27 BASIS Charter Schools in the BASIS Curriculum Schools network

Number of BASIS Charter School Students 2015–2018

- 12,339 for 2015–2016
- 14,890 for 2016–2017
- 16,994 for 2017–2018
- 19,334 for 2018–2019

$64,513,756

Amount earned in scholarships by 2018 BASIS Charter School graduates


Percentage of 2018 BASIS Charter School Graduates accepted to a U.S. News & World Report top National University or National Liberal Arts College

- 43.3% to Top 20
- 25.7% to Top 50
- 25.7% to Top 25
- 17.3% to Top 100

BASIS Charter Schools by the Numbers

2018–2019 Outcomes

#1 BASIS Scottsdale: #1 public high school in the nation
#2 BASIS Chandler: #2 public high school in the nation
#3 BASIS Oro Valley: #3 public high school in the nation
#4 BASIS Tucson North: #4 public high school in the nation
#5 BASIS Flagstaff: #5 public high school in the nation

#1 BASIS Scottsdale: #1 public high school in the nation
#2 BASIS Chandler: #2 public high school in the nation
#3 BASIS Oro Valley: #3 public high school in the nation
#4 BASIS Tucson North: #4 public high school in the nation
#5 BASIS Flagstaff: #5 public high school in the nation
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A Message from Craig Barrett, Chairman of BASIS Charter Schools, Inc.

In 2010, I was honored to join the BASIS Charter Schools network as Chairman of the Board. Since then we have seen the network rise to national – and international – levels of achievement and prominence.

We have demonstrated that our academic model and program are more than theoretical, they are practical tools for achieving internationally competitive student results. In the 20 years since the first BASIS Charter School opened in Tucson, Arizona, the network has remained firm that students are capable of more than they are commonly expected to accomplish. We believe that students can achieve remarkable outcomes from an early age through a combination of high expectations, rigorous coursework, exceptional teachers, and teacher and student accountability. Our adherence to these principles and the subsequent results are driving the demand for new BASIS Charter Schools across the nation.

Looking ahead, we are committed to growing the BASIS Charter Schools network so that more children have access to the best K-12 education in the world. Our first 20 years have been exceptional, and have culminated in BASIS Charter Schools claiming the top five spots on the U.S. News & World Report “Best U.S. High Schools” list for 2018. Over the next 20 years, we expect more BASIS Charter Schools to achieve strong national rankings, and as we grow we commit to never sacrificing quality for quantity. I said when I joined the BASIS Charter Schools team that every community needs (deserves) a BASIS Charter School. That statement is more true than ever.
2018 National Rankings

Once again, BASIS Charter Schools have been consistently ranked among the best schools in the United States. Our schools offer students an education that prepares them according to the highest, most rigorous international standards.

**U.S. News & World Report** America’s Best Public High Schools

**2018 National Rankings**

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>National Rank</th>
<th>Charter Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BASIS Scottsdale</td>
<td>#1</td>
<td>#1</td>
</tr>
<tr>
<td>2</td>
<td>BASIS Chandler</td>
<td>#2</td>
<td>#2</td>
</tr>
<tr>
<td>3</td>
<td>BASIS Oro Valley</td>
<td>#3</td>
<td>#3</td>
</tr>
<tr>
<td>4</td>
<td>BASIS Tucson North</td>
<td>#4</td>
<td>#4</td>
</tr>
<tr>
<td>5</td>
<td>BASIS Flagstaff</td>
<td>#5</td>
<td>#5</td>
</tr>
<tr>
<td>6</td>
<td>BASIS Peoria</td>
<td>#8</td>
<td>#7</td>
</tr>
<tr>
<td>7</td>
<td>BASIS Phoenix</td>
<td>#14</td>
<td>#8</td>
</tr>
</tbody>
</table>

**2018 National Rankings**

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>National Rank</th>
<th>Charter Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BASIS Scottsdale</td>
<td>#1</td>
<td>#1</td>
</tr>
<tr>
<td>2</td>
<td>BASIS Chandler</td>
<td>#2</td>
<td>#2</td>
</tr>
<tr>
<td>3</td>
<td>BASIS Oro Valley</td>
<td>#3</td>
<td>#3</td>
</tr>
<tr>
<td>4</td>
<td>BASIS Tucson North</td>
<td>#4</td>
<td>#4</td>
</tr>
<tr>
<td>5</td>
<td>BASIS Flagstaff</td>
<td>#5</td>
<td>#5</td>
</tr>
<tr>
<td>6</td>
<td>BASIS Peoria</td>
<td>#8</td>
<td>#7</td>
</tr>
<tr>
<td>7</td>
<td>BASIS Phoenix</td>
<td>#14</td>
<td>#8</td>
</tr>
</tbody>
</table>

BASIS Scottsdale is ranked as the Best High School in the U.S. for the second straight year.

**Global Results**

**BASIS Charter School Students once again outsourced students in every other educational system.**

**The 2018 OECD Test for Schools**
(based on PISA)

BASIS Charter School students outsourced 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 other educational systems throughout the world. This unique tool provides us with a powerful assessment of our schools’ performances, and insight into student perceptions of learning.

**Source:** OECD “How Your School Compares Internationally: OECD Test for Schools.” 2018. BASIS Charter School results are from the 2018 OECD Test for Schools. Results for all other countries and educational systems are from the 2015 PISA exam. The 2018 OECD Test for Schools was designed to enable international benchmarking against results from the 2015 PISA exam.

