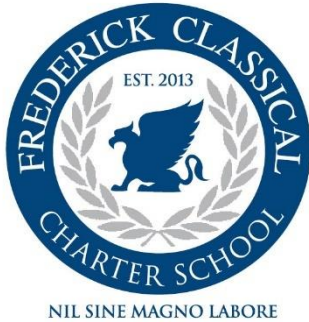


Frederick Classical Charter School, Inc.  
September 1, 2016



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# Request for Charter Contract Renewal

Frederick County Public Schools

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# I. Summary

Frederick Classical Charter School (FCCS) educates 360 public school students in Frederick County, MD using a classical education instructional program. As a Maryland charter school, it exists by contract between the authorizer, Frederick County Public Schools (FCPS), and the operator, Frederick Classical Charter School, Inc. (FCCS, Inc.). The school's current charter contract expires in June 2017.

FCCS, Inc. requests renewal of the charter contract through June 2025. This Request for Charter Contract Renewal (RFR) document meets the requirements defined by Frederick County Board of Education (Board) to renew charter school contracts with FCPS.<sup>1</sup> It includes evidence to support the renewal criteria established by the Board.

Additionally, FCCS, Inc. proposes a modification to the contract. The RFR outlines the proposed modification and provides justification.

Finally, RFR highlights key opportunities identified by the FCCS, Inc. Board of Trustees (BOT) that would continue to aid Frederick Classical Charter School in achieving its mission.

The document concludes with the BOT's understanding of the next steps in the renewal process.

The Board of Trustees wishes to thank the Frederick County Board of Education and FCPS personnel for providing the opportunity to open this school and looks forward to continuing to offer classical education to FCPS students. FCCS is very important to the community of Frederick County, as one of the many innovative educational opportunities offered by FCPS.

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<sup>1</sup> Board of Education of Frederick County, Maryland, Policy 440, Charter Schools

## II. Introduction

Frederick Classical Charter School (FCCS) began operation in 2013 and is thriving. FCCS educates children in Kindergarten through Grade 8. In the first three years of operation, the school expanded grades from K-6 to K-8 with enrollment exceeding 98% every year. Demand for the school is high with a post-lottery wait list of over 500 students. Forty-one teachers, administrators, and support staff are employed at FCCS in the 2016-2017 school year (SY).

“The mission of the Frederick Classical Charter School is to provide elementary and middle school-aged children in Frederick County with a well-rounded, college-focused instructional program that develops students’ knowledge, reason, and self-expression. The long-term vision of the Frederick Classical Charter School is to be nationally recognized as a replicable model for providing a traditional, rigorous liberal arts education using well-researched instructional approaches.”<sup>2</sup>

The classical education program at FCCS has been well established by the school’s leadership and well received by students, parents, teachers and the community. This Request for Charter Contract Renewal (RFR) includes evidence that demonstrates the school has successfully fulfilled the terms of its existing contract.

Information provided in this document is organized into three categories to assist the Board of Education (BOE) in its review and analysis of the school’s performance: *Education, Finance, and Organization*.

The principle evidence is described within the renewal criteria table required by FCPS with supporting data reported in corresponding tables. The data demonstrates that FCCS meets the standards outlined by BOE and that FCCS, as a new school, is continuing to mature toward excellence.

The school experienced some expected challenges as it transitioned from the Charter Application (Application) to a fully-functioning public school. In the process, any variance between the Application and the practical delivery of the educational service model have been identified and collaboratively addressed. The RFR includes a proposed contract amendment to continue the school’s successful operation.

FCCS, Inc. requests that FCPS renew the charter contract for eight years. (As a point of reference, the school’s current facility lease expires in 2021.) Additionally, FCCS, Inc. seeks a contract modification to expand the school’s capacity to 376 students. The RFR includes relevant details about the school’s operational challenges and opportunities for enhancement to enable further success. FCCS, Inc. requests further discussion with FCPS and BOE to resolve any concerns and answer questions about this request.

School leadership anticipates qualifying for the Maryland State Department of Education (MSDE) designation as an “eligible public charter school” upon completion of the school’s fifth year of operation (2018). At that time, FCCS, Inc. may request additional adjustments to the arrangement between the parties to the contract pending further definition, any updated guidelines provided by MSDE, and any subsequent FCPS adjustment to charter policy.

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<sup>2</sup> Frederick Classical Charter School Application, 2010

FCCS is functioning as a stable and sustainable educational option for children in Frederick County. The school facility has been expanded to provide additional space for physical education, music, and cafeteria. The school's finances have been well-managed. The student population represents much of the ethnic diversity in Frederick County, and exceeds the diversity in some areas of comparable charter schools (see *Appendix A – Demographics*).

This RFR document includes the school's submission of the renewal information requested by FCPS to be used to assess the school's educational, financial, and organizational performance. *Section III - Response to Renewal Criteria* includes a response to each item in the *FCPS Charter Renewal Criteria Rubric*. FCCS, Inc. requests that FCPS notify the school leaders if critical information is missing from this RFR document that can be provided as a supplement in order to assess the school's performance and the school's ability to succeed in the future.

In *Section IV - Successes*, the school's achievements are shared with BOE as an opportunity for learning. In *Section V - Modifications*, the school leadership requests an amendment to the existing charter contract. *Section VI - Opportunities* highlights a few opportunities for FCPS and FCCS, Inc. to work together to improve the charter school's ability to accomplish its mission. *Section VII – Key Personnel and Advisors* provides an updated organization chart regarding the current organizational roles and key individuals leading and advising the school. Finally, *Section VIII – Next Steps* describes the next steps in the renewal process, as understood by FCCS, Inc. BOT. Additional supporting information, as referenced in the text, is available in *Section IX – Appendices*.

As FCCS welcomes new students and teachers into the new school year, it is with great excitement and hope for all things to be learned and experienced. The renewal of the charter contract for Frederick Classical Charter School is important to many FCPS community members who value its distinct curriculum and instructional methods. The school is focused on developing a culture that increases every child's love of learning and instills a desire to live virtuously, thereby improving our community and our future.

### III. Response to Renewal Criteria

FCPS has developed a scoring rubric to be used to evaluate the performance of charter schools in three areas: *Educational, Financial, and Organizational*. A response and reference to supporting evidential data that these standards and criteria have been satisfactorily met by FCCS is aligned and displayed in the FCPS Charter School Renewal Rubric table below. The most recent data available has been reported in response to each requirement. When noted, referenced supporting data and reports can be found as an Appendix. Other supporting evidence will be provided by the school upon request.

**FCPS Charter School Renewal Rubric**

| 1. EDUCATIONAL PERFORMANCE |   |  |   |   |
|----------------------------|---|--|---|---|
| Focus Area                 | Indicator   | Standard/Criteria  | Sources of Evidence                                     | Evidence/Response   |
| Federal Accountability     | Federal/State recognized performance level requirements | The school has not been identified as a school in need of improvement or underperforming | Federal/State recognized performance level requirements | FCCS has not been identified as a school in need of improvement.  |
|                            | AYP attainment  | The school has met at least a Proficient performance level                               |   | <p>According to the latest FCPS Progress Report, “The No Child Left Behind continuum of sanctions known as the School Improvement Process and its measuring system, known as Adequate Yearly Progress (AYP), are no longer part of Maryland’s accountability system.” FCCS reports PARCC and MSA science data for comparisons.<sup>3</sup> Additionally, Proficiency Targets are referenced from FCPS Annual Measureable Outcome (AMO).</p> <p><b>PARCC ELA</b><br/>           FCCS students achieved 88.2% proficiency (Level 3-5) on PARCC ELA in 2015, which will serve as the baseline for the AMO. The target AMO for 2016 will increase 1.2</p> |

<sup>3</sup> 2016 PARCC and MSA scores are anticipated to be released to FCCS, Inc. in Fall 2016.

