was especially passionate about her project goals, as her own family had recently faced the pain and devastation resulting from her mother being misdiagnosed with a serious illness. Hannah researched her project during her internship in the lab at Arizona State University’s Biodesign Institute.

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research, Abraham built up his knowledge of physics, computer programming, and physical engineering into a remarkable skill set that allowed him to take on this noteworthy project.

**Founders’ Prize for Top Project Demonstrating Original Research**

Awarded to BASIS Chandler graduate Adithy H. for her Senior Project, “Replicating the Effects of Yoga on Alzheimer’s Disease in a Dish,” this prize recognizes the highest-quality project conducted through original research that has not been previously published by another source, and is not part of a larger, already-existing research project.

Adithy’s research is the first to show the specific effects that neurotransmitters released during passive exercise, like yoga, have on degenerating neurons typical of Alzheimer’s disease. Adithy’s prior experience leading yoga for senior citizens, as well as the personal family tragedy of losing her uncle to early-onset Alzheimer’s disease, led her to research the effects of yoga on Alzheimer’s patients during her internship in a neuroscience and stem cell lab at the University of Victoria, British Columbia. She cultured stem cells, differentiated them as neurons, and replicated them using a 3D printer, to represent brain tissue. By introducing the “tissue” to the plaque-forming protein amyloid beta, which is commonly present at high levels in Alzheimer’s patients, and then introducing neurotransmitters that are released during yoga, Adithy’s research established that yoga could provide a natural way to slow disease progression or improve the short-term functioning of Alzheimer’s patients.

**Founders’ Prize for “Greatest Influencer”**

Awarded to BASIS Phoenix graduate Divya V. for her Senior Project, “The Need for a Livable Wage: Instituting a Living Wage in Arizona,” this prize recognizes the highest-quality project that seeks to make a positive impact on people’s lives, the environment, an existing product, or a profession.

Encouraged by the positive impact on people in other states that have a set livable wage, Divya created a flyer highlighting the measurable benefits a livable wage has on communities. Throughout her internship with Wildfire, an Arizona nonprofit group focused on proactive means to end poverty, she spent considerable time mixing with legislators, competently and confidently persuading them to consider the needs and potential economic benefits of setting a livable minimum wage in Arizona.

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**Beyond the Classroom: Musical Arts**

While BASIS Charter School students achieve at high levels academically through the BASIS Charter School Curriculum, they are also empowered to achieve beyond the classroom through extracurricular clubs, competitive teams, sports, and specials. Participating in these activities allows students to pursue individual interests, discover new talents, develop new skills, and make new friends.

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**2019 BASIS.ed Founders’ Prize Winners**

*STUDENT EXCELLENCE Beyond the Classroom Musical Arts*

“We want our students to think about how their actions, words, and energy affect those around them. We want the older students setting an example for and leaving a positive impression on the younger ones. We are creating a healthy and sustainable culture. It’s not just about playing the right notes or always being in tune; it is having students who mentor and forge relationships with younger members that creates the growth in this program.”

As a result, the students take ownership of the band program, so growth is constant and retention is high. After starting out with only about 35 returning students, the BASIS Phoenix Band program had over 130 students in 2019, and is on track to have more than 160 students in 2020.

Recent highlights include:

- Students selected to the AMEA All State Band, at both the middle school and high school levels
- High school students selected to the AMEA Regional Honor Band
- National Anthem performance at an Arizona Diamondbacks game
- Spring 2020 Disney Soundtrack Session Workshop performance in California, by BASIS Phoenix Band and Orchestra.
Beyond the Classroom

Sports and Special Interests

From judo and wrestling, to genes and algorithms, BASIS Charter School students are encouraged to explore all their interests, and receive ample support from teachers and staff when doing so.

- BASIS Goodyear students Dallas D. and Ryan D. traveled to Cuba to compete in an international tournament as part of the USA Junior National Judo Shai (fighting) team.
- BASIS Peoria Primary grade 4 student and competitive wrestler Wyatt F. won two national tournaments.
- BASIS Tucson North student Manasa S., along with her team, earned 2nd place at S.Y.S.T.E.M Coalition’s Junior Shark Tank Competition. They showcased a 3D model of their product, “Prime Power Saver,” to the panel of judges and won a $2,500 scholarship, along with an award for persistence.
- BASIS San Antonio Shavano students Tanya L. and Milin T. were awarded one of five National Junior Scientist Awards by the Genes in Space organization. Their topic was “Frequency of mutation in mitochondrial DNA in space.”
- BASIS Peoria Primary grade 3 student Henry B. is an official member of MENSA, an elite group comprised of members with an IQ in the top two percent of the general population.
- BASIS Goodyear grade 8 student Araceli F. was selected as one of the top 10 international finalists for the Molecular Frontiers Inquiry Prize, for which top scientists award those with the best scientific questions. Araceli’s question was: “Could it be possible to insert images and colors into the mind of a blind person?”
- BASIS Oro Valley sophomore Cassandra L. advanced to the American Legion National Finals competition as Arizona’s delegate. This was made possible through the work of BASIS Oro Valley U.S. Government teacher Elayna Dientfeld, who works with the American Legion to provide students with an opportunity to practice and compete with their oratorical skills.
- BASIS Mesa grade 4 student Kaiya J. competed at the Judo Junior Olympics in Anaheim, California. She competed in a division of 14 girls on the competition’s national day, and in a division of 15 girls on the competition’s international day. Kaiya went undefeated on both days of the competition, earning her two Junior Olympic gold medals.