<table>
<thead>
<tr>
<th>Country</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>564</td>
<td>535</td>
<td>556</td>
</tr>
<tr>
<td>Hong Kong-China</td>
<td>548</td>
<td>527</td>
<td>523</td>
</tr>
<tr>
<td>Japan</td>
<td>532</td>
<td>516</td>
<td>538</td>
</tr>
<tr>
<td>Macao-China</td>
<td>544</td>
<td>509</td>
<td>529</td>
</tr>
<tr>
<td>Estonia</td>
<td>520</td>
<td>519</td>
<td>534</td>
</tr>
<tr>
<td>Chinese Taipei</td>
<td>542</td>
<td>497</td>
<td>532</td>
</tr>
<tr>
<td>Canada</td>
<td>516</td>
<td>527</td>
<td>528</td>
</tr>
<tr>
<td>Finland</td>
<td>511</td>
<td>526</td>
<td>531</td>
</tr>
<tr>
<td>Korea</td>
<td>524</td>
<td>517</td>
<td>516</td>
</tr>
<tr>
<td>B-S-J-G* (China)</td>
<td>531</td>
<td>494</td>
<td>518</td>
</tr>
<tr>
<td>Slovenia</td>
<td>510</td>
<td>505</td>
<td>513</td>
</tr>
<tr>
<td>Ireland</td>
<td>504</td>
<td>521</td>
<td>503</td>
</tr>
<tr>
<td>Germany</td>
<td>506</td>
<td>509</td>
<td>509</td>
</tr>
<tr>
<td>Netherlands</td>
<td>512</td>
<td>503</td>
<td>509</td>
</tr>
<tr>
<td>Switzerland</td>
<td>521</td>
<td>492</td>
<td>506</td>
</tr>
<tr>
<td>New Zealand</td>
<td>495</td>
<td>509</td>
<td>513</td>
</tr>
<tr>
<td>Norway</td>
<td>502</td>
<td>513</td>
<td>498</td>
</tr>
<tr>
<td>Denmark</td>
<td>511</td>
<td>500</td>
<td>502</td>
</tr>
<tr>
<td>Poland</td>
<td>504</td>
<td>506</td>
<td>501</td>
</tr>
<tr>
<td>Belgium</td>
<td>507</td>
<td>499</td>
<td>502</td>
</tr>
<tr>
<td>Australia</td>
<td>494</td>
<td>503</td>
<td>510</td>
</tr>
<tr>
<td>Vietnam</td>
<td>495</td>
<td>487</td>
<td>525</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>492</td>
<td>498</td>
<td>509</td>
</tr>
<tr>
<td>Portugal</td>
<td>492</td>
<td>498</td>
<td>501</td>
</tr>
<tr>
<td>Sweden</td>
<td>494</td>
<td>500</td>
<td>493</td>
</tr>
<tr>
<td>France</td>
<td>493</td>
<td>499</td>
<td>495</td>
</tr>
<tr>
<td>European Union total</td>
<td>493</td>
<td>494</td>
<td>495</td>
</tr>
<tr>
<td>Austria</td>
<td>497</td>
<td>485</td>
<td>495</td>
</tr>
<tr>
<td>Russia</td>
<td>494</td>
<td>495</td>
<td>487</td>
</tr>
<tr>
<td>Spain</td>
<td>486</td>
<td>496</td>
<td>493</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>492</td>
<td>487</td>
<td>493</td>
</tr>
<tr>
<td>United States</td>
<td>470</td>
<td>497</td>
<td>496</td>
</tr>
<tr>
<td>Latvia</td>
<td>482</td>
<td>488</td>
<td>490</td>
</tr>
<tr>
<td>Italy</td>
<td>490</td>
<td>485</td>
<td>481</td>
</tr>
<tr>
<td>OECD total</td>
<td>478</td>
<td>487</td>
<td>488</td>
</tr>
</tbody>
</table>

*Basis: Shanghai-Jiangsu-Guangdong
BASIS Curriculum 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 OECD performance levels. These students “who get to Level 5 or above can be regarded as potential ‘world-class’ knowledge workers of tomorrow,” according to the 2018 OECD Test for Schools report.

**2018 OECD Test for Schools** (based on PISA)

**Percentage of Students Scoring in the Highest Performance Levels (Levels 5 and 6)**

<table>
<thead>
<tr>
<th>BASIS Charter Schools</th>
<th>OECD Countries</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>58.5%</td>
<td>32.6%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

BASIS Charter Schools and educational systems worldwide were assessed according to the percentage of students agreeing or strongly agreeing with the following statements:

- “I get along well with most of my teachers.”
- “Most of my teachers are interested in my well-being.”
- “Most of my teachers really listen to what I have to say.”
- “If I need extra help, I will receive it from my teachers.”
- “Most of my teachers treat me fairly.”

Source: OECD Test for Schools, 2018. BASIS Charter Schools results are from the 2018 OECD Test for Schools. Results for all other countries and educational systems are from the 2015 PISA exam for Student Performance and the 2012 PISA exam for the Student Satisfaction measure. The 2018 OECD Test for Schools was designed to enable international benchmarking against results from the 2015 PISA exam.
Advanced Placement

From content mastery to understanding the changing world

BASIS Curriculum Schools students have the opportunity to begin AP-level coursework before they even enter high school, and all students begin taking AP courses and exams in grade 9. This generates the opportunity for high school students to engage in post-AP courses and further develop the ability to think independently and creatively.

AP Profile

2018 BASIS Charter School Graduates

85.5% AP Exam Pass Rate

3.7 Average AP Exam Score

11.8 Average Number of AP Exams Per Graduate

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 3.25 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 in the United States 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.

Class of 2018 AP Scholar Awards

Highest AP Scholar designation received by each BASIS Charter School graduate and the percentage of graduates in each category

- 32.1% AP Scholar with Distinction
- 15.6% AP Scholar
- 14.0% National AP Scholar
- 7.5% AP Scholar with Honor
BASIS Curriculum students graduate with a preparedness to excel in college and beyond.

Recognized in 55 countries, the AP Exam is formulated to assess college readiness and reflects the standard expectations of entry level university courses. All grade levels in the BASIS Curriculum prepare students for academic excellence, and in grade 8 through high school, this excellence is evident on AP Exams.

2018 AP Exam Pass Rate
Percentage of BASIS Charter School test takers earning a 3 or higher

<table>
<thead>
<tr>
<th>Category</th>
<th>BASIS Charter Schools</th>
<th>All Countries</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Capstone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>96.0%</td>
<td>74.6%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Seminar</td>
<td>100.0%</td>
<td>82.3%</td>
<td>81.8%</td>
</tr>
<tr>
<td>AP English and Foreign Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>86.6%</td>
<td>57.1%</td>
<td>57.0%</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>82.5%</td>
<td>47.3%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>91.9%</td>
<td>90.9%</td>
<td>89.6%</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>93.0%</td>
<td>76.8%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Latin</td>
<td>84.2%</td>
<td>66.4%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>97.5%</td>
<td>87.6%</td>
<td>87.5%</td>
</tr>
<tr>
<td>AP Math and Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>90.2%</td>
<td>61.5%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>78.9%</td>
<td>57.6%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>94.9%</td>
<td>79.8%</td>
<td>80.2%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>83.4%</td>
<td>55.8%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Physics 1</td>
<td>80.6%</td>
<td>40.6%</td>
<td>39.2%</td>
</tr>
<tr>
<td>Physics 2</td>
<td>90.5%</td>
<td>63.1%</td>
<td>60.7%</td>
</tr>
<tr>
<td>Physics C: Electricity and Magnetism</td>
<td>90.8%</td>
<td>73.5%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>95.5%</td>
<td>77.3%</td>
<td>76.9%</td>
</tr>
<tr>
<td>AP Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>94.7%</td>
<td>63.2%</td>
<td>63.5%</td>
</tr>
<tr>
<td>European History</td>
<td>85.0%</td>
<td>57.8%</td>
<td>57.5%</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>92.7%</td>
<td>58.3%</td>
<td>54.7%</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>94.1%</td>
<td>67.9%</td>
<td>64.3%</td>
</tr>
<tr>
<td>United States Government and Politics</td>
<td>82.0%</td>
<td>53.0%</td>
<td>53.0%</td>
</tr>
<tr>
<td>United States History</td>
<td>89.8%</td>
<td>51.9%</td>
<td>51.8%</td>
</tr>
<tr>
<td>World History</td>
<td>88.3%</td>
<td>56.1%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Other AP Classes</td>
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</tr>
<tr>
<td>Computer Science A</td>
<td>88.0%</td>
<td>67.8%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>90.9%</td>
<td>68.0%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>89.3%</td>
<td>47.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Human Geography</td>
<td>94.6%</td>
<td>54.4%</td>
<td>54.1%</td>
</tr>
<tr>
<td>Psychology</td>
<td>94.9%</td>
<td>65.6%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Statistics</td>
<td>97.0%</td>
<td>60.6%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Studio Art: 2-D Design Portfolio</td>
<td>97.6%</td>
<td>84.2%</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