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |  |
|----------------------------|-----------|-------------------|---------------------|--|
| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response  |
|                            |           |                   |                     | <p>percentage points overall. See <i>Appendix B, Table 2 – PARCC Proficiency Targets</i> for detailed results.</p> <p><b>PARCC Math</b><br/> FCCS students achieved 80.2% proficiency (Level 3-5) on PARCC Math in 2015, which will serve as the baseline for the AMO. The target AMO for 2016 will increase by 2 percentage points overall. See <i>Appendix B, Table 2 – PARCC Proficiency Targets</i> for detailed results.</p> <p><b>MSA Science</b><br/> FCCS Grade 5 students scored 25.6% Basic and 12% Advanced on MSA Science in 2015 (Grade 8 started in 2016). See <i>Appendix B, Table 5 – MSA Results by Year</i>.</p> <p><b>Attendance</b><br/> FCCS has maintained excellent or satisfactory attendance rates based on Maryland School Performance Ratings:<br/> Excellent – 96%<br/> Satisfactory – 94%<br/> FCCS Elementary School attendance rates were:<br/> 2016 = Excellent with 96.22% attendance rate<br/> Excellent months = Aug, Sep, Oct, Jan, Feb, May, June (highest = 97.13% in Sep.)<br/> Satisfactory months = Nov, Dec, Mar, Apr (lowest = 94.91% in April)<br/> 2015 = Satisfactory with 95.27% attendance rate<br/> FCCS Middle School attendance rates were:<br/> 2016 Rating = Satisfactory with 95.64% attendance rate<br/> Excellent months = Aug, Sep, Oct, Dec, Jan, June (highest = 97.92% in Aug.)<br/> Satisfactory months = Nov, Feb, Mar, Apr, May (lowest = 93.42% in Nov.)<br/> 2015 Rating = Satisfactory with 94.68% attendance rate</p> |

| 1. EDUCATIONAL PERFORMANCE   |  |  |  |   |
|------------------------------|--|--|--|---|
| Focus Area                   | Indicator  | Standard/Criteria  | Sources of Evidence                        | Evidence/Response   |
|                              | Student group(s) attainment of AYP                   | The school has achieved its performance targets in identified student group(s)   |  | 2015 PARCC scores established a baseline for the AMO. 2015 results are listed by identified student group in <i>Appendix B, Table 2 – PARCC Proficiency Targets</i> .   |
| State & Local Accountability | Federal/State recognized achievement requirements    | Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (English/Language Arts, writing, mathematics and science) | Federal/State recognized data requirements | <p>FCCS students meet the standard for English/Language Arts/writing (ELA) based on PARCC assessments conducted in March and May 2015 for Grades 3-7 (FCCS added Grade 8 in SY 2015-2016). See <i>Appendix B, Table 3 - 2015 PARCC Results for ELA</i>.</p> <p>FCCS students meet the standard for Mathematics based on PARCC assessments conducted in March and May 2015 for Grades 3-7 (FCCS added Grade 8 in SY 2015-2016). See <i>Appendix B, Table 4 - 2015 PARCC Results for Math</i>.</p> <p>FCCS students meet the standard for Science based on MSA assessments conducted in 2015 for Grade 5, and 2016 for Grades 5 and 8 (Grade 8 was added in SY 2015-2016). 5<sup>th</sup> grade students scored 74.4% proficient. See <i>Appendix B, Table 5 - MSA Results by Year</i>.</p> |
|                              | Annual gains of students achieving in the bottom 25% | 50% make one-year's worth of growth  | Federal/State recognized data requirements | <p>FCCS tracks overall student progress using DIBELS assessments at least three times per school year. Staff closely follows individual progress of Tier II and Tier III Reading Intervention Students throughout the school year (see <i>Appendix B.i. – Intervention Plans SY 2016-2017</i>).</p> <p>The state mandated testing does not provide data at the individual level. Once second year PARCC data becomes available in Fall 2016, FCCS anticipates being able to further report on subgroup performance from one year to the next.</p>   |



| 1. EDUCATIONAL PERFORMANCE |                                    |   |   |  |
|----------------------------|------------------------------------|---|---|--|
| Focus Area                 | Indicator                          | Standard/Criteria   | Sources of Evidence                                 | Evidence/Response  |
|                            | % of students tested               | The school is appropriately administering applicable state standardized tests to its students.                    | Federal/State recognized participation requirements | State standardized tests, MSA and PARCC, are administered each school year. In SY 2015-2016, 100% of students participated in state standardized testing. Additionally, kindergarten readiness assessments are completed for incoming Kindergarten students. No testing administration issues have been cited. |
|                            | Relative performance               | The school's performance meets or exceeds the performance of schools with closely comparable student populations. | Federal/State recognized data requirements          | FCCS student standardized test scores are consistently above the FCPS average. The FCPS average is utilized as the standard; FCCS draws students from all of Frederick County and enrolls students of a wide demographic set.  |
|                            | Comparative performance            |   |   | FCCS PARCC ELA student scores are consistently above the FCPS average. See <i>Appendix B, Table 3 - 2015 PARCC Results for ELA</i> .   |
|                            |                                    |   |   | FCCS PARCC Math student scores are consistent with or above the FCPS average. See <i>Appendix B, Table 4 - 2015 PARCC Results for Math</i> .   |
|                            |                                    |   |   | FCCS MSA Science student scores (Proficient and Advanced) are within 2 percentage points of the FCPS average or above. See <i>Appendix B, Table 5 - MSA Results by Year</i> .  |
|                            | Other Charter Agreement Indicators |   |   | <b>DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Next</b> reading scores indicated a marked improvement from baseline data derived in SY 2013-2014. DIBELS Next is a set of short fluency measures used to regularly monitor the  |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
|----------------------------|-----------|-------------------|---------------------|---|
| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p>development of foundational literacy skills. Benchmark testing occurs three times a year with grade level materials. Student performance and development of literacy skills are progress monitored every two to three weeks for all students who are at some risk or at risk. It is important to note that FCCS uses the new recommended benchmark goals. These goals more reliably identify students who need additional support in order to become proficient readers. Recommended goals increase the benchmark expectations at each grade level. They are directly connected to an external literacy assessment, SAT 10.</p> <p>A review of the data results from the Beginning of Year (BOY) DIBELS Next fluency assessments administered in September 2015 showed that 67% of students in grades K-6 were at low risk (meets or exceeds benchmarks), 14% of students were at some risk, and 19% of students were at risk. See <i>Appendix B, Table 6 – DIBELS Next Reading Fluency by Year</i> for a breakdown of each grade level.</p> <p><b>Global Scholar Performance Series</b> reading assessment is a computer adaptive diagnostic assessment administered to all 7<sup>th</sup> and 8<sup>th</sup> graders in the Fall, Winter, and Spring. Test results identify students' strengths and weaknesses in four areas of reading comprehension: fiction, non-fiction, long passages, and vocabulary. A performance band rating identifies levels of reading proficiency based on an individual scale score and national norming within a norming test window. Performance band ratings of above average and high average include students performing at the 50<sup>th</sup> percentile rank to the 99<sup>th</sup> percentile rank.</p> <p>A review of the data results from Global Scholar Performance Series reading assessment administered in October 2015 showed that 61% of students in 7<sup>th</sup> and 8<sup>th</sup> grades were in the above average performance band, 16% were in the high average performance band, 9% were in the low average performance band, and 14% were in the below average performance band. A total of 75 students were administered the reading portion of the assessment. See <i>Appendix B, Table 8.1 – Global Scholar Reading Results End of Year 2015</i> for a breakdown of each grade</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
|----------------------------|-----------|-------------------|---------------------|---|
| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p>level.</p> <p><b>FCCS exceeded the Reading Improvement Target(s)/SMART goal(s) in SY 2015-2016:</b></p> <p>Goal 1 – The percentage of K-6 grade students meeting or exceeding benchmark recommended goals for reading fluency will increase from 67% at the BOY to 71% at the Middle of Year (MOY) to 74% at the End of Year (EOY) as measured by DIBELS Next administered in September, January, and May respectively.<br/>Results: MOY = 75%; EOY = 73%</p> <p>Goal 2 - The percentage of 7<sup>th</sup> and 8<sup>th</sup> grade students scoring high average or above average performance band in reading comprehension will increase from 76% at the BOY administration to 78% at the MOY administration to 80% at the EOY administration as measured by Global Scholar Performance Series Reading assessment in October, January, and April respectively.<br/>Results: MOY = 76%; EOY = 84%</p> <p><b>Global Scholar Math</b> - A review of the data results from Global Scholar Performance Series math assessment administered in October 2015 showed that 44.3% of students in 7<sup>th</sup> and 8<sup>th</sup> grades were in the above average performance band, 24.3% were in the high average performance band, 18.6% were in the low average performance band, and 12.9% were in the below average performance band. A total of 70 students were administered the math portion of the assessment. See <i>Appendix B, Table 8.2 – Global Scholar Math Results End of Year 2015</i> for a breakdown of each grade level.</p> <p><b>DIBELS easy CBM CCSS Math</b> includes benchmark testing 3 times per year for Grades K-6. Scores indicated an overall increase from baseline data derived in SY 2013-2014. A review of the data results from the Beginning of Year DIBELS easyCBM CCSS math skills assessment series administered in September 2015</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |  |
|----------------------------|-----------|-------------------|---------------------|--|
| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response  |
|                            |           |                   |                     | <p>showed that 88% of students in grades K-6 were at low risk (meets or exceeds benchmarks), 7% of students were at some risk, and 4% of students were at risk. See <i>Appendix B, Table 7 – DIBELS easy CBM Math by Year</i> for a breakdown of each grade level.</p> <p><b>Math Improvement Target(s)/SMART goal(s) in SY 2015-2016:</b></p> <ol style="list-style-type: none"> <li>1. Students in grades K-6 will maintain 88% proficiency (meeting or exceeding benchmark recommended goals) on EOY DIBELS easyCBM Assessment, administered in Fall, Winter (MOY), and Spring (EOY).<br/>Results: MOY = 86%; EOY = 84%</li> <li>2. Percentage of 7<sup>th</sup> and 8<sup>th</sup> grade students scoring high average or above average performance band in math will increase from 69% at the Fall administration to 71% at the Winter administration to 73% at the Spring administration as measured by Global Scholar Performance Series Math assessment in October, January, and April respectively.<br/>Results: MOY = 70.4%; EOY = 65.2%</li> </ol> <p><b>Singapore Math</b> – As an alternate to DIBELS easyCBM, it is the desire of the school to utilize Singapore Math assessments as the primary tool for teachers to monitor student performance and adjust lessons. However, Singapore Math assessments were not administered in SY 2015-2016 and have been scrutinized due to (1) their time-consuming nature, taking too much instructional time away from students, (2) the unreasonable amount of time it takes to score these exams, and (3) the lack of useful information provided to the teacher. In SY 2015-2016, Singapore unit tests continued to be administered as students moved from topic to topic. Singapore Math Consultant Dawn Swartz has recently provided staff with guidance as they developed custom Singapore benchmarks to assist in addressing the deficiencies above; she will continue to advise staff as the new assessments are implemented.</p> |