Beyond the Classroom

Visual Arts

This is an excellent example of how BASIS Charter School students take advanced content knowledge and combine it with their creativity, interests, and critical thinking skills to accomplish tremendous academic feats.

The learning communities at all of our BASIS Charter School campuses are passionate about fine and applied arts. The educators behind the BASIS Charter School Curriculum support and understand the importance of creative expression, and students in our vibrant arts program have produced some truly inspiring work.
The Arts Element at BASIS Phoenix Central

Nestled in the vibrant Phoenix Arts District, BASIS Phoenix Central offers students in grades 1–5 an optional, arts-enriched curriculum track to supplement the traditional BASIS Charter School Curriculum. This unique program inspires students to build, innovate, and achieve with a variety of fine arts-focused classes, including enriched Music, Visual Arts, and Performance Arts; Creative Movement; Performance & Production; and Engineering Design. On this page, you will find a sample of the many original works of art created by BASIS Phoenix Central students.

**Beyond the Classroom**

**Visual Arts**

**Cactus Wren**
Siri B., grade 4, BASIS Phoenix Central

**Cactus Wren**
Lauren W., grade 4, BASIS Phoenix Central

**Mountain Preserve**
Kaitlyha P., grade 9, BASIS Phoenix

**Prickly Pear**
A'mara M., grade 5, BASIS Phoenix Central

**Prickly Pear**
Willow O., grade 5, BASIS Phoenix Central

**Prickly Pear**
Dimphina S., grade 5, BASIS Phoenix Central

**Mirrors**
Ellie R., grade 12, BASIS Phoenix

**View from the Mountain**
Elana A., grade 9, BASIS Phoenix

**Transparency**
Annika P., grade 12, BASIS Phoenix

**Back to Me**
Anoushka K., grade 12, BASIS Phoenix

**Too Tight**
Alexandra P., grade 10, BASIS Phoenix

**View from the Mountain**
Elana A., grade 9, BASIS Phoenix
A Different View of Reality
Creating an Augmented Reality Sandbox

By Danielle Accovelli, Copywriter, BASIS.ed

BASIS Oro Valley student Ethan L. built an augmented reality sandbox as a final project for his grade 11 Multivariable Calculus class. Students in the class could choose any subject related to multivariable calculus that they wanted, and Ethan chose to base his project on level curves (topographic maps).

The augmented reality sandbox that Ethan built was originally designed by UC Davis’s W.M. Keck Center for Active Visualization in the Earth Sciences, and operates on the principle of creating a contour map from a three-dimensional surface. Rather than just creating a standard topographic map from the sand, it projects it onto the three-dimensional surface to provide a better visual of how level curves represent an actual surface.

“What’s interesting, and even particularly useful about this, is that because it projects its own infrared lasers, it can see in the dark. This means that the sandbox can be used in a dark room to make the projection onto the sand stand out better,” notes Ethan.

For the sandbox itself, Ethan decided to make some slight adaptations to a popular design that had already been tried. His sandbox, built entirely out of wood, was 30 inches by 40 inches, and 5 inches deep, taking 200 pounds of fine white reflective sand to completely fill the space.

Ethan also comments on the practical application of the augmented reality sandbox, and its potential to be a useful teaching tool in many disciplines, particularly geography.

“Not only will it help students gain a very clear understanding of topographic maps, how they work, and what they represent, it [will] also have the ability to model water flow,” he says. “With a little creativity, and the use of the water rendering feature, a teacher could create geographic forms such as islands, peninsulas, or straits, to let students see a miniature and interactive model of the confusing terms they have to study.”
At BASIS Charter Schools, we are committed to providing our students with a world-class education and preparing them for future success. We are extremely proud of all our graduates. They have risen to our network’s high academic standards, persevered through challenges, and achieved personal and professional success. Many of them have accomplished incredible things and are making a difference in the world every day. Our alumni are an integral part of our network’s tradition of excellence, and we are honored to have played a part in their journeys.