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Source: College Board, 2018
Our Graduates

Students who earn a BASIS Diploma are prepared to be leaders in college and beyond. During the first two trimesters of their senior year, grade 12 students take a daily College Counseling course that is designed to help them discover their intellectual passions and to introduce them to opportunities, majors, and schools that are in line with their goals.

After identifying post-secondary programs that are the best fit for their interests, BASIS Curriculum College Counselors assist students in facilitating visits to campuses, hosting university admissions representatives, and also offer valuable feedback on applications and personal essays. The College Counseling program helps students determine the paths they’ll take, and upon completing the accelerated BASIS Curriculum, graduates often enter college as first- or second-semester sophomores, with some receiving scholarships to attend some of the world’s top colleges and universities.

| Total number of 2018 BASIS Charter School graduates | 513 |
| Total number of college acceptances | 2,477 |
| Percent of graduates accepted to a top 100 national university or national liberal arts college | 63% |
| Average scholarship dollars earned by each 2018 BASIS Charter School graduate | $125,758 |


Number of 2016–18 BASIS Charter School graduates accepted to U.S. News & World Report top 20 National Universities*

<table>
<thead>
<tr>
<th>National University</th>
<th>BASIS Charter School Graduates Accepted 2016–2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princeton University</td>
<td>15</td>
</tr>
<tr>
<td>Harvard University</td>
<td>14</td>
</tr>
<tr>
<td>Yale University</td>
<td>11</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>9</td>
</tr>
<tr>
<td>Stanford University</td>
<td>22</td>
</tr>
<tr>
<td>Columbia University</td>
<td>7</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>12</td>
</tr>
<tr>
<td>Duke University</td>
<td>31</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>10</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>15</td>
</tr>
<tr>
<td>California Institute of Technology</td>
<td>10</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>15</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>23</td>
</tr>
<tr>
<td>Brown University</td>
<td>17</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>24</td>
</tr>
<tr>
<td>Cornell University</td>
<td>29</td>
</tr>
<tr>
<td>Rice University</td>
<td>22</td>
</tr>
<tr>
<td>Washington University in St. Louis</td>
<td>32</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>7</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>7</td>
</tr>
<tr>
<td>Emory University</td>
<td>13</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>45</td>
</tr>
</tbody>
</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.

College Entrance Exams
Average Score

SAT
ACT

BASIS Charter School Graduates
U.S.

2018
1386†
30

2017
1010**

2018
21***

2017

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

BASIS Charter School students are eight times more likely to score in the 90th percentile on the SAT.

Number of 2016–18 BASIS Charter School graduates accepted to U.S. News & World Report top 20 National Liberal Arts Colleges*

<table>
<thead>
<tr>
<th>National Liberal Arts College</th>
<th>BASIS Charter School Graduates Accepted 2016–2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams College</td>
<td>9</td>
</tr>
<tr>
<td>Amherst College</td>
<td>8</td>
</tr>
<tr>
<td>Swarthmore College</td>
<td>6</td>
</tr>
<tr>
<td>Wellesley College</td>
<td>9</td>
</tr>
<tr>
<td>Pomona College</td>
<td>2</td>
</tr>
<tr>
<td>Middlebury College</td>
<td>8</td>
</tr>
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<td>Bowdoin College</td>
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<td>Davidson College</td>
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<td>Hamilton College</td>
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<td>Grinnell College</td>
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* 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.

Source: College Board, 2018. Based on Nationally Representative Sample (typical 11th and 12th grade student).

† SAT averages for BASIS Charter Schools are based on the highest exam score earned by each student.

** Based on Nationally Representative Sample (typical 11th and 12th grade student).

*** Average scores for the U.S. are for the graduating class of 2017. Results were not available for the graduating class of 2018 at the time of publication.
Subject Expert Teachers: Each subject at BASIS Charter Schools is taught by a Subject Expert Teacher, who has advanced knowledge in the discipline they teach. Physics is taught by an experienced physicist, history is taught by a well-studied historian, and so on.

Homework Buddies: Students in the primary grades at BASIS Charter Schools are paired with a Homework Buddy in their own class. Homework Buddies help each other keep track of work and collect missed assignments when the other is sick or absent. This way students can easily catch up when returning to school from an absence.

Mandarin for young learners: Students receive daily Mandarin instruction starting in kindergarten. By beginning foreign language instruction early, students are able to grasp concepts more easily and progress to the next level. Mandarin also provides early learners with the opportunity to engage both sides of their brains. It is a tonal language that requires speakers to use the typical language processing part of the brain (commonly in the left hemisphere), in addition to the right anterior temporal cortex, which is crucial in recognizing differences in tone and pitch.

Connections course: Primary grade students in BASIS Charter Schools are introduced to the importance of interdisciplinary work through the weekly Connections course they take. These young students are taught to acknowledge the interdisciplinary nature of subjects like art and engineering through creative hands-on assignments designed by their Learning Expert Teacher. These are scenario-based activities, requiring students to build prototypes or conduct experiments with their classmates.

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Senior Projects: Seniors at BASIS Charter Schools have the opportunity to participate in an optional independent project, which spans several months and requires students to intern at an off-campus location. Students are responsible for creating their own syllabus for this project. They are guided in their study by the expertise of both a teacher on campus, and an off-campus advisor who works professionally in the student’s area of interest. The Senior Project serves as an introduction to the self-guided nature of college-level coursework.

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My two youngest children—Scarlett, in first grade, and Lina, in second grade—have both attended BASIS Charter Schools since kindergarten. I am continually awed by their academic achievement and personal growth. Every day they are intellectually stimulated and challenged while developing essential habits for success.

Throughout their preschool years, I was fortunate to spend every day with them. My professional experience in educational publishing provided a springboard for our activities. I had written K–12 curriculum for students of various needs, ages, and backgrounds, and studied the most effective educational theories, methods, tools, and applications. We played with purpose. We played, explored, discovered, and learned—their curiosity always opening up new directions to travel. No time constraints limited their imaginations. No established structure confined their minds. Each day they took the reins. They were insatiable learners.