| 1. EDUCATIONAL PERFORMANCE      |  |   |                                     |   |
|---------------------------------|--|---|-------------------------------------|---|
| Focus Area                      | Indicator                                    | Standard/Criteria   | Sources of Evidence                 | Evidence/Response   |
|                                 |  |   |                                     | <p><b>Latin/Spanish</b><br/>32 students took the Spanish I CRES in SY 2015-2016 - 100% CRES pass rate, 96.875% credit awarded rate.</p> <p>32 students took the Latin I CRES in the SY 2015-2016 - 84.375% CRES pass rate, 81.25% credit awarded rate (this difference is due to one student who passed the CRES, but did not meet the seat time requirement due to when he/she enrolled.)</p> <p><b>Algebra</b><br/>FCCS added Algebra I in SY 2015-2016. 18 students completed CRES exam for Algebra I –61.1% CRES pass rate, 61.1% credit awarded rate. This was a new course for the school in this school year, and the credit awarded rate is below expectations. The rate was further hindered by the fact that a few students missed the first benchmark because they were not yet enrolled at the school. FCCS expects to improve this result in the next school year.</p> <p><b>Other</b><br/>At this time, there are no pre- and post- exams given in science and history.</p> |
| Mission-Specific Accountability | Achievement of school/mission-specific goals | The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract. | As defined in the school's contract | FCCS provides a well-rounded, college-focused curriculum to students. The general nature of Classical Education allows the school to meet this distinction. FCCS follows the classical trivium which breaks the educational approach into three stages: Grammar, Logic, and Rhetoric. Currently, the rhetoric stage is not offered by FCCS since it typically is for students in grades 9-12. The grammar stage focuses on grades K-4 and provides fundamental knowledge and skills in all subjects. The Logic stage for grades 5-8 uses reasoning to more deeply understand previous learnings, as well as acquire more knowledge in all subjects. The trivium provides students with exposure to information they would typically not be introduced to until later in   |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
|----------------------------|-----------|-------------------|---------------------|---|
| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p>their academic life.</p> <p>FCCS mission is set forth by goals and aspirations. The mission is to provide a well-rounded education to students by introducing them to an in-depth education in all major subject areas. For example 1<sup>st</sup> and 5<sup>th</sup> graders study ancient history, literature of these times, biology and math (Singapore math) to round out the core curriculum. The FCCS music and art programs incorporate the subject matter described above into their subject to reinforce the core subjects. At FCCS the 2<sup>nd</sup> and 6<sup>th</sup> graders focus on the Middle Ages and Astronomy and Math. The in-depth focus continues in 3<sup>rd</sup> and 7<sup>th</sup> grades which study Renaissance and Chemistry while 4<sup>th</sup> and 8<sup>th</sup> graders learn about Modern Times and Physics. This integration and repetition of subjects provides a well-rounded experience for FCCS students and helps them gain a greater appreciation of the world. FCCS provides Spanish to grades K-6 and Latin to students in grade 4-6. Grade 7-8 students choose a language of focus and are provided the opportunity to take the CRES to receive high school credit.</p> <p>The BOT continues to follow the mission of the school by providing staff and families with instructional focus and advice from experts in the fields of classical education and specific curriculum elements at FCCS. Since opening in 2013, staff has been provided with multiple Professional Development (PD) training sessions from FCCS consultants: Dr. Perrin, Dr. Tolman and Dr. Swartz. In 2015 the school invited Joelle Hodge, Logic Consultant, to work with staff to develop the Logic aspect of the curriculum for Grades 6-8. Also in 2015, FCCS Advisor Dr. Perrin introduced the staff to Jason Ulbrich, the Executive Director of Eagle Ridge Academy. Eagle Ridge Academy is a Classical Charter school in Minnesota. Mr. Ulbrich is able to relate to staff by bringing specific topics, examples and expectations that have been successfully implemented at Eagle Ridge Academy. Dr. Tolman, LETRS expert, continues to work with administration and staff to achieve literacy goals. In Dr. Christopher Perrin's most recent visit, he remarked that the use of chants/rhymes and Socratic circles has improved since opening. Ms. Swartz</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
|----------------------------|-----------|-------------------|---------------------|---|
| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p>has recently worked with staff to develop improved assessments and ensure the Singapore Math program is implemented with fidelity.</p> <p>The BOT and Administration continue to evaluate and add goals for the year to ensure the mission can be implemented through continuous improvement. For example, Logic had not been implemented before SY 2015-2016. To achieve this goal, the school introduced a new Logic Consultant to work with staff to ensure this goal is met. The consultant is returning for SY 2016-2017 to work with staff on implementing Logic II.</p> <p>FCCS's goal is to listen to feedback from families and staff. FCCS has always had a focus in this area. BOT meetings are generally held twice a month and are open to the community. BOT facilitates a deep dive session with families annually to understand what is going well and what areas they would like to see improved. In 2015-2016, the BOT met with the entire staff four times to hear from them. Additionally, a staff member now participates as a liaison with the BOT. The staff member attends monthly meetings and provides feedback from the staff.</p> <p>The school continues to provide educational nights to families by extending an opportunity to learn from the consultants that work with FCCS staff. This creates more consistency between teacher and parent interactions with students about their studies. In the past year Dr. Dawn Swartz provided sessions to parents on Singapore Math, Dr. Perrin provided answer and question sessions regarding Classical Education, and Dr. Tolman provided sessions on literacy best practices, explaining how students learn and how to reinforce literacy at home. FCCS will continue to offer these sessions to families. When it is a topic of general interest, the FCPS community is invited, via FindOutFirst.</p> <p>Professional development in literacy, math, RTI, and classical education principles is an ongoing priority at FCCS as the school continues to strive for excellence. The BOT will continue to allocate funds to provide staff with professional development</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |  |
|----------------------------|-----------|-------------------|---------------------|--|
| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response  |
|                            |           |                   |                     | <p>opportunities that have a direct impact on fulfilling the mission to enrich student’s with a college-focused and well-rounded classical education. FCCS works closely with a nationally recognized Classical Educator and literacy specialist. A local Singapore Math expert provides training, guidance and support to staff for Singapore Math. Last year, FCCS added two additional resources that will continue to work with and train staff. The Logic expert works with 7<sup>th</sup> and 8<sup>th</sup> grade teams to teach students Logic in these grades. FCCS also added an Executive Director of a successful Classically focused school in Minnesota.</p> <p>Topics listed in section D, Student Outcomes, in the Application.</p> <ul style="list-style-type: none"> <li>● A parent satisfaction survey has been completed every school year with generally positive results. The BOT has been able to use the feedback to make improvements and prioritize goals for the following year.</li> <li>● The School Improvement Team is led by the Principal – an updated Plan is expected to be completed in October 2016.</li> <li>● The Volunteer Committee works daily in the school and logged over 10,700 hours of volunteering with 130 different volunteers last year.</li> <li>● In-Service Training has been occurring in accordance with the schedule in the submitted and approved budget. Training in classical education, myths of teaching and learning, Singapore Math, and scientifically based reading research have been delivered and are continuing. In addition, the staff has taken it upon themselves to visit the Covenant Christian Academy in Pennsylvania (a school with a similar curriculum to FCCS) and develop collaborative relationships with those teachers. Staff has visited the Great Hearts Academy in Arizona to gain more perspective on how charters operate in other parts of the country. FCCS Principal and Assistant Principal attended a 3-day seminar at Classically-known Hillsdale College in order to gain knowledge about classical education and the relationships between the BOT and staff to maintain a successful environment.</li> <li>● The school’s monthly financial reports are published on the school’s web site.</li> </ul> |