Kyle Grace, BASIS Phoenix

While BASIS Charter Schools provide students with an internationally competitive education, each student’s experience is unique, and each takes something different with them after completing our world-renowned curriculum. By the time our students graduate, they’re not just well-prepared for college, but they also have a pretty solid sense of their goals for the future. This is how Kyle Grace, now a junior at Harvey Mudd College, describes his BASIS Charter School experience.

“I believe my time at BASIS Phoenix really helped me gain an appreciation for where many subjects overlap, and how understanding many can benefit my understanding of each individually. This helped push me in the direction of a liberal arts education, which I have really enjoyed thus far,” he says. Here, Kyle is speaking to one of the very basic tenets of the BASIS Charter School Curriculum—our primary school program even has a course called Connections, which does precisely what Kyle says assisted him!

The courses Kyle took at BASIS Phoenix also led him to choose his college majors: Computer Science and Economics. While Kyle says he always knew he wanted to work with technology, his AP Computer Science class really fostered his appreciation for the power of modern computing. He also had a good experience with the three economics courses he took—Economics, AP Economics, and Post-AP Economics.

“My Economics teacher Matthew McCorkle was very good at connecting with his students, which allowed me to gain the strong interest in and excitement for economics that I still have to this day,” he says.

While Kyle worked hard to obtain academic success, he also learned the importance of enjoying what you do.

“I love working with other people, so I think by collaborating with others, I was able to make my work more enjoyable. This is something I’ve carried forward to this day,” he says.

Kyle found that sense of collaboration and community while completing a summer internship at NASA, where he worked on the Astrobee robot aboard the International Space Station. The Astrobee robot is designed to be an intelligent, free-flying robot that can assist astronauts and carry out tasks independently. As part of his internship, Kyle helped create some automated navigation capabilities for the robot.

“Outside of my coding work on the robot, I had the opportunity to meet a lot of people and experience many of the cool projects going on
at NASA’s Ames Research Center,” he says. “I think I gained a better understanding of what it means to work on a small piece of a much larger initiative, and how even though some work may seem insignificant, it can have huge, lasting effects.”

This sentiment was furthered when he had the opportunity to participate in some of the internal celebrations for the 50th anniversary of the moon landing.

“It was a reminder for me to do whatever I could to contribute to the next generation of space exploration and human achievement,” he explains.

Upon graduating from Harvey Mudd College, Kyle hopes to work in the tech industry, in the interest of improving the lives of others.

“I like thinking about how people will use things, and how we can improve the end-user experience of something. On top of that, I love thinking of new ways we can apply technology to solve larger world issues, such as access to information,” he says.

In fact, Kyle will be attending a global innovation lab in Shenzhen, China, in November, to work with others on applying technology to solve larger infrastructure and industry issues.

While his journey in the real world may just be beginning, Kyle’s future certainly looks bright.

Dina Longstaff, BASIS Peoria

While most students look forward to their high school years with anticipation and excitement, Dina Longstaff’s experience was a bit different. Just a few weeks before starting high school at BASIS Peoria, she was hospitalized and diagnosed with chronic conditions that would make her miss a significant amount of school, and make it difficult to concentrate and learn. She was then faced with a difficult choice: put high school on hold to focus on healing, or try to continue with school while undergoing treatment. Dina, who is a twin, wanted to stay on the same timeline as and graduate with her sister, so she decided to try to power through school and treatment. In true BASIS Charter School fashion, Dina’s teachers did everything they could to support her and help her succeed, while making appropriate accommodations.

“Together, we developed a strategy to help me stay on track as I got my conditions under control,” she says. “They sent lessons and homework home with my sister, allowed my classmates to record lectures so I could watch them at home, extended or changed their tutoring hours to accommodate me, were always positive, and encouraged me to continue working, but to refrain from being overworked and disappointed in myself.”

Although Dina received accommodations, she never felt like her education was compromised, or that she had learned less than other students.

“I was never given a grade that I did not earn. This was proven with state testing, AP Exams, and the SAT. If I can earn a five on an AP Exam, even when I couldn’t go to class or think clearly every day, I undoubtedly had teachers making amazing efforts to support my learning,” she says.

All of Dina’s hard work paid off. She successfully graduated from BASIS Peoria in four years, earning the BASIS Diploma with High Honors. She also took a total of nine AP Exams, earning from three to five on each one, and got into every college to which she applied.
Dina decided to pursue her BS in Nursing, and upon entering the program, found that BASIS Peoria had prepared her extremely well to succeed in college. “Classes were easier for me because I already knew how to study and think critically,” she says.