Socrates described education as “the kindling of a flame, not the filling of a vessel.” The flame was ignited, and their excitement to learn burgeoned. So as Lina neared kindergarten, we began to narrow down schools that we felt could maintain the scope of instruction, level of attention, and interactive education they were accustomed to.

Conventional public schools had a 50-50 track record of success in our household. My two older children had attended public schools in reputable, high-performing districts. But, like all children, they each had different individual needs, and thus very different experiences. My oldest daughter thrived among the diverse population and broad range of knowledge. Her creativity flourished. She was motivated by her peers and challenged by her classes. She navigated easily through the system and sought out the resources she needed to succeed. My son, on the other hand, was frustrated by shallow instruction and inadequate discussion. His interest was slowly quashed and replaced with resolute boredom. We tried the various remedies recommended by the district before ultimately deciding to take him out of school entirely and allowing him to finish the last two years of high school at home with me.

With my son at home, our preschool learning became interspersed with high school topics and discussion. While working with my son, my preschoolers were inadvertently introduced to subjects and concepts that I would not have otherwise considered. When I included them in the conversation, they were making connections that related to their world, and the lessons became significant to them. Consequently, their inquisitive nature led us to deeper discussions. Their innocent perspectives and unjaded opinions enriched our conversations. I recognized that not only were they capable of comprehending so much more than I expected, but they were contributing more than I had expected. These unique learning opportunities were allowing them to develop fundamental cognitive and social skills that would give them a great advantage in school. We focused our search...
for a school with an advanced curriculum taught by passionate and creative teachers. A few schools regularly took the academic spotlight in parent circles. BASIS Charter Schools rose quickly to the top of our list, promising an academically rich environment that challenges young minds, instills accountability, embraces culture, and nurtures fundamentals of character. With a reputation for being rigorous, we were concerned that the structure and pace could overwhelm them. But both Lina and Scarlett have continued to excel and exceed our expectations.

My girls are engaged and actively participating in their education through well-developed scaffolded lessons, inviting unlimited potential for learning. They follow an accelerated curriculum, keeping pace with their curiosity and readiness, and consequently, studying material typically taught to students at least one grade level ahead of them. Regular assessment fosters their mastery of new concepts. Students explore real-world connections with the guidance of real-world experts. Questions are encouraged.

BASIS Curriculum teachers have clearly defined roles in their classrooms. In the primary grades, a Learning Expert Teacher manages the class and builds essential skills and strategies, and Subject Expert Teachers focus solely on teaching lesson content. Subject Experts have deep first-hand knowledge in their field, often gained through their own practical and applied professional experience before teaching at BASIS Charter Schools. As a result, teachers love what they teach, and their enthusiasm transfers directly to the kids.

The BASIS Curriculum balances humanities, fine arts, and foreign language acquisition with a strong foundation of science, technology, engineering, and math (STEM) courses. Lessons and activities encourage students to play, hypothesize, and discover, honing their critical thinking and analytical skills. New and complex concepts are supported through practical real-world connections.

Homework assignments reinforce concepts taught in class, giving students an opportunity for independent review and personal assessment. The workload is consistent, so students know what to expect, and they learn to plan and prioritize. Teachers often make optional resources available if kids want to delve deeper, and they set aside ample time for kids to come in for further discussion.

The holistic approach to learning goes beyond academic content—promoting healthy choices and life skills that will give students the best chance for success. BASIS Curriculum students are rewarded for demonstrating integrity, accountability, honesty, responsibility, and discipline. They are encouraged to keep their brains and bodies performing optimally by hydrating and eating nutritious foods. Students understand that physical fitness is vital to life and includes flexibility, mobility, and core strength. Regular exercise that emphasizes stretching and strengthening is incorporated into each day through both recreational play as well as structured activities such as team-based sports and martial arts. These activities benefit them physically, mentally, and socially.

My daughter Lina is the most compassionate girl you’d ever meet. She dislikes nothing more than seeing someone else hurting. And of course the thought of anyone hurting her is devastating. Recently she shared with me a remarkable situation that occurred over the summer at camp. She saw two children fighting and asked them to stop. One of the children threatened and attempted to choke her. As the child approached, she moved into the well-rehearsed “palm block high” Kung Fu move she had practiced in PE so many times that it was second nature. The attacker immediately retreated, likely surprised by her quick reaction of self-defense. Hearing how she had effectively protected herself and diffused the conflict without incident gave me comfort. I was impressed—and relieved—that she had the instinct and courage to react in such a mature manner.

As a parent, nothing is more rewarding than helping your children build a foundation that will allow them to achieve their goals. I am grateful that my children have the privilege of an exceptional education. They share classrooms and participate in discussions with faculty and peers who value high standards, and they share a commitment to helping each other succeed. Every day I see BASIS Charter School students encouraging and challenging each other. Together they are building a community of respect, stewardship, and support—preparing to be competent global citizens who will positively impact our world and future generations.
“The fact that we set such high expectations from the beginning and do not back down from them is one of the reasons we’ve been able to succeed. Students, and people in general, will always move to the level of expectations you set for them. If you set a high bar, they will climb that high. If you set low expectations, that’s all they will achieve.”

—Kevin Matthews – Subject Expert Teacher, BASIS Tucson North

“There is a lot put on these students’ shoulders, their plates are full and they’ve learned to manage it all. The value in this transcends all aspects of life.”

—Stephanie Rieser – Subject Expert Teacher, BASIS Phoenix

**College counseling:** Advising in college applications and admissions processes begins as early as grade 8, and starting in grade 9, students are invited to attend presentations offered by visiting college representatives. Parents are encouraged to make an appointment to speak with college counselors at any time. This ensures that our college-bound students are prepared academically and financially. One hundred percent of BASIS Charter School graduates are accepted into a four-year program.

**Learning Expert Teachers:** Every class in grades 1–4 (sometimes 1–3 depending on the campus) has a Learning Expert Teacher (LET) who specializes in educational pedagogy. Their primary goal is to ensure that every student understands and masters the material.

**Engineering for young learners:** BASIS Charter School students begin tackling the basic concepts of engineering and design as early as kindergarten. They are introduced to important core concepts such as the scientific method, designing a prototype, performing tests, and eventually redesigning. Students are introduced to these concepts through hands-on, experiment-style assignments, where they are responsible for collecting actual results that should guide their decision making.
This building is where the Blocks opened the first BASIS Charter School in 1998.

Before there were 27 BASIS Charter Schools, more than 20,000 students, and an extensive list of honors and recognitions, there was a singular Tucson-based school founded by two concerned educators.