**1. EDUCATIONAL PERFORMANCE**

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|------------|-----------|-------------------|---------------------|---|
|            |           |                   |                     | <ul style="list-style-type: none"> <li>● The school has completed required inspections of its building and reports are available for review. All inspections by the county have been passed though records are only available through the county at this time.</li> <li>● FCCS staff credentials are available on the school web site. Due to privacy concerns, the school has not published staff resumes, as stated in the Application.</li> <li>● The FCCS leadership team is working to merge components of the scope and sequences for each subject into a general overview for each grade level. The overviews will include all core content as an easy reference sheet for parents and staff. The staff provided feedback to the BOT with apprehension in providing lesson plans. While the leadership team is working to provide a more sequential overview to parents, the teachers have provided parents with objectives and goals in their classes in the form of newsletters and/or a course syllabus. These communications are expected to be provided in email format at least once per month.</li> <li>● Student progress on reading assessments is available three times a year to parents and on a more frequent basis for struggling readers. This is in line with the BOT’s progress monitoring expectation.</li> <li>● The BOT holds regular meetings at least monthly. Public Comment is encouraged at the beginning of each BOT meeting, and a response to public comment is made by the BOT at the beginning of the following meeting, if needed. At times, BOT meetings are closed sessions due to the confidential nature of agenda items. The BOT records the minutes from its meetings and publishes them on the school website and in hard-copy in the front office. During the first 2.5 years of operation, the BOT held “Community Board Meetings” monthly to invite parents to participate and openly observe and give feedback. State of School meetings were introduced in 2016, with the intent to inform the teachers and parents about the school and its progress towards its goals.</li> <li>● As the BOT values staff feedback, the BOT invited a staff liaison to the BOT beginning in 2016. This liaison is invited to all Board meetings, and serves as a conduit or link from BOT to staff. Mr. Bickel, full-time FCCS P.E. instructor, volunteered and is continuing to serve in this capacity.</li> </ul> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <ul style="list-style-type: none"> <li>● In SY 2015-2016, FCCS offered several after school clubs and opportunities for students. Parents are encouraged to submit suggestions for additional options. Lego club continued to thrive, with a total of 40 students in 2016, and added a component specifically designed for the K-3 age group, through Snapology. FCCS MathCounts team was comprised of 12 students from 6th-8th grades. A new Guitar Club was offered by FCCS staff member Mr. Collin Kenny, and grew to nearly 20 students. The American Sign Language Club continued to thrive and was fully subscribed. The Spelling Club had 20 members; an additional Junior Spelling Club was added. In February, a parent who is a certified black-belt instructor, began offering Karate Club to older students. Now that the gymnasium is in place, FCCS is excited to be able to provide this excellent opportunity for students. In the 4<sup>th</sup> year, Public Speaking will be added to the growing list of activities.</li> <li>● In SY 2015-2016, the school facility expanded to offer more outdoor blacktop space and a full gym, freeing the student cafeteria for multi-purposes. Additional leased space is available for expansion as soon as funding becomes available. This completion is much needed to support the music program, STEM initiatives, and additional recess space. Additionally, creative solutions are needed to be able to meet parent expectations and school leadership's desire for improved outdoor play space.</li> <li>● In addition to a full-time custodian, FCCS has contracted with a cleaning service to provide the additional custodial services after hours. With the increased student population and square footage of the facility, additional help was needed to maintain the cleanliness of the school.</li> <li>● The school is implementing the classical approach to education as described in the Application. The rigorous interview process described in the Application was established in the first year of operation. Although some adjustments to the availability of information have been made in order to facilitate a timely interview process, the BOT does believe the selection process resulted in selection of the top 15-30% of candidates, as the application states as the goal. Though only one member of the staff has previous experience in a classical school, FCCS believes the rigorous selection process is largely successful in identifying teachers who thrive in</li> </ul> |

| 1. EDUCATIONAL PERFORMANCE         |                               |   |   |   |
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| Focus Area                         | Indicator                     | Standard/Criteria   | Sources of Evidence   | Evidence/Response   |
|                                    |                               |   |   | <p>a classical environment.</p> <ul style="list-style-type: none"> <li>● The school has yet to use the GE Work Out process in problem solving. Administration anticipates needing to provide in person training (as opposed to reading material) in this methodology for this part of the vision for FCCS to be realized.</li> <li>● Rather than hiring instructional assistants for grades K-1, Administration and the BOT have utilized a creative solution with using existing staff and their schedules to provide support to struggling students in language arts. These teachers know the students, have a commitment to the school, and are already highly qualified classroom teachers.</li> <li>● In SY 2015-2016, 96.7% of FCCS teachers were highly qualified, certified teachers.</li> </ul>  |
| Educational Program Implementation | Implementation of the mission | The school is implementing its mission as defined in the school's contract. | Federal/State recognized requirements for internally developed assessments, onsite evaluation | <p>The BOT along with administration, staff, students and families have worked collectively to implement the mission of the school. FCCS is successfully providing a well-rounded education to students by introducing them to an in-depth education in all major subject areas. FCCS utilizes the classical education model following the trivium, which breaks the educational approach into three stages: Grammar, Logic, and Rhetoric. Currently, the rhetoric stage is not offered at FCCS since it is generally taught to grades 9-12.</p> <p>The FCCS staff is supported with consultants to support the curriculum. FCCS provides staff with access to experts in Classical Education, Singapore Math and Literacy. These experts have and will continue to be made available to staff on professional development days as well as by email. The BOT also utilizes consultants to provide education sessions to parents.</p> <p>FCCS has continually met or exceeded the state assessment expectations; the staff evaluates and analyzes internal data to focus on the needs of students. The BOT</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p>continues to provide financial updates to the community as well as closely monitor financial obligations and stay within the budget while meeting the needs of staff and families.</p> <p>The Principal and two teachers (voluntarily, at own cost) visited a group of successful classical charter schools in Arizona in May 2015 where they observed the student body and were able to speak with faculty and leadership. The Principal and Assistant Principal also attended Hillsdale Charter School Conference in June 2015 where they met with leaders around the country to learn about a variety of approaches. These visits allowed them to bring valuable information to the BOT, staff and students. The BOT will continue to support staff development and encourage these visits and conferences in the future.</p> <p>FCCS consultants visit several times throughout the year to continually monitor progress and provide positive feedback. The following information shows the frequency of visits from consultants in SY 2015-2016:</p> <ul style="list-style-type: none"> <li>· Dr. Christopher Perrin - 8/17, 8/20, 8/21, 10/16, 2/16, 5/23, 5/24, 5/25</li> <li>· Joelle Hodge – 9/17, 10/16</li> <li>· Dr. Carol Tolman – 10/21, 10/22, 10/23, 3/1, 3/2, 5/18, 5/19</li> <li>· Dawn Swartz – 11/17, 1/21, 4/19</li> </ul> <p>During SY 2016-2017, FCCS has planned to continue these advisor relationships:</p> <ul style="list-style-type: none"> <li>· Jason Ulbrich, Classical Consultant</li> <li>· Joelle Hodge, Logic Consultant for 7<sup>th</sup> and 8<sup>th</sup> grade teachers</li> <li>· Dawn Swartz, Singapore Expert for K-8 math teachers</li> <li>· Dr. Carol Tolman, Reading Consultant for K-8 Reading/English teachers.</li> </ul> <p>Additionally, FCCS encourages staff and administration to continue professional development on their own. <i>Appendix F – Professional Development</i> lists some professional development courses/trainings/activities recently completed by FCCS staff.</p> |