In May 2019, Dina graduated Summa Cum Laude from Pacific Lutheran University with her BSN degree, and passed her board exam to become a Registered Nurse in July 2019. Shortly after, she secured a residency and career as a pediatric Registered Nurse at Mary Bridge Children’s Hospital, one of the nation’s top-rated pediatric hospitals. Now, she is able to use her experience and education to help children, like her own nurses and teachers had once helped her.

**Outstanding Alumni**

**Adithy Hassan, BASIS Chandler**

BASIS Chandler 2019 alumna Adithy Hassan currently attends the University of Texas at Dallas as a Biomedical Engineering major with a pre-med focus. As a senior at BASIS Chandler, Adithy’s Senior Project, which focused on the effects of yoga on Alzheimer’s disease, won the 2019 BASIS.ed Founders’ Prize for Top Project Demonstrating Original Research. Shortly after, her work on the same topic was published in the Karger: Cells, Tissues, and Organs journal, under the title “Modeling the Effects of Yoga on the Progression of Alzheimer’s Disease in a Dish.” She also received second place at the Arizona Science and Engineering Fair (ASSEF) and spoke about her research at the International Conference on Stem Cell Engineering in Los Angeles, California. Adithy decided to continue her work, and after receiving many “no’s” from professors and researchers who weren’t willing to have someone so young work in their lab, she was elated to receive a “yes” from Dr. Stephanie Willerth’s Biomedical Engineering Lab at the University of Victoria. As part of her continuing research, she is currently working on creating a clinical study that will hopefully influence doctors to begin prescribing yoga as a significant form of therapy for genetically inclined early-onset Alzheimer’s disease patients.

**BASIS Chandler alumna Emmanuel Romanous gives credit to the BASIS Charter School Curriculum, challenging material, and emphasis on studying for his academic success in college. Now a junior at Arizona State University, he has accomplished many remarkable things. “BASIS Chandler gave me an advantage over all my collegiate colleagues. I’ve made the Dean’s List every year at Arizona State University while maintaining a 3.75 GPA. (and I landed) an internship at Intel, working as a process engineer at the age of 19,” he says. Emmanuel also appreciates all the experiences in school, words from his teachers, and lessons outside the classroom that he took away from BASIS Chandler. He reflects on this, stating, “I thank BASIS Chandler for molding me into the man that I am today, along with the amazing teachers and staff. Everything they said to me was a lesson, whether [it was] directly or indirectly.”**

**Emily Keidel, BASIS Oro Valley**

(In her own words)

I graduated from BASIS Oro Valley in 2016, and I am graduating from Barrett, the Honors College at Arizona State University in December, 2019. In my free time, I have been volunteering with Ryan House in Downtown Phoenix. Ryan House is one of only a few places in the nation that serves families and children with life-limiting diagnoses, providing care to the children at no cost to their families. When I was a sophomore, I was a founding member of a club called “Ryan House at ASU,” which aims to recruit and train volunteers for Ryan House. I am currently the president of the club, and although it has only been around for two years, we have successfully recruited and trained over 100 new volunteers for Ryan House.

When an opportunity came up for us to apply for a grant to better the local community, we took it, and were awarded $1,400 to do a project with Ryan House. Soon after, I met with the Child Life Specialist at Ryan House and we came up with the idea to make a craft cart that can be moved around to the kids’ rooms, to allow both the staff and volunteers to better facilitate age-appropriate activities for the kids. This is one of my proudest accomplishments, and I could not have done it without my experience at BASIS Oro Valley!

**Mayka Galarza, BASIS Phoenix**

(In her own words)

I was inspired to paint a mural on the BASIS Phoenix campus because I always loved going to Downtown Phoenix and looking at the murals, which constantly amazed me. After some research, I decided to intern at Murals of Phoenix, where I was able to meet artists and watch them work on their murals. It was my BASIS Phoenix advisor, Mrs. Riser, who brought up the possibility of making a mural. Honestly, a lot of my inspiration came from other art and artists, especially one artist named Isaac Caruso, who created a space-themed trash can for Coachella.

Mrs. Riser helped me finalize my sketch, and I started painting with the help of a friend. I probably wouldn’t have finished the mural in time without her help. I left the meaning of the mural up to interpretation, and have gotten some interesting responses. A few of them include: “ocean and space are the new frontiers of science”; “we are polluting the ocean, and if this continues, we will have to move to space”; and “in some ways, space and the ocean reflect each other.” This mural was one of the most interesting and rewarding experiences of my life, and I am so grateful to have had this opportunity.
Teaching the BASIS Charter School Curriculum

By Dr. Craig Barrett, Chairman of the Board, BASIS Charter Schools, Inc.

The BASIS Charter School Curriculum is regarded as one of the best in the nation, if not the world. It is one thing to design a world-class school; a great academic program, or an excellent education experience. It is quite another thing to bring it to life.