Over 20 years ago, Michael and Olga Block were living and working in Tucson, Arizona – Michael as an economics professor at the University of Arizona, and Olga as a researcher for the Goldwater Institute. Formerly a dean at Charles University in Prague, Olga had recently moved to the southern Arizona city with her middle school–aged daughter Petra, and she was searching the greater Tucson area for a school that held the same standards of high academic achievement she valued in the Czech Republic. Michael shared his wife’s enthusiasm for finding such a program. In his experience as a university professor, he had seen that students from outside the U.S. were frequently better prepared for college-level coursework, especially in the realms of math and science.

The two searched for a program that would prepare Petra according to the same rigorous standards commonly found in schools throughout Europe and Asia, but their search was largely to no avail. Their apprehension to sign Petra up for just any old school was the beginning of what would eventually become a highly influential idea – and force – in American education. They decided to open their own charter school, the very first BASIS Curriculum School.

Their idea was ambitious given the limited resources they had at the time, but the concept was clear enough that it seemed achievable: to form a small charter school that promoted student accountability, focused on academics, and prepared students for success at university. The first step was securing classroom space, and then came the even more important task of recruiting the best teachers for their inspired academic program.

The Blocks secured classroom space for their would-be students in a local Tucson temple and were on the hunt for excellent teachers to help them turn their concept into reality. They knew they had a nearby source of superb talent at the University of Arizona, as well as their own extensive contacts in the education world. Arizona’s charter school laws also gave the Blocks the freedom to recruit the most knowledgeable experts they could find in each subject, rather than requiring candidates to possess a teaching certificate. The Blocks went on to recruit only those with degrees in the subject they would be teaching. This feature was key to realizing their vision of educating students at internationally competitive levels.

Once their subject expert teachers were hired and the process to properly open a charter school was complete, they opened BASIS Tucson in 1998. In the school’s first year, Petra was joined by 57 other students who were willing to take a chance on this new kind of American school.

It did not take long for both the students and the teachers to see the potential that lay before them. Guided by expert teachers, these uniquely motivated students mastered content quickly and were working ahead of grade level. It became apparent to all
those involved in this early operation that those high standards achieved throughout Europe and Asia were attainable for these Tucson students as well. They only needed the right learning environment and passionate, knowledgeable teachers. At this new school, the high standards of Europe and Asia would fuse with classic American ideologies like entrepreneurship and self-sufficiency.

After a few years of operation and ironing out details, the Blocks sought to determine if the success of the BASIS Curriculum could be replicated in a second charter school. This time around they looked north, to the Phoenix metropolitan area, eventually settling their sights on Scottsdale.

The process began again. First they assembled a team, complete with their newly-appointed Head of School Diane Moser, and a group of capable new teachers. Next, they secured classroom space. The Blocks focused on putting together a strong, experienced team first, a task they have repeated during the expansion of the BASIS Curriculum Schools network ever since.

While working to get BASIS Scottsdale up and running, the Blocks traveled back and forth from Tucson to Scottsdale frequently, often spending their weekdays running the Tucson school, and their weekends in Scottsdale establishing the second campus with Moser. It was a lean team at the time, and all hands were on deck, with full days and little rest.

Propelled by the excellent student outcomes at BASIS Tucson and the promise of BASIS Scottsdale’s impending opening, the Blocks, Head of School Moser, and their small and hard-working group of staffers were eager to see how the BASIS Curriculum would develop.

In 2003, BASIS Scottsdale opened its doors, and the model that had proven itself in Tucson would be tested again. Just as the Blocks had seen at the Tucson school, BASIS Scottsdale students quickly adjusted to the high-standards, high-accountability learning environment. They were excited to come to school each day, to support one another in the challenging coursework, and to prove to themselves that they were capable of mastering content one or sometimes two grade levels above what their district school peers were studying. These educational outcomes were made possible through the guidance of talented subject experts who taught each class. The model that the Blocks had pioneered in Tucson just several years prior now seemed even more potent and possible.

Over the next five years, both BASIS Tucson and BASIS Scottsdale continued to grow, and the Blocks and their team continued to refine and improve the BASIS Curriculum. BASIS Tucson was becoming a phenomenon of sorts. In 2006, BASIS Tucson received the #3 national ranking in the Newsweek list of “America’s Best High Schools.” Two years later, in 2008, just ten years after opening, BASIS Tucson was ranked #1. BASIS Charter Schools have consistently been ranked among the nation’s top schools ever since.

BASIS Tucson and BASIS Scottsdale were the only two BASIS Curriculum Schools for the first twelve years of the network’s existence. But expansion began in earnest in 2010 with the opening of BASIS Oro Valley. At this point the Blocks were assisted by an array of talented educators who had helped identify and outline best practices for classroom instruction, student support, and benchmarking techniques. The BASIS Curriculum had come into its own.

The years that followed the opening of BASIS Oro Valley were marked by more national rankings, graduate success stories, and flourishing school cultures. Communities across Arizona, and across the nation, were eager to embrace the BASIS Curriculum, and the growing network opened new charter schools throughout the Phoenix metropolitan area and in northern Arizona cities including Flagstaff and Prescott. BASIS Charter Schools opened in Washington D.C., Texas, and Louisiana. The BASIS Curriculum further expanded with the opening of independent schools in New York City, Northern Virginia, and the San Francisco Bay Area, as well as in China and the Czech Republic, Olga Block’s home country.

In just twenty years, the BASIS Curriculum Schools network has grown from a single school with several dozen students to perhaps the pre-eminent education network in the world, with 37 campuses and more than 24,000 students in three nations, six states, and the District of Columbia as of 2018. The network’s success is a product of the Block’s decision to hire bright, passionate, subject expert teachers to teach the BASIS Curriculum to students who learn to love learning, and to take ownership of their own education.
In 1998, economics professors Michael and Olga Block found themselves dissatisfied with the local educational options available for their middle school-aged daughter. Despite combing the city, they were unable to find a public school in Tucson that offered truly challenging academics on par with the highest international standards. Rather than simply accept this situation, the Blocks decided to take advantage of Arizona’s then-new charter school law and open their own school that would combine the rigor of Asian and European education with the American spirit of inquiry and discovery. The BASIS Curriculum Schools network was born shortly thereafter.

First BASIS Charter School opens with 58 students and six teachers; classes were held at the Temple Emmanu-El, Tucson.

BASIS Tucson opens with 382 students.

BASIS Scottsdale opens at the Scottsdale Airpark with 150 students.

BASIS Tucson graduates its first class.

BASIS Scottsdale moves into brand new facility.

BASIS Tucson receives first national ranking by U.S. News & World Report.

BASIS Tucson ranked #1 high school in the U.S. by Newsweek.

BASIS Tucson receives the network’s first national ranking by Newsweek, #3.
2009

2010
- BASIS Chandler Primary North opens.
- BASIS Independent Schools open in McLean, VA and Tremont, CA.
- BASIS Curriculum Schools network grows to 24 schools across the U.S. and China.