| 1. EDUCATIONAL PERFORMANCE |   |  |                     |  |
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| Focus Area                 | Indicator   | Standard/Criteria  | Sources of Evidence | Evidence/Response  |
|                            |   |  |                     | <p>FCCS has improved collaboration and provides opportunities for staff to strategize and plan together. Teachers meet weekly on each team in PLC meetings. Departments meet approximately every six weeks. Special education staff members meet with core teachers during team PLC time. Staff receives professional development during the PLC time as well. The Leadership team meets monthly. The Administrative team, composed of Principal, Assistant Principal, Literacy Specialist and Guidance Counselor, meet weekly. Special Education staff meets with Administration every other week. Administration and Staff liaison meet formally with Board of Trustees at least monthly, and more often as needed.</p>  |
|                            | Implementation of curriculum and instructional techniques | The school is successfully implementing curriculum and instructional techniques as defined in the school's contract. |                     | <p>FCCS staff has made great progress in learning and implementing the instructional techniques commonly used in classical education, such as direct instruction, scientifically-based reading instruction, chants and rhymes, and Socratic dialogue. They are working in earnest to integrate subject areas and provide differentiation within the classroom. The Principal continues to support these efforts. External consultants have been an important component to the early stages of the school, to support teachers in implementing classical education and becoming familiar with the curriculum and instructional methods (such as LETRS), as well as creating consistency across grade levels and subject areas.</p> <p>Math, English, History and Science department chairs, in conjunction with colleagues recently worked on scope and sequence progressions for each subject and each grade level to ensure continuity. Additionally, the math department is working on a standards cross reference in order to identify what specific standards FCCS may not cover that is included in Common Core standards. This allows teachers to add in lessons so students have been taught all necessary standards for their corresponding grade level. Also, the leadership team is working to merge components of the scope and sequences for each subject into a general overview for each grade level. The overviews will include all core content as an easy</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p>reference sheet for parents and staff.</p> <p>Teachers on each grade level team have common planning time, allowing them to meet and plan integrated lessons. The music teachers collaborate with grade level staff in order to create songs, chants and rhymes that are used in grades K-8. Art teachers commonly align projects with history lessons. The Curriculum Showcase concert in 2016 was a good example of the integration at the school – it included student presentations on the school virtues and highlights of the curriculum by grade, as well as musical performances by students.</p> <p>A comprehensive system for teaching writing skills is currently being implemented in grades K-8. Teachers in all content areas are receiving professional development that follows the Teaching Writing: Structure and Style syllabus published by the Institute for Excellence in Writing.</p> <p><b>Examples of integration of subject areas were provided by FCCS teachers:</b></p> <p><b>Grades K-2:</b></p> <p>Example 1) I do Foundations with the Kindergartners when teaching them art terms. I have them tap out words we learn like they do with the classroom teacher. When leading them through drawing I break steps down by relating lines and shapes to letters. For example: "Make a line curved line that looks like a small c lying on its back."</p> <p>Example 2) I use a lot of "Call and Response" to teach various FCCS virtues and concepts:<br/> "Class class." "Yes, Ma'am."<br/> "Symmetry is?" "Same on both sides."<br/> Bell rings. Students sing, "Stop, look, and listen"</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |  |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response  |
|                            |           |                   |                     | <p>Example 3) I have enjoyed partnering with (our music teacher and PE teacher) to learn medieval dancing for end of year feast. The Society for Creative Anachronism (<a href="http://www.sca.org/">http://www.sca.org/</a>) visits FCCS in May and presents music, hands on demonstration of knights; they wear authentic medieval clothing and have a sword fight for the kids to enjoy. They love it and it tops off final chapter of Story of the World.</p> <p><b>Grades 3-5:</b></p> <p>Example 1) A good example of integration of classical teaching style would be the third and fourth grade unit I just finished on dynamics (how loud or soft you sing or play). Each class was split into small groups. Third grade students chose one of the first 18 elements they have been studying. Each 4th grade small group was given a specific US region to support their learning of the US. They researched facts on their topics, and then they chose a variety of dynamics for each fact. Finally, they worked as a group to develop a performance for the class in which they demonstrated the appropriate dynamics through their classroom content. This served as a nice review of classroom content and taught the students about dynamics at the same time.</p> <p>Example 2) I use chants and songs throughout my classroom, especially in grammar and history. At the beginning of the year we learned two chants, one to memorize the continents and the other to memorize the oceans. I have also used poetry to support the curriculum as well, having children memorize portions of poetry, most recently about the colonization of Plymouth. In English, I have found many chants and songs to help students memorize parts of speech, such as adverbs, helping, and linking verbs. The music teacher has been using those songs in her music classroom to reinforce what I teach.</p> <p>Example 3) I plan very closely with my teammate and use text that supports her content in science. This week, she was working on molecules during chemistry. I</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p>had the students read and discuss an article called, "The Science of Snowflakes." This talked about how the molecules of water bonded together due to an electric charge to become frozen precipitation. It was amazing to see the students make the connection to their science lesson while in reading class.</p> <p>Example 4) Teachers stress the significance of the etymology in all vocabulary words both in science words and in literary findings. If the root of the word comes from the Greek meaning or Latin meaning, teachers will map that for the students to help them build on and fully understand the meaning of an unfamiliar vocabulary word.</p> <p><b>Grades 6-8:</b></p> <p>Example 1) We mummified chicken wings in history class, essentially doing a science experiment and talked about how and why this occurs. Another example of content crossing curriculum is when we were in the middle of analyzing Norse poetry one student asked "Are we doing history right??"</p> <p>Example 2) Many assignments require students to look at and analyze maps. Last night's homework had students measure distances and multiplying to find the exact distance between Athens and Sparta Greece. Students often are examining charts and taking the numbers and working with them.</p> <p>Example 3) I begin each year teaching a six week unit on the virtues. Students study the virtues of diligence, love, humility, constancy, courage and temperance by reading both informational and literary texts where characters have exemplified one or more of these virtues. Students thoroughly examined and discussed each virtue as a class, and had the opportunity to respond to reflection questions related to each virtue.</p> <p>Example 4) In English we teach writing using the IEW program which is the Institute</p> |



| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |  |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response  |
|                            |           |                   |                     | <p>for Excellence in Writing. As part of this program I teach students how to create a key word outline using an informational text. I met with the Spanish teacher to share what we are doing in English and she has now incorporated the use of a key word outline in her class as well.</p> <p>Example 5) Chants and rhymes are regularly used in both 5th and 6th grade science. For example, the 5th grade learned a song on cells and learned a chant about the stages of cell division; 6th graders learned a song about the rock cycle; chants are used to memorize small bits of content (specific order of steps of cell division) in which the students chant together a list or specific order of something.</p> <p><b>All Grades</b></p> <p>The art teacher integrates content into all creative work. The 2nd graders draw a Viking ship and make armbands during the in depth study of the Norse people. Students read and discuss Beowulf and draw pictures of Grendel. Students create chess sets from the Middle Ages. The art teacher also leads a lesson on creating a mosaic when studying the Byzantine Empire.</p> <p><b>Examples of differentiation of subject areas were provided by FCCS teachers:</b></p> <p><b>Grades K-2</b></p> <p>Example 1) For a student who struggles with motor skills I may have them sponge paint instead of use a brush. For a student who excels I would offer opportunities to embellish their project or give access to materials of their choice. In another example, I will print a resource image to sketch a more complicated drawing. In both cases I make myself available for students before and after school and I communicate with parents about how they can support their kids.</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |   |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response   |
|                            |           |                   |                     | <p><b>Grades 3-5</b></p> <p>Example 1) I have a group of high readers in my classroom. After learning the 3rd grade lesson about Main Idea and Details, I gave them a 5th grade level non-fiction article with advanced vocabulary and sentence structure. Their job was to find the main idea of the entire article, not just paragraphs like I was doing with my on-grade level students.</p> <p>Example 2) When working with word problems I have differentiated a few ways. I do a lot of pairing when working with word problems. Ms. Swartz recommends having the students doing a lot of the talking. When I pair them they have to explain their reasoning to their partner. The partner can agree and they can do their work or their partner has to explain why they think differently. I do pairs different ways each time. Sometimes I pair students that are on an equal level and other times I pair students that are struggling with students that have a good understanding of the topic. I try to change the pairs as much as possible so students have a chance to hear the ideas of many other students.</p> <p><b>Grades 6-8</b></p> <p>Example 1) I provide advanced students with extension activities that are directly related to the concepts we are learning in class. These are readily available for students to access when they have finished the required classwork.</p> <p>Example 2) Spelling and vocabulary lists are tailored to specific student needs in order to challenge while building confidence.</p> <p><b>All Grades</b></p> <p>Example 1) Teachers frequently use grading rubrics which allow the parent and the student to see exactly how much importance is put on each skill. This is done in all</p> |

| 1. EDUCATIONAL PERFORMANCE |   |   |                     |  |
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| Focus Area                 | Indicator   | Standard/Criteria   | Sources of Evidence | Evidence/Response  |
|                            |   |   |                     | <p>grades throughout the year.</p> <p>Example 2) Information is presented in many different learning modalities:</p> <p><u>Visual</u> (graphic organizers, replace words with symbols in notes and writing outlines, highlight important words, pictures, videos, charts, maps)</p> <p><u>Aural</u> (class discussion, lecture, implementation of mnemonics, use of repetition, explain teach peers, chants)</p> <p><u>Verbal</u> (lecture, class and group discussion)</p> <p><u>Kinesthetic</u> (manipulatives in math/science, hands on in history, dress in costumes, use tools, movements and chants to learn English/grammar/science terms)</p> <p><u>Logical</u> (present info through multi-step, use of data, technology presentations)</p> <p><u>Social</u> (interpersonal, group activities, peer editing, pair/share reading, group discussions)</p> <p><u>Solitary</u> (intrapersonal, structured group activities &amp; assignments)</p>   |
|                            | Implementation of specialized instruction for students, particularly of those below grade level | The school implements demonstrably effective instructional techniques that support struggling students achieve grade level. |                     | <p>FCCS's literacy specialist, instructional assistants and special education staff have implemented a collaborative model of service to support the needs of struggling students. Additional certified teachers in grades K-2 provide alternative methods of instruction to meet the needs of struggling students based on current data during the English block. Pull-out services utilizing research-based programs are limited to a small number of students. Full-time specials teachers received training in specific interventions and are providing interventions in both reading and math to students struggling to meet grade-level expectations in grades K-5.</p> <p>Grades K-3 have remediation and enrichment time built into their schedule twice per week, in addition to differentiation during class. Remediation and enrichment time coincides between teachers in each grade level. This affords them the opportunity to flexibly group students and target specific skills.</p> |