That is precisely what the expert teachers at each of our 27 BASIS Charter Schools do in their classrooms across the United States every day. And, they have done it for more than two decades.

In my years as Chairman of the Board of BASIS Charter Schools, Inc., we have seen many changes. These include significant expansion in enrollment and facilities, as well as growth in our curricular focus and expertise across the kindergarten through high school continuum—all while receiving consistent accolades and acknowledgements of excellence, and maintaining our standards at the highest international level.

The one constant through all of this progress is our teaching staff. BASIS Charter School teachers continue to be the reason that the curriculum works in real life, and isn’t merely impressive on paper. It has to be brought to the students in a classroom. It has to be lifted from the page with creativity and nuance. In classrooms that have marked differences, at different school campuses, on a daily basis. Our development of the Learning Expert Teacher and Subject Expert Teacher co-teaching model for primary school students; our data-driven processes for finding bright, passionate teachers; and our ability to cultivate great teachers into incredible administrators, are real-time, real world expressions of true excellence.

Our curriculum is amazing; we know that. Our schools are successful; everyone sees that. Our teachers, at the literal front and center of each classroom, are celebrated as true professionals. They’re the conduit to everyone sees that. Our teachers, at the literal front and center of each classroom, are celebrated as true professionals. They’re the conduit to the students’ time, with the urgency that this truth requires.”

“That’s why BASIS Charter School teachers manage their time, and their students’ time, with the urgency that this truth requires.”

Setting the Stage for an Excellent Education

By David Hubalik, Vice President of Charter Schools, BASIS ed

A BASIS Charter School teacher is prepared like an actor going on stage, with every minute of class time planned and accounted for, to maximize instructional time.

These words, while simple and short, represent the ethos of a BASIS Charter School teacher. Our teachers embody the fundamental expectation of what BASIS Charter Schools seek to achieve. We believe that the time students spend in their BASIS Charter School classroom is time well spent—that when parents entrust a BASIS Charter School teacher with their child’s education, it’s an investment worth making.

Let’s break this statement down.

As previously mentioned, a BASIS Charter School teacher is prepared like an actor going on stage. Actors prepare for every moment. They know their material and their audience. They are masters of their craft. They practice, they perfect, and they work to ensure that the audience leaves the theater knowing what they know and loving what they love—and perhaps best yet, wanting to come back. BASIS Charter School teachers, too, are masters of their craft and want their audience—their students—to leave changed every day, even if only in the most subtle of ways.

A BASIS Charter School teacher believes that every minute matters; a mere five minutes not utilized in any class represents 10 percent of that class period; a mere 10 percent wasted over the course of a year represents 18 school days; and a mere 10 percent wasted over the course of a student’s time preparing for college represents over one and a quarter years. Parents understand that time in the classroom, even mere moments, add up quickly, and BASIS Charter School teachers understand that unused time adds up even more quickly. Time is precious, and time is scarce, so preparing for every minute is critical to a BASIS Charter School student’s success. Our teachers appreciate and respect this reality.

That’s why BASIS Charter School teachers manage their time, and their students’ time, with the urgency that this truth requires.

What this statement fails to acknowledge is that, unlike when an audience is watching an actor, a BASIS Charter School teacher’s audience is expected to engage directly with their delivery, and is expected to respond and question all of the material being delivered. While BASIS Charter School teachers are expected to prepare like an actor on stage, their preparation ought not to end there. Our teachers must also prepare in ways that are equally able to meet with success, or respond to failure.

Our network holds true to 13 standards that describe a BASIS Charter School teacher and his or her role; the statement above represents just one of these 13 standards. Like the 13 virtues Benjamin Franklin wrote as a young man that were meant to develop his own good character, BASIS Charter Schools seek to establish a standard to develop school character—character based on a common standard of excellence. Thus, this statement represents one of the 13 BASIS Charter School standards of excellence.

Excellence is no accident. It is intentional, it is incremental, and it is born of perseverance. Most of all, excellence requires a lot of preparation and hard work. That is exactly what parents and students can expect from a BASIS Charter School teacher: excellence.
Tell us a little about your professional background?

For my entire adult life, I’ve been involved in education in one form or another, either as an undergraduate student, public school teacher, graduate student, professor, or BASIS Charter School teacher.

What inspired you to become a teacher?

Some of my earliest memories are of wanting to become a teacher. Since childhood, I have had a deep and abiding love for history, and have always been excited to share that love with others.

Can you define “excellence” in education?

Excellence in education extends beyond content knowledge; it is educating the whole student by offering them the content, skills, and empathy they need to understand and transform the world around them.

In your opinion, what traits should an excellent educator possess?

An excellent educator should be kind, curious, compassionate, reflective, passionate about their subject, and eager to grow.

What is your teaching philosophy?