2011
- BASIS Chandler, BASIS Flagstaff, and BASIS Peoria open.
- BASIS Scottsdale and BASIS Tucson participated in the pilot of the OECD Test for Schools (based on PISA).
- BASIS Tucson receives the network’s first national ranking by The Washington Post, #11.

2012
- BASIS Chandler Primary South opens.
- BASIS Charter Schools open in McLean, VA and Fremont, CA.

2013
- Second Texas charter school opens. BASIS San Antonio North, BASIS Chandler Primary South, BASIS Scottsdale Primary, and BASIS Goodyear open. First BASIS International School opens in Shenzhen, China, the first school to serve Pre-K students. Student population reaches 14,380.

2014
- 2011 BASIS Chandler, BASIS Flagstaff, and BASIS Peoria open.
- BASIS Scottsdale and BASIS Tucson participated in the pilot of the OECD Test for Schools (based on PISA).

2015
- 37 BASIS Curriculum Schools, 27 BASIS Charter Schools (managed by BASIS.ed) 7 charter schools ranked in top 20 and 3 more charter schools nationally recognized by U.S. News.
- BASIS International Schools open in Huangzhou, China; Huizhou, China; and Prague, Czech Republic.

2016
- BASIS Chandler Primary North opens.
- BASIS Independent Schools open in McLean, VA and Fremont, CA.
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2017
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2018
- BASIS Independent Schools open in McLean, VA and Fremont, CA.

2019
- BASIS Independent Schools open in McLean, VA and Fremont, CA.
Evolving the BASIS Curriculum

By Gavin Maxwell, BASIS ed Copywriter

As the BASIS Curriculum Schools network continues to expand, so does the breadth of our curriculum and depth of our toolbox. We strive for constant improvement at every one of our campuses, from Tucson to Washington, D.C.

Our teachers, administrators, and curriculum experts are continuously seeking new ways to better serve our students and improve our academic program, whether we are expanding our course catalog, offering new student-support resources, or utilizing advanced digital tools. Each passing school year yields fresh ideas, and plenty of opportunities to test and eventually fine-tune them.

SPORK – a tool for the next generation of BASIS Curriculum students

SPORK = Education Software (Application and Add-ons) + Proprietary Content (SPORK Math)

A learning tool custom developed, piloted, and now deployed by BASIS Curriculum Schools, SPORK is an Android tablet-based application (with proprietary content) that allows students to access their lessons and homework assignments digitally. Individual students are assigned a personal tablet preloaded with the necessary software and content, and take it home daily.

So far the tablet and complementary application are being used at eight BASIS Curriculum Schools, primarily being used in Pre-Algebra, Algebra 1, and Algebra 2. They are also being used by other teachers in subjects other than math. Additional SPORK courses are in development.

While students work through their math homework, they are prompted to indicate their level of understanding for each given problem. They select from a range of competency levels, from “unsure and need help” to “fully comprehend and able to help others.” Teachers will access and review student feedback and can then adjust their classroom instruction to address problem areas where the class struggled and avoid concepts that are already mastered. As students practice each problem and gain a better understanding of how to solve it on their own, they can adjust their feedback to the appropriate competency level.

SPORK supports an array of add-on features as well, such as teacher-to-student polling and posting study resources (links, PDFs, etc.) to the class tab within the app. While tablets are currently only available to certain schools and grades, the intent is to get them in as many classrooms as time and resources permit, and to rapidly extend the program as quickly as possible.

Our constant focus on improvement has generated an array of invaluable resources for students across the network. In keeping with true BASIS Charter Schools spirit, we have no intention of letting off the gas in our mission to operate the best schools in the Nation.

Senior Capstones – expanding Capstone courses to more schools across the network

Capstone courses within the BASIS Curriculum introduce seniors to the type of self-guided research that will be expected at university. These courses are devoted to helping students become more comfortable with the open-ended nature of original scholarly research.
These classes focus on advanced topics within each subject area such as “Hitler and Nazi Germany,” “Human Pathogens and Pathology,” or “Multivariable Calculus.” Students are encouraged to choose Capstone courses that are of particular interest to them. To graduate with Honors, seniors must earn a “B-” or better in a Capstone course in each of the following disciplines: foreign language, math, science, and humanities/social sciences. To graduate with High Honors, seniors must then complete AP Research plus a Senior Research Project or just a Senior Project. By exploring multiple Capstone courses, students can get a sense of what they might want to study at university or pursue as a career.

As more BASIS Charter Schools mature and have larger senior classes, the number of Capstone courses they can offer has surged. Each year more students across our network have access to these valuable experiences—and as more students are eligible to take Capstones, the range of the courses expands too.

Literacy Enrichment – additional literacy skills instruction for young learners

All primary students at BASIS Charter Schools now take a course called “Literacy Enrichment,” which is designed to enrich reading comprehension, fluency, and understanding of how words and sentences are constructed. Introduced during the 2017-2018 school year, students attend Literacy Enrichment in addition to their Humanities and READ classes, so they spend a considerable amount of time each day practicing literacy skills.

This extra practice time is crucial when preparing students to face more challenging content in the next grade level. Teachers are using digital performance tracking tools across literacy courses at BASIS Curriculum Schools for fluency and reading comprehension and targeted instruction. Assessment systems, intervention materials, coordinated academic support, new and exciting books, and the best possible teachers make BASIS Charter Schools the best place for learning—and loving!—to read. This extra insight helps teachers adapt their literacy instruction for future lessons and classes.

International Student Program – bringing world cultures to the classroom

While classroom instruction is the largest input to student learning, students also learn by interacting with their classmates and others at school. These social situations are critical as students are developing the communications skills necessary to succeed in the broader world outside of a classroom. They must be able to communicate and cooperate with others — including people similar to themselves, as well as people from entirely different backgrounds.

In order to facilitate the growth of personal communication skills within our students, many schools in our network participate in an International Student Program. The exchange program is open to students from around the world and permits them to spend an academic year living in the U.S. while they attend a BASIS Curriculum School. International students are encouraged to share their home culture with their new classmates while enriching their worldview and their academic experiences. Not only is this an invaluable experience for the exchange students, it allows all the students to gain new perspectives and to be helpful companions.

Giving students the chance to develop their interpersonal skills while learning about foreign cultures is more than just a worthwhile exercise for BASIS Charter Schools; it is real-world experience that will set our students apart.

Improvement – always a constant

As our network of schools continues to expand and the list of accolades earned by our students grows, we will continue to improve. Each challenge reveals new innovations and possibilities, and we plan to take advantage of them—using them to fine-tune the BASIS Curriculum, create new opportunities for our students, and develop useful tools for our teachers. BASIS Charter Schools are communities of learners, and we do not lose focus!
Peer Tutors: Many students at BASIS Charter Schools are eager to help their peers succeed. Students who have done well in a certain subject or course can volunteer to become Peer Tutors. The Academic Support Advisor pairs Peer Tutors with students in need of extra tutoring, and they are also available during Student Hours and the Early Bird/Late Bird programs. They frequently assist students with homework, projects, or studying for an upcoming exam.