| 1. EDUCATIONAL PERFORMANCE |           |                   |                     |  |      |       |            |          |       |            |                |       |            |            |       |            |
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| Focus Area                 | Indicator | Standard/Criteria | Sources of Evidence | Evidence/Response  |      |       |            |          |       |            |                |       |            |            |       |            |
|                            |           |                   |                     | <p>FCCS uses the following special programs to support all struggling students and intervention plans (not just for Special Education).</p> <ul style="list-style-type: none"> <li>-Read Naturally (fluency)</li> <li>-LiPS (Phoneme Sequencing)</li> <li>-Reading Mastery (Decoding)</li> <li>-SIPPS (Decoding)</li> <li>-Foundations</li> <li>-Math Navigator</li> </ul> <p><i>*LiPS and Read Naturally are research based programs.</i></p> <p>2015 PARCC Data for Special Education students:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>FCCS</td> <td>38.5%</td> <td>Proficient</td> </tr> <tr> <td>All FCPS</td> <td>22.3%</td> <td>Proficient</td> </tr> <tr> <td>All Elementary</td> <td>25.1%</td> <td>Proficient</td> </tr> <tr> <td>All Middle</td> <td>19.4%</td> <td>Proficient</td> </tr> </table> <p>The BOT is closely monitoring the differentiation and intervention plan being implemented by FCCS staff. Data from SY 2015-2016 supports extension of the program given positive results in reading. The staff providing intervention and enrichment works closely with the classroom teacher to coordinate a plan to meet individual student needs. FCCS's primary objective is ensuring that every student is receiving all the support that is needed. See <i>Appendix B.i. – Intervention Plans SY 2016-2017.</i></p> <p>FCPS provides Special Education staff at FCCS:</p> <ul style="list-style-type: none"> <li>1.5 FTE Special Education Teachers</li> <li>1.0 FTE Program Assistant Special Education Instructional Assistant (SEIA)</li> <li>3.0 FTE SEIAs for additional adult support when required by student IEP.</li> </ul> | FCCS | 38.5% | Proficient | All FCPS | 22.3% | Proficient | All Elementary | 25.1% | Proficient | All Middle | 19.4% | Proficient |
| FCCS                       | 38.5%     | Proficient        |                     |  |      |       |            |          |       |            |                |       |            |            |       |            |
| All FCPS                   | 22.3%     | Proficient        |                     |  |      |       |            |          |       |            |                |       |            |            |       |            |
| All Elementary             | 25.1%     | Proficient        |                     |  |      |       |            |          |       |            |                |       |            |            |       |            |
| All Middle                 | 19.4%     | Proficient        |                     |  |      |       |            |          |       |            |                |       |            |            |       |            |

| 1. EDUCATIONAL PERFORMANCE |  |  |                     |   |
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| Focus Area                 | Indicator  | Standard/Criteria  | Sources of Evidence | Evidence/Response   |
|                            | Data-driven decision making                      | The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with College and Career Readiness Standards. |                     | <p>Student selections of past performance are provided to staff before the beginning of the school year so that each student understanding of Singapore Math and Language Arts can be studied. Portfolios include writing samples, DIBELS testing results, and “Words Their Way” spelling inventories. These selections allow teachers to determine specific needs for students. Needs are met through plans for support or enrichment during the school year. New student placement is determined by previous school records and assessments using End of Year benchmarks from the previous grade level.</p> <p>Teachers meet regularly to discuss student progress and review data during their Professional Learning Community (PLC) time. Assessments are reviewed by all aligning teachers to monitor growth and determine next instructional steps. Teachers create their own qualitative and quantitative data as well as external assessments to drive instruction. They will reteach as necessary or enrich and challenge those who acquire the skill more quickly. Staff also use flexible grouping based on writing samples and reading fluency/comprehension to best meet student needs.</p> <p>On a side note, the charter was aligned with the Voluntary State Curriculum (VSC) – which no longer exists since the replacement by Common Core. In Math, each teacher is working to realign each standard to the Singapore program so that lessons can be supplemented to accommodate missing standards.</p> |
|                            | Implementation of exceptional education programs | The school provides quality services for exceptional students as defined in the school’s contract and as required  |                     | <p>The Principal has been working closely with staff to fulfill the vision for accelerated learners and adjustments have been made to increase differentiation over that past two years.</p> <p>In SY 2016-2017, there are heterogeneous grouping of homerooms in grades 2-8, with more homogeneous groups for core subject classes in order to reduce the range of academic needs within each class. First grade students are grouped based</p>  |

| 1. EDUCATIONAL PERFORMANCE |                               |   |                     |   |
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| Focus Area                 | Indicator                     | Standard/Criteria   | Sources of Evidence | Evidence/Response   |
|                            |                               | by applicable law.  |                     | <p>on a smaller range of academic data to allow for more personalized instruction by removing a large disparity between students' academic needs in one class.</p> <p>The current master schedule provides grades K-3 with two 40 minute blocks per week for enrichment. Both core teachers in each grade level have enrichment blocks at the same time in order to flexibly group students within the entire grade level. Students targeted for enrichment were identified based on Global Scholar scores, DIBELS scores, Easy CBM Math scores and teacher recommendation.</p> <p>Teachers are receiving additional guidance on differentiation expectations. Additionally, a corrective action plan will be developed as part of the updated School Improvement Plan in 2016 to establish goals and monitor improvement in this area. FCCS has not yet sought support or training from FCPS Advanced Academics department. However, staff will utilize resources from the Advanced Academics intranet and seek opportunities for professional development to further meet the needs of the advanced students.</p> |
|                            | Implementation of ELL program | The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law. |                     | <p>ELL services are provided by FCPS. At this time, there are 1.4% of FCCS students receiving this service.</p> <p>In school year 2015–2016:<br/> 1.4% of eligible students received ELL services<br/> 1.6% of eligible students did not receive services due to parent refusal</p> <p>In school year 2016–2017:<br/> 1.4% of eligible students are receiving ELL services<br/> 1.6% of eligible students will not receive services due to parent refusal</p>   |

| 2. FINANCIAL PERFORMANCE |   |  |  |  |
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| Focus Area               | Indicator   | Standard   | Sources of Evidence  | Evidence   |
| Financial Management     | Demonstration of professional competence and sound systems in managing the schools financial operations | The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.   | Annual budgets, financial reports, annual financial audits, financial corrective action plans, onsite evaluation | <p>FCCS received unmodified opinions, or “clean audit” reports, for all years from Malvin, Riggins &amp; Company, P.C. (T.R. Klein merged with Malvin Riggins). The results were presented to FCPS and to the FCCS parent community.</p> <p>The FCCS Board has approved accounting policies and procedures to ensure proper segregation of duties and handling of funds.</p>   |
|                          | Adherence to generally accepted accounting principles   | The school adheres to generally accepted accounting principles.  |  | Per the audit reports, FCCS adheres to GAAP procedures and practices.  |
|                          | Financial reporting requirements  | The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract. |  | <p>FCCS, Inc. publishes monthly financial information on the school website, including a comparison to the line item budget with detailed salary information condensed for privacy.</p> <p>FCCS, Inc. has a Finance Committee that conducts check runs and makes deposits each week; each month it provides a financial update to the BOT; each month it provides a bank reconciliation along with the bank statement and general ledger to the Board Treasurer for review and approval.</p> |

| 2. FINANCIAL PERFORMANCE |                                 |  |   |  |
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| Focus Area               | Indicator                       | Standard   | Sources of Evidence   | Evidence   |
| Financial Viability      | Budgeting                       | The school maintains balanced budgets and a positive cash flow.  | Annual budgets, financial reports, annual financial audits, onsite evaluation | <p>FCCS, Inc. ended FY 2016 with \$79,514 of working capital and a total fund balance of \$391,939. These funds will be utilized for future facility needs and as an operating reserve.</p> <p>FCCS, Inc. ended FY 2014 and 2015 with a net surplus. In FY 2016, FCCS ran a deficit due to unusual staffing circumstances combined with less than 100% enrollment in the first year of having an 8<sup>th</sup> grade.</p> <p>The FY 2017 budget projecting a budget surplus has been submitted to FCPS.</p> |
|                          | Financial obligations           | The school's financial obligations are in good standing.         |   | FCCS currently has no debt and has paid its annual rent and all other bills in a timely fashion.   |
|                          | Long-term financial performance | The school has a sound and sustainable long-term financial plan. |   | FCCS projects a positive fund balance for the current fiscal year. FCCS's financial team maintains a five-year projection for planning purposes. See <i>Appendix C – Financial Performance</i> .   |