The longer I’ve taught at BASIS Tucson North, the more I have made kindness and trust the foundations of my teaching philosophy. Early in my career, I mistook overload for rigor. Students will be eager to learn if you show them that you care about their learning and time, and they will be honest with you if you are honest with them.

How do you tailor your classes to meet your students’ needs?

At the start of each year, I ask my students what they are excited about, afraid of, and interested in, regarding the study of U.S. history. Then, we circle back to those concepts and fears throughout the year. In addition, I try to empower my students by having them choose readings, assessment styles, and enrichment topics.

In what ways do you support and motivate your students to do their best?

In my experience, the best way to motivate students is by showing them your passion for the material and your belief in their ability to succeed. Students respond to the culture of trust, mutual respect, and achievement, which I strive to build in my classroom.

You were named the 2018 Charter Teacher of the Year by the Arizona Charter Schools Association. What was it like to receive that honor?

Unexpected! I’m incredibly grateful to my then Head of School (Erin Paradis) for nominating me, and to all the students and teachers who supported my candidacy. I am incredibly blessed to be in a great position, surrounded by wonderful colleagues, at a fantastic school with amazing students. While the Arizona Charter Schools Association gave me the award, the real recipient should be the entire school.

What is the most rewarding part of your profession?

Working with the students and seeing their growth is by far my favorite part of teaching. I am so lucky to work with students who take their learning seriously, not just for the sake of doing well on an exam, but because they see the value in studying the past. At the end of the 2018–19 school year, I received the following note: “You taught me that voices have power and value. You taught me that history is just as imperfect as the humans who create it. You taught me to perpetually seek improvement.”
Every day, BASIS Charter School teachers work hard to make a difference in their students’ lives, and they are all amazing in their own way. Here are a few of the many stories of teacher excellence that can be found at BASIS Charter Schools.

**Lori Noss | BASIS Scottsdale Primary East**

**Grade 2 Math and Science**

Lori Noss is passionate about science and teaching. Her undergraduate and graduate research focused mainly on modeling and determining the structures of photosynthetic-mimicking molecules using Nuclear Magnetic Resonance Spectroscopy. Lori co-authored seven peer-reviewed articles in respected journals. At BASIS Scottsdale Primary East, she brings a talent for explaining science and math in a clear, engaging manner.

Lori is also a proud BASIS Charter School parent. Prior to becoming a BASIS Scottsdale Primary East teacher, she was very involved in the Boosters, leading the Parent Hiking Club for almost 10 years. Lori’s oldest son started at BASIS Scottsdale in grade 6. Up to that point, he had been home-schooled because Lori hadn’t yet found a school that could meet his needs—he had reached many academic milestones at a very early age. When he expressed an interest in going to school, Lori enrolled him in another school, but he felt bored and disappointed after several months. Then, she heard about BASIS Charter Schools. After shadowing classes for a day, her son was eager to enroll, and she was happy to have finally found a school that challenged and engaged him.

Lori’s daughter also attended a BASIS Charter School, although her journey was a bit different from her brother’s. Lori’s daughter had struggled academically prior to and during her first few years as a BASIS Charter School student, but from an early age she had wanted to attend a school that offered a rigorous education in science, so she pushed through and met the challenge. Although it didn’t come easy for her, Lori’s daughter eventually excelled within the BASIS Charter School Curriculum, graduating with honors from high school. The BASIS Diploma Program Project granted her the opportunity to work in a university research lab—a lifelong ambition. She is now doing well in her third year of college, pursuing a degree in biology.

Lori’s youngest child is currently in grade 10, so Lori is still a BASIS Charter School parent. Given her roles as a BASIS Charter School parent and teacher, Lori has a unique perspective on how the network has developed over the years, and she appreciates the significant opportunity that BASIS Charter Schools offer to young people. Whether they start out equal to, ahead of, or behind their peers, Lori believes that BASIS Charter School students can achieve remarkable feats, beyond even their own—or others—expectations, and this belief propels her teaching in the classroom.

Dylan Crane | BASIS Phoenix

**AP European History; AP Comparative Government & Politics; Cross Country Coach**

BASIS Phoenix began its cross-country program seven years ago, with a handful of inexperienced runners, two new coaches, and a lot of undiscovered miles. Led by teacher and coach Dylan Crane, the program has quickly taken off, winning four CAA state championships, including three consecutive high school state championships. It has also had three individual state champions and five “Runner of the Year” honorees. The 2018 season was a particularly exciting time for the High School Girls’ Cross Country team, which finished off an undefeated season by winning its second consecutive state championship, cementing a legacy of wins for BASIS Phoenix.