“We won the lottery when we applied and chose to be at BASIS Scottsdale. BASIS Scottsdale provides an unparalleled educational opportunity and foundation for our children. The Annual Teacher Fund supports and rewards the teachers that are dedicated to teaching our kids. We invest a lot of time and money in our children in so many areas and investing in their education is the single best investment we will make.”

–Gina and David Rosenberg, BASIS Scottsdale parents

Extracurricular Offerings: BASIS Charter Schools offer a variety of extracurricular programs ranging from athletics to music, competitive math and science bowl teams, robotics clubs, chess, and much more. It’s easy for students to start their own extracurricular programs as well. Any student can start a new club if they have an idea for something that is not currently offered.
A Message from Peter Bezanson, BASIS.ed CEO

Looking Forward: Another 20 years of growth, and successful student outcomes

The very first student at BASIS Tucson, Olga Block’s daughter Petra, is now the Head of School at the newest BASIS International School in Prague, Czech Republic. The first student to walk in the door at BASIS Beginners Prague was none other than Petra’s son, Olga Block’s grandson Miky. Let that sink in: Goosebumps.

What began as a family-oriented venture focused on schoolchildren remains a family oriented venture, still focused on schoolchildren - albeit more of them! - after all these years.

The 20th anniversary of the BASIS Curriculum Schools network is not only a great time to look backward – to remember from where we came, and how we got to where we are - but it is also a great time to think about the future. What will the BASIS Curriculum Schools network look like five years from now? Ten? What will the BASIS Curriculum focus on when today’s preschoolers – like little Miky – are eager and active middle schoolers, or graduating from high school?

In honor of the 20th anniversary, here is a look at what the future just might look like for our network:

By 2023

- BASIS Charter Schools will be bringing our acclaimed academic program to thousands of additional students in Texas. Indeed, we will be fully engaged in massive growth in the Lone Star State. Right now, in Texas, we are three schools strong with three strong schools, all of them in San Antonio. But as you may have noticed, Texas is a very, very big state. We are actively exploring new campus locations in Austin, El Paso, San Antonio, and North Texas. Five years from now, we will have between twelve and fifteen schools in Texas, with ten thousand or more primary school, middle school, and high school students in that great state.

- BASIS Charter Schools will have multiple new schools in Louisiana. BASIS Baton Rouge just opened in 2018, and our first school for students in Louisiana has been a rousing success! It is not only our first school in the Bayou State, but it is the first school that we have opened in partnership not only with a traditional school district, but also with a local hospital. By 2023, we aim to have three schools in Baton Rouge and two schools in New Orleans. Cajun country is BASIS Curriculum country!

- The BASIS Curriculum Schools network will have charter schools in two additional states. Our ability to bring the BASIS Curriculum to students attending BASIS Charter Schools outside of Arizona, Louisiana, Texas, and Washington, D.C., is entirely dependent upon the status of state charter laws. We are optimistic that we will be able to bring our program to new charter school students in Colorado, Florida, Nevada, and possibly Georgia. Everyone involved in the growth of our network has their favorite new region – mine is Colorado. Please visit www.bringBASIS.com to tell us where you think local students need the BASIS Curriculum, next! By 2023, our program will be an option for school kids in one or two of these additional states.

- The Expansion of SPORK – the tablet program for BASIS Curriculum Schools – will be well-established across the network. Many of our students have already experienced our new tablet-based math curriculum. This year, that program is in select schools for Pre-Algebra, Algebra I, and Algebra II. By 2023, we will have eliminated nearly all physical textbooks in nearly all courses. Moreover, the SPORK program is so much more than a tablet textbook. SPORK – which was named by one of our co-founders due to its multi-faceted capabilities for students and teachers alike – is a proprietary educational software that has been developed to host the courses above, and more courses in the future, as well as to offer useful apps and learning tools to our students and teachers.

The tablet-based software has application features that allow teachers to have greater control over the content they teach, including the ability to determine if students are understanding what’s happening in class! It also allows students to access homework, provide immediate feedback (polling) on their level of understanding of their homework and in-class work, and access useful and school-approved applications, tools, and resources.

Peter Bezanson, BASIS ed CEO
Ultimately, we believe that SPORK will make a tremendous positive difference for BASIS Curriculum students and teachers — and by 2023, this will be a feature of our network.

By 2028

Right now, there are 24,000 BASIS Curriculum School students studying in 27 BASIS Charter Schools in Arizona, Louisiana, Texas, and Washington, D.C.; five BASIS Independent Schools in California, New York, and Virginia; and five BASIS International Schools in two countries worldwide, growing to three countries next year.

Obviously, it’s difficult to determine exact numbers, but I will say that by 2028, there will be at least fifty BASIS Charter Schools across the United States, and another 50 BASIS Independent and International Schools.

That’s more than 80,000 students worldwide learning from the BASIS Curriculum, as taught by bright, passionate, and talented BASIS Curriculum teachers!

It’s been a long, worthy road. From Michael and Olga Block’s daughter Petra and her several dozen classmates in Tucson — during the height of “Friends” and The Backstreet Boys — to today’s 24,000 students, including Olga’s grandson Miky, in three nations, six states, and the District of Columbia, the BASIS Curriculum has changed many lives — and we plan on changing many more. For twenty years and counting, our schools have done what they still do: bring students a world-class high-achieving education via the most talented teachers in the universe.

The last twenty years have been positive and purposeful. We’re looking forward to the next twenty, and beyond.

Looking Forward: Another 20 years of growth, and successful student outcomes

The BASIS Scottsdale Quiz Bowl team during their victory over BASIS Curriculum School teachers at 2018 Summer Institute.
“At BASIS Charter Schools kids are taught not just to study and work hard, but also to communicate when they’re overwhelmed, when things seem impossible. Every student becomes invested in their education… at BASIS the kids inspire you.”