### 3. ORGANIZATIONAL PERFORMANCE

| Focus Area                     | Indicator                                     | Standard   | Sources of Evidence                           |   |
|--------------------------------|---|--|---|---|
| Student Enrollment and Conduct | Student enrollment trends                     | The school's actual enrollment is consistent with its projections.   | Student enrollment reports, onsite evaluation | At full enrollment, the school has 360 students. Official enrollment for Grades K-8 on September 30, 2015 was 354. As of August 15, 2016, the current enrollment is 357. FCCS actively seeks potential students to fill vacant seats, primarily through email communication to the FCPS community and local advertisements.   |
|                                | Racial/ethnic composition of the student body | The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in Frederick County. |   | For Grades K-5: American Indian - .83% Asian is 7.5%, Black or African American is 22.9%, Hispanic/Latino is 7.9%, Multiple is 7.9%, Native Hawaiian or other Pacific Islander is .42% and White is 52.9%.<br><br>In grades 6-8, the Asian population is 8%, Black or African American is 18.6%, Hispanic/Latino is 8.9%, Multiple is 3.6%, Native Hawaiian or other Pacific Islander is .89%, and White is 60.2%.<br><br><i>See Appendix A – Demographics.</i> |
|                                | Enrollment procedures                         | The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.                           |   | FCCS has implemented the enrollment procedures as required by FCPS.   |

|            |                     |  |  |  |
|------------|---------------------|--|--|--|
|            | School environment  | The school maintains a safe and secure environment.            | Discipline reporting; onsite evaluation  | <p>FCCS has implemented a school-wide disciplinary program. During SY 2015-2016, there were no suspensions in the elementary school. All suspension activity occurred in the middle school.</p> <p>There were 6 instances that warranted in-school suspension.<br/> Two students served 0.5 day of ISS<br/> Four students served 1.0 day of ISS<br/> <i>Cumulative ISS days served = 5 days</i></p> <p>There were 3 instances that warranted out-of-school suspension.<br/> One student served 1.0 day of OSS<br/> Two students served 2.0 days of OSS<br/> <i>Cumulative OSS days served = 5 days</i></p> |
|            | Health and safety   | The school complies with applicable health and safety laws.    | Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation | <p>FCCS maintains records and compliance drills on a yearly basis and can provide the specific Local School Emergency Plan details, including official Chain of Command, list of SEMT assigned Staff, detailed building diagrams, Emergency utility and equipment, list of Off-Site Evacuation Areas</p> <p>Off-Campus Bus Loading Areas, and other mandated reports.</p> <p>The following drills were performed as expected in SY 2015-2016 : Shelter In Place, Reverse Evacuation, Lockdown</p> <p>Drop, Cover, and Hold, and Severe Weather as well as 10 Fire drills during the school day.</p>        |
|            |                     |  |  |  |
| Facilities | Facility compliance | The school's facilities comply with applicable laws and codes. | Occupancy permits, health, safety and fire reports, onsite evaluation                | <p>FCCS obtained all necessary permits for both its original facility and its expanded section. All safety and fire reports have been completed.</p> <p>FCCS maintains required permit and related documentation; it will be provided for review as requested.</p>   |

|                                      |  |  |   |   |
|--------------------------------------|--|--|---|---|
| <p>Governance, Staff and Parents</p> | <p>Governance structure</p>                      | <p>The school implements the governance structure as defined in the school's contract.</p> | <p>Governing board meeting agendas and minutes, onsite evaluation</p> | <p>Board of Trustees - The governing board structure for FCCS, Inc., a Board of Trustees (BOT) as described in the Application, remains in place. While there has been some turnover of BOT officers and membership, the current BOT meets regularly, with 4 officers and 5 trustees. Elections will be held in SY 2016-2017 to elect future officers for terms beginning in July 2017. See <i>Section VII - Key Personnel and Advisors</i> for more information. On the school website, BOT meeting agendas and approved meeting minutes are published.</p> <p>Committees – The BOT oversees a group of volunteer committees; parents, staff, and community members are invited to participate. These committees are similar to those described in the Application. The school currently has the following committees: Academic, Admissions, Advocacy, Communications, Facility, Finance, Fundraising, Grants, High School, Social, Library, Volunteer, and Yearbook.</p> <p>School Improvement – FCCS has a School Improvement Team and follows similar practices to other FCPS schools. The School Improvement Team members are Principal, Assistant Principal, English Department Chair, Math Department Chair, Science Department Chair, History Department Chair, Specials Department Chair, Primary Department Chair, and parent representative.</p> |
|                                      | <p>Compliance with Maryland and federal laws</p> | <p>The school complies with relevant Maryland and federal laws.</p>                        |   | <p>FCCS has complied with all federal laws, including the management of its federal startup grant, which was audited and approved.</p>  |

|  |                                       |  |                                     |  |
|--|---------------------------------------|--|-------------------------------------|--|
|  | Qualifications of instructional staff | The school employs instructional staff that meet Maryland state and federal qualifications       | Staffing reports, onsite evaluation | FCCS staff members have met all legal requirements for employment and all recommended hires were approved by the FCPS HR department and the BOT.   |
|  | Parental Involvement                  | The school is effectively involving parents in its programs as defined in the school's contract. | Onsite evaluation, parental surveys | In the 2016 annual parent survey, over 75% of parents agreed or strongly agreed with the statement that "Parents who want to be involved have many opportunities to do so." Over 90% of parents agreed or strongly agreed with the statement that "I want to be involved in making the school successful." |

## IV. Successes

FCPS Board of Education members have indicated a desire to learn from charter school experiences and apply proven approaches elsewhere to improve school operations and student outcomes. Therefore, the BOT chose to highlight some strategies with which the school is experiencing success.

- **Foreign language** is an important part of classical education and has been described by FCCS's classical consultant, Dr. Christopher Perrin, as x-ray vision for vocabulary and reading comprehension. FCCS begins Spanish instruction for all students in Kindergarten and Latin instruction in 5th grade. Students have had positive results, demonstrated by the 84.4% CRES Latin pass rate (32 students) and 100% CRES Spanish pass rate (32 students). School leaders look forward to gathering more data to drive language arts integration.
- **Music** serves as a foundation in FCCS students' daily lives. Chants and rhymes are used beginning in Kindergarten to enhance grammar rules and to increase vitality of memorized facts. Even 8<sup>th</sup> grade teachers find success in foundational concepts learned through chants and rhymes.
- **The historical-themed curriculum** connects all aspects of learning to further solidify the knowledge gained throughout the year. The story of our world is brought to life through science, math, astronomy, art, and of course, language arts.
- **The parent education program** has successfully encouraged more active parent involvement in education of their scholar. When FCCS consultants are on site to provide professional development, the Academic Committee hosts a parent education session to teach parents the same techniques being taught to teachers. This helps parents to use consistent approaches when supporting homework or discussing school with their child.
- **Before- and after-school clubs** support student advancement. For SY 2016-2017, it is anticipated that staff and volunteer-led programs will be offered including Snapology, Destination Imagination, Sign Language, Band, Karate, and Public Speaking through a partnership with Toastmasters.
- **Library creation** based on 100% donations with maintenance and use support fulfilled by volunteers with staff oversight.

FCCS will strive to demonstrate success with robust data in the upcoming years using research-based methods.

## V. Modifications

FCCS is still a young school and school improvement is ongoing. At this time, FCCS, Inc. requests that the charter contract be modified with the following change:

| Modification       | Description   | Justification   |
|--------------------|---|---|
| Maximum Enrollment | <p>Increase maximum enrollment from 360 to 376 students over a two year period.</p> <p>Each grade level at FCCS is currently split between two homerooms of 20 students each. In SY 2017-2018, the homerooms for Grades 1-4 increase by one seat from 20 to 21. In SY 2018-2019, the homerooms for Grades 5-8 increase by one seat from 20 to 21.</p> | <p>Community demand for admission to FCCS has been extremely high every year with the SY 2016-2017 wait list exceeding 500 students. Combining the wait list and current enrollment, the total demand is approaching 900 students, more than double the current maximum enrollment of 360 seats. FCCS has adequate facility space to accommodate the proposed increase. With a modest increase of 1 student per homeroom for grades 1-8, FCCS can meet more of the demand and still maintain below-average class sizes.</p> |