The growth and success of the team can be attributed, in part, to the efforts of Coach Crane. Recently honored as the 2018 CAA Varsity Women’s Coach of the Year, his third consecutive honor, Coach Crane stands at the forefront of the program. His efforts begin every summer, leading a mixed group of new and veteran runners in the early morning hours at the local park. As school and those dreaded hot afternoon practices begin, distance runs turn into workouts, interval training, negative splits, and hills—lots of hills. Always running alongside his team during these hot workouts, Coach Crane aims to create a culture that is both serious and fun. He has found that the secret to success is getting his runners to push their boundaries, something that he believes should be taught through example—if his team sees him working hard, sweating, and pushing through the pain, then they in turn will come back for more. That is why you will almost always see him on the sidewalks, pounding the pavement alongside his team. Coach Crane’s unwavering dedication to his team throughout many seasons has paid off in leaps and bounds, as the BASIS Phoenix Cross Country team looks to win yet another State Championship.

Jennifer Watson | BASIS Oro Valley Primary Teaching Fellow

Current Teaching Fellow Jenny Watson is an instrumental part of BASIS Oro Valley Primary’s interventions program, offering her support to the school’s Learning Expert Teachers and students. Before joining the network of BASIS Charter Schools, Jenny served as a kindergarten teacher for more than a decade. She also holds both a Reading Endorsement and a Math Endorsement. Jenny has great techniques that she utilizes to help explain complex
Jacky Jackeo | BASIS Scottsdale Primary East Physical Education

Jacky Jackeo has been practicing Taekwondo since he was seven years old. He is a 4th degree Black Belt in Taekwondo and owns a Taekwondo studio. His passion for Taekwondo eventually led him to become a stuntman. At the height of his career, he was invited to be a suit actor on “Power Rangers.” In addition to his stunt work, Jacky was also an English speech and pronunciation coach in Japan for business professionals and celebrities. One of his students even made it to the final round of the All Japan National English Speech Contest.

Alex Decker | BASIS San Antonio Shavano AP U.S. Government and Politics; Topics in U.S. Government

BASIS San Antonio Shavano teacher Alex Decker is now a nationally recognized Speech & Debate coach. This past summer, Mr. Decker coached a BASIS San Antonio Shavano debater to win the national championship in Extemporaneous Debate at the National Speech & Debate Association’s annual tournament. Mr. Decker coaches both the middle and high school Speech & Debate Clubs at BASIS San Antonio Shavano. The school is looking forward to another successful year of Speech & Debate!

Christopher Lester | BASIS Scottsdale AP Human Geography

Christopher Lester, AP Human Geography teacher at BASIS Scottsdale, was selected by the American Geographical Society (AGS) as a 2019 AGS Geography Teacher Fellow. He is one of 50 teachers that were selected from across the United States to participate in this yearlong professional development program. AGS Geography Teacher Fellows will receive special opportunities to support their teaching activities for the year, as well as an opportunity to implement open-source mapping into their classrooms.

Wen Yang & Chad Longoni | BASIS Oro Valley Mandarin

Each year, Mandarin teachers Wen Yang and Chad Longoni work very hard with BASIS Oro Valley students to prepare them for the Tucson Chinese Language Day drama competition and talent show, and it has certainly paid off. At the 2019 competition, there were over 1,000 students and parents in attendance, and more than 15 schools with a Mandarin curriculum in the greater Tucson area participated. The BASIS Oro Valley grade 10 team took 1st place and the grade 8 team took 3rd place in the skit competition. As a school, BASIS Oro Valley was recognized with one of the top four “Outstanding Group Organization” awards. Its students’ strong performances can be directly attributed to the awesome instruction and preparation by two dedicated teachers.

In addition, Jenny helps coordinate and coach the school’s incredible chess team, leading them to many great accomplishments. She gives tours of the school during Check-In Days over the summer, and uses this opportunity to recruit new players, always pointing out the school’s chess trophies. She also helps coordinate the chess program for the middle school and high school, and coordinates the Annual Chess Tournament, which is held at the BASIS Oro Valley campus each school year, in conjunction with the Southern Arizona Chess Association. The BASIS Oro Valley and BASIS Oro Valley Primary Chess teams are known in the local, regional, and state chess circuits as being competitive, organized, and proficient, as well as kind and inclusive with good sportsmanship. The program is a model for consistent success in large part thanks to Jenny Watson.

Tom Talasek | BASIS Flagstaff AP Chemistry; Honors Chemistry; Forensics

Mr. Talasek was recently awarded with a grant from the Toshiba America Foundation (TAF) to support his forensics lab project. The Toshiba America Foundation grant award supports innovative classroom STEM projects for grades 6–12 in schools throughout the country. This year, there were only 12 grant recipients, with Mr. Talasek being one of them.