—Luke Calhoun
Subject Expert Teacher, BASIS Flagstaff

Student & Parent Hours: Teachers at BASIS Charter Schools have weekly Student and Parent Hours, in which they are available for questions outside of regular classroom hours. This gives students a chance to get additional and individualized help on assignments, and it allows parents the opportunity to check in with their child’s teachers should they have any questions or concerns.
LEGACY GIVING $100,000–$8,000,000
One time or multi-year gifts that range from $100,000–$8,000,000

- Barbara and Craig Barrett
- Olga and Michael Block
- The Brackenridge Foundation
- Choose to Succeed
- The Ewing Halsell Foundation
- Stacy and Joel Hock
- Lynn and Jack Londen
- New Schools for Baton Rouge
- The Rodel Foundation, Don Budinger

ANNUAL TEACHER FUND 2017–2018

COSMOS $250,000+
- Olga and Michael Block

POLARIS $25,000+
- Barbara and Craig Barrett

SIRIUS $10,000+
- BASIS Chandler
- BASIS Oro Valley
- BASIS Oro Valley Boosters
- The Coles family
- Lorie and Mace Wolf
- BASIS Peoria
- BASIS Peoria Boosters
- BASIS Phoenix
- Patti and Peter Beazanson
- BASIS Prescott
- The Tibi family
- BASIS San Antonio Primary North Central
- The Faherty-Eicher family
- Victoria and Martin Rico
- BASIS San Antonio Shavano
- San Antonio Shavano Boosters
- BASIS Scottsdale
- Sharon and Eliot Garbus
- The Patel family
- Turner Family Charitable Trust
- The Parvathy and Uma Vinay’s family
- BASIS Scottsdale Primary East
- Anonymous
- The Willson family
- BASIS Tucson North
- Anonymous
- BASIS Washington, D.C.
- BASIS DC Boosters

CANOPUS $5,000+
- BASIS Ahwatukee
- The Buttram family
- The Greenman family
- Wei Yu and Qi Yin
- BASIS Chandler
- The ChessHelps-Pinisetti family
- John and Lee Sa Jackson
- The Kumar family
- The Lampner family
- Ravi and Poonam Mahajan
- The Manepalli family
- BASIS Chandler Primary North
- The Hornyak family
- BASIS Chandler Primary South
- The Manepalli family
- BASIS Flagstaff
- Angie and Jeff Rockow
- Anonymous
- The Takeuchi family
- BASIS Goodyear
- Angela and Toby Cardone
- The Moebe family
- BASIS Mesa
- Matthew and Tanya Harrison
- The Illingworth-Huish family
- The Koeller family
- The McKeel family
- Drs. Glanrewaju and Hope Jaloja
- Drs. Shahzad Shadmany and Charina Tecson
- BASIS Oro Valley
- Sriraj Adhikari and Dorota Pucyk
- The葫芦 family
- The Hughes family
- The La Bastide family
- BASIS Peoria
- Drs. Peyman and Viedra Elson
- The Guido family
- The Malbag family
- The Vdeen family
- BASIS Phoenix
- The Carrodus family
- Louis Ippolito and Margaret Mitchell
- The Keole family
- The Lauer family
- The Lapota family
- Noyok
- The Pool family
- The Sachdeva family
- The Sharma family
- The Solomon family
- The Vela family
- The Veloria family
- BASIS Phoenix Central
- Gabriel Colceriu and Monica Mirescu
- BASIS Prescott
- Dr. and Mrs. Elharake
- Findlay Toyota Prescott
- The Jani family
- Mr. Marvin and Mrs. Jane Kaiser
- Mr. Marc Kroll and Dr. Terry Vaughan
- The Sullivan family
- BASIS San Antonio Primary North Central
- The Fassold family
- Tariq & Sharvari Patel
- The Price-Willard family
- The Rico family
- BASIS San Antonio Shavano
- Anonymous
- The Feltis family
- Drs. Caroline and Trey Jones
- The McLoughlin family
- Texas Oncology, Ed Heisler, M.D.
- Lino and Sheba Ramos
- BASIS Scottsdale
- The Behera family
- The Bloom Sohn family
- The Bukata family
- Hari and Swarna Chalik
- The Clarke family
- Jenna and Christopher Day
- The Jasthi family
- The Kitayama family
- Rajesh and Vimola Kukunoor
- The Llamas family
- The Madura family
- The Mahajan family
- Andrei and Natalia Polukhtin
- Vinny Ram and Koushika Loganathan
- The Romagnolo family
- Shishir and Manisha Shah
- The Vange family
- Dr. Sunil Wahal and Dr. Peggy Lee
- BASIS Scottsdale Primary East
- Imran Shah
- The Lang family
- The Lieberman family
- The Patel family
- Siin Design
- Drs. Maya and Amir Thosani
- BASIS Tucson North
- Lawrence and Annemarie Buadu
- The Carey family
- George Kattampallil
- James and Peggy Lee
- The Lussier family
- BASIS Washington, D.C.
- Paolo Barbara and Christopher Lobb

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

–Kymberly Yoo, BASIS Peoria parent

BASIS
BASIS Charter Schools
"I support BASIS Tucson Primary and give to the Annual Teacher Fund because my child is receiving a world class education right here in Tucson. I see BASIS Curriculum teachers as more than enthusiastic professionals. The teachers are passionate experts who not only know their subjects but also know the art of teaching children. It seems to begin with the idea that every child is treated as a bright competent learner who can reach their full potential.

I feel fortunate to live in a community where such an excellent education is within my reach."

–Janet Altschuler, BASIS Tucson Primary parent

"Because of the excellent education [my daughter] received at BASIS Peoria, she was able to skip ahead in many of her college courses. She has already received a compliment on her preparedness and course work and she has found that she is readily prepared for the material she is given.

Our goals were to ensure our daughter was prepared for college and that she would accumulate some worldly wisdom. Both our goals have been handily realized.

It would be difficult to overstate the qualifications of BASIS Peoria teachers that have instructed my daughter. The wisdom and dedication of her teachers will help ensure her success at college and in life."

–Randy Videen, BASIS Peoria parent

“We personally support BASIS Oro Valley, not because we have extra money, but because the teachers are exceptional. They sacrifice for our kids, and deserve to live a dignified life. The wonderful teachers we have at BASIS Charter Schools are not a cosmic accident.”

–Lorie Wolf, BASIS Oro Valley parent
“Our kids have attended BASIS Peoria since it first opened. While it hasn’t always been easy, sending our kids to BASIS Peoria has been one of the best decisions we have made. Our family is grateful not only to the teachers, but also to the administration and other staff that have played such a large and important role in our children’s lives. On top of this, teachers at BASIS Peoria are just generally kind and understanding—it is obvious they genuinely care about the students as individuals, with individual needs. We give back every year because we know our kids are getting the best, well-rounded education there is, and we cannot thank the teachers enough for all they do, every day.”

—Perri Guido, BASIS Peoria parent
“Teachers at BASIS Peoria are very compassionate, and they provide a nurturing environment to foster learning in their classrooms. They certainly challenge students, but they also guide them in the right direction.”

—Rekha and Pradeep Agarwal, BASIS Peoria parents

“Giving back and supporting BASIS Scottsdale has been an easy decision for us. As parents, we have realized over the years that the school has given our son the best education that is on par with some of the best schools in the world. We have experienced firsthand the utmost dedication and teamwork from the teachers and staff of our school and it’s no surprise that the school is ranked the best public high school in the country.”

—Raji and Dr. Raj Pillai, BASIS Scottsdale parents