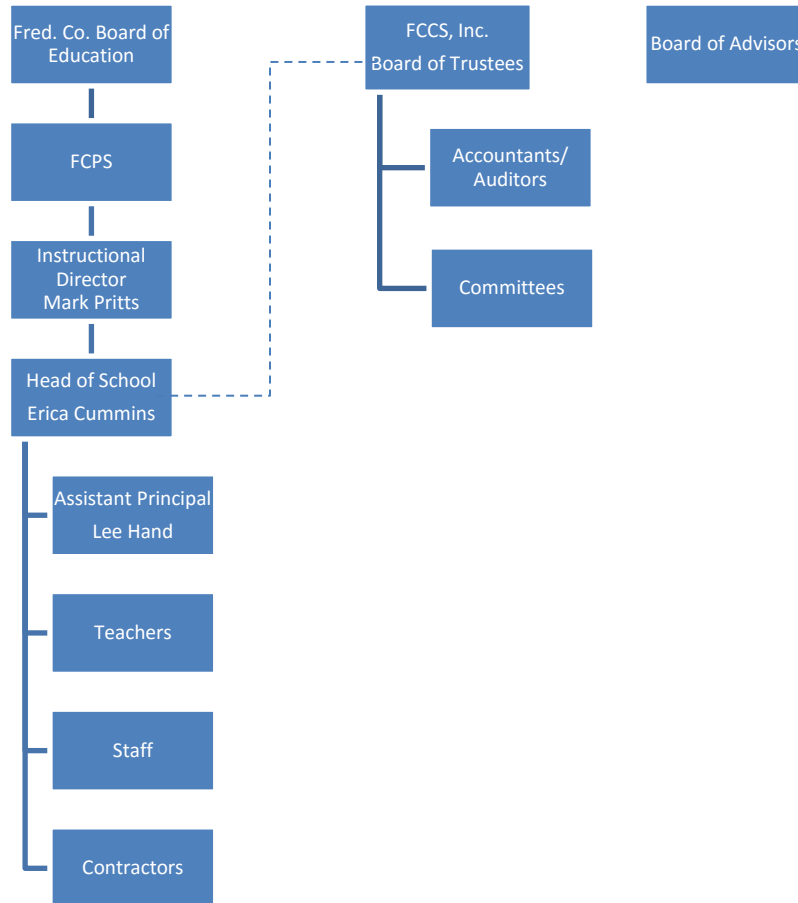
## VI. Opportunities

This section highlights some areas that offer an opportunity for continued creative collaborative solutions between the Board and FCCS, Inc.

| Opportunity                 | Description  | Remedy  |
|-----------------------------|--|---|
| Autonomy and Access         | <p>Maryland’s charter law is among the nation’s weakest. In addition to being restrictive, the law is silent on important policy issues that continue to result in granting all of the accountability associated with a charter school without the autonomy necessary. It limits access to certain federal grants and other investments from philanthropy to support innovative charter schools such as FCCS. In order to overcome these barriers, it is imperative that FCCS, Inc. and FCPS work collaboratively to promote the goals of FCCS. These goals are consistent with FCPS’ goals, in part, to offer a rigorous liberal arts curriculum that is well - rounded and college-focused and develops students’ knowledge, reason, and self-expression. Accomplishing this includes ensuring FCCS administration, teaching faculty and support staff have access to and training needed to accomplish these endeavors.</p> | <p>Continue to allow for additional flexibility and autonomy to FCCS, Inc. and FCCS administration as it relates to operational issues in which the law and/or the charter are silent. Continue to increase collaborative decision-making.</p>                        |
| Local bargaining agreements | <p>Professional development requirements are not acknowledged in the existing bargaining agreements. For example, FCCS provides extensive and school-specific professional development to staff and requests more flexibility in timing and delivery of that training, currently limited by union contract requirements for scheduling. In some cases, teachers cannot be required to attend, though it is necessary to carry out the educational mission.</p>   | <p>Permit FCCS, Inc. and FCCS administration the opportunity to participate in the collective bargaining process. Include charter school professional development requirements as a consideration in the collective bargaining negotiation process in the future.</p> |

## VII. Key Personnel and Advisors

It is important to highlight the current organizational structure of the Frederick Classical Charter School.



The organizational structure has become further refined over the past three years, but it has not changed significantly from opening day. As FCCS has transitioned from a start-up school to a stable operation, the Board of Advisors has changed. *Appendix E – Board of Advisors* lists the current Board of Advisors actively supporting FCCS. For example, Dr. Christopher Perrin has provided the school with his valuable expertise in Classical Education models for the past several years, as a trainer and consultant. In early 2016, Dr. Perrin introduced FCCS to Jason Ulbrich, who has relevant experience in implementation of Classical Education in a public charter school environment.

Mr. Ulbrich has been well received by teachers and administrators for his relevant, helpful, and practical advice. Mr. Ulbrich will provide Classical consulting services to FCCS in the upcoming school year.

Following the FCCS, Inc. bylaws, member elections will be held in the fall of 2016 for new Officers of the Board of Trustees. The BOT intends to maintain its current size of about 8-10 trustees.



## VIII. Next Steps

It is understood that, following delivery of this Request for Renewal document to FCPS on September 1, 2016, Dr. Alban, FCPS Superintendent, and her team will review the request and make a recommendation to the Board to grant or deny this charter contract renewal request. The BOT requests that Dr. Alban solicit from FCCS any additional information necessary to make an informed decision, if she would feel that any issue is not addressed to satisfaction in the renewal document.

Dr. Alban will provide her decision to the Board of Education no later than December 1, 2016. At that time the BOE will take Dr. Alban's recommendation under consideration, as well as review the FCCS request for renewal documents. At that time, the BOE will make their determination. Again, the BOT requests that the BOE solicit additional information necessary to make a renewal decision if any topic is not addressed to satisfaction in the renewal document.

FCCS expects to be invited by BOE to meet in December 2016 in a public forum. At that time, FCCS will present the request for renewal with supporting information and BOE members will have an opportunity to ask direct questions of FCCS representatives and allow them to respond. Upon conclusion of this process, the BOE will make a final decision regarding the renewal of charter contract with FCCS, Inc.

# IX. Appendices

## Appendix A. Demographics

**Table 1: SY 2015-2016 Demographics: Compared to FCPS and selected cluster schools**

(Source: Hand's School Cluster report, Cummins' Data for Renewal and Individual School Profiles on FCPS.org)

| School/<br>Grades         | All    | Asian | Black<br>AA | ELL       | FARMS | Hispanic<br>Latino | SPED  | Mult<br>iple | White | Attendance |
|---------------------------|--------|-------|-------------|-----------|-------|--------------------|-------|--------------|-------|------------|
| <b>FCPS Overall</b>       | 40,720 | 5.2%  | 11.4%       | 7.0%      | 26.0% | 14.3%              | 11.0% | 4.9%         | 63.5% |            |
| <b>FCCS K-5</b>           | 240    | 7.5%  | 22.9%       | 2.1%      | 12.1% | 7.9%               | 5.0%  | 7.9%         | 52.5% | 95.4%      |
| <b>Yellow Springs K-5</b> | 435    | 7.7%  | 15.2%       | 10.1<br>% | 2.8%  | 8.8%               | 3.2%  | 4.3%         | 64.1% | 95.0%      |
| <b>MVMPCS K-5</b>         | 223    | 7.6%  | 13.0%       | 1.8       | 13.5  | 9.0%               | 9.0%  | 3.6%         | 66.4% | 95.0%      |
| <b>Urbana K-5</b>         | 700    | 18.1% | 6.0%        | 3.0%      | 9.6%  | 8.9%               | 9.4%  | 5.4%         | 66.4  | 95.0%      |
| <b>CCMPCS K-5</b>         | 217    | 6.5%  | 9.7%        | 2.3%      | 16.6% | 15.2%              | 4.6%  | 4.2%         | 64.1% | 93.6%      |
| <b>Walkersville K-5</b>   | 686    | 3.2%  | 20.1%       | 5.5%      | 38.5% | 13.4%              | 8.9%  | 5.1%         | 57.7% | 95.0%      |
| <b>FCCS 6-8</b>           | 113    | 8.0%  | 18.6%       | 0.9%      | 15.0% | 8.9%               | 8.0%  | 3.5%         | 60.2% | 95.4%      |
| <b>MVMPCS 6-8</b>         | 77     | 6.5%  | 6.5%        | 1.3%      | 13.0% | 6.5%               | 9.1%  | 9.1%         | 71.4% | 95.0%      |
| <b>Urbana 6-8</b>         | 843    | 17.8% | 7.7%        | 0.5%      | 6.1%  | 10.3%              | 8.7%  | 6.3%         | 57.4% | 95.0%      |
| <b>Walkersville 6-8</b>   | 812    | 3.9%  | 11.7%       | 6.0%      | 24.9% | 9.9%               | 8.3%  | 4.7%         | 69.1% | 95.0%      |

## Appendix B. Educational Performance

- i. Intervention Plans SY 2016—2017 – *Attached PDF file*
- ii. Data

**Table 2: PARCC Proficiency Targets with FCPS AMO's**

(Source: RADAR FCPS.org)

|                     | ELA<br>Baseline<br>(2015)<br>Level 3-5 | Target<br>AMO for