Inspired Educators

topics, and she caters to a diverse range of learning styles. She is also able to help identify students who need additional support before benchmark testing is completed, and is always upbeat and positive with her students. Even though interventions occur during specials classes, students never mind going with her for additional help, and are often really excited to see her—sometimes students who don’t need the extra academic support even ask to join her group.

In addition, Jenny helps coordinate and coach the school’s incredible chess team, leading them to many great accomplishments. She gives tours of the school during Check-In Days over the summer, and uses this opportunity to recruit new players, always pointing out the school’s chess trophies. She also helps coordinate the chess program for the middle school and high school, and coordinates the Annual Chess Tournament, which is held at the BASIS Oro Valley campus each school year, in conjunction with the Southern Arizona Chess Association. The BASIS Oro Valley and BASIS Oro Valley Primary Chess teams are known in the local, regional, and state chess circuits as being competitive, organized, and proficient, as well as kind and inclusive with good sportsmanship. The program is a model for consistent success in large part thanks to Jenny Watson.
Staying Ahead of the Competition
Recruiting Excellence for BASIS Charter Schools

By Sean Minner, Chief Human Resources Officer, BASIS ed

The network of BASIS Charter Schools is renowned for excellent student outcomes, which derive directly from the internationally acclaimed BASIS Charter School Curriculum, and the talented teachers who guide our students through it. Just as developing, maintaining, and improving our curriculum is a continuous process—comprised of data collection and analysis, smart decisions, and hard work—finding and attracting the best possible Subject Expert Teachers and Learning Expert Teachers requires deliberate effort and focused energy.

Recruiting is a year-round process for the BASIS ed Talent Acquisition team. If you watch the news, you know that many U.S. schools are facing a teacher shortage—particularly in math, science, and foreign language. According to an October 2018 report from the Economic Policy Institute, the K-12 workforce needs approximately 389,000 more teachers to support the growing student population.* Due to this, the market for recruiting and retaining exceptional teachers has become increasingly more competitive. To ensure that we are employing the best of the best, and upholding our network’s high standards of excellence, we are constantly reevaluating our recruitment and retention strategies.

During peak recruitment season this past academic year (February–June 2019) we received approximately 389,000 applications. Ultimately, only 1.5 percent of those applicants were hired. Our recruiting professionals, informed by the experience of our network’s educators, do an incredible job of finding and recruiting candidates who will fit into our schools’ unique learning communities and academic cultures. We also seek candidates whose qualifications are tailored to fit the specific position we are hiring for, ensuring excellence in every BASIS Charter School classroom. (As merely a point of reference, Harvard University’s student-applicant acceptance rate is 4.5 percent.)

Again, we understand that exceptional student outcomes depend on finding not only the most talented teachers, but also those who are the best fit for the BASIS Charter Schools community and the BASIS Charter School Curriculum. While determining which candidates will be the best to teach for us, we also aim to provide them with a clear sense of the teaching experience at BASIS Charter Schools. We focus on the unique professional opportunity and autonomy our teachers have when guiding students through our globally competitive curriculum, at one of the best charter school networks in the nation. The rigor of our program and the high expectations of our learning communities cannot be a surprise to our new teachers. Hence, just as we screen them to see what they can do, they also know what we do—and the top tier educators they’re joining.

We recognize that teacher retention is vital to great student outcomes. While the national teacher attrition average is more than 30 percent per year, heading into the 2019–20 academic year, the BASIS Charter Schools network retained nearly 80 percent of its teachers. This is higher than both the national average and the Arizona state average—and Arizona is a worthwhile comparison, because it’s where most of our schools are located.

Finally, BASIS Charter Schools utilize one of the world’s best academic programs, and the BASIS ed Talent Acquisition team strives to find and retain the best possible teachers to carry it out—fulfilling the rich history and continued progress of BASIS Charter Schools while sustaining the excellence our network has long worked to achieve and maintain. Our students and families deserve it, our students’ academic futures depend on it, and we are proud to provide it.

LEGACY GIVING $100,000–$8,000,000

One-time or multi-year gifts that range from $100,000–$8,000,000

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- Elaine and Randall Bezanson Memorial Trust
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- Stacy and Joel Hock
- Anonymous gift in memory of Jack Lewis, Jr.
- Lynn and Jack Londen
- New Schools for Baton Rouge
- The Rodel Foundation, Don Budinger

“I support BASIS Charter Schools because I feel that the BASIS Charter School Curriculum gives our children the best possible academic experience, and provides a safe and empowering environment for them to grow into confident, intelligent young men and women.”

–Kymberly Yoza, BASIS Peoria parent

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- Olga and Michael Block

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- BASIS DC Boosters
- BASIS Oro Valley Boosters
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BASIS Charter School teacher

46 | 2019–2020 Outcomes

47 | 2019–2020 Outcomes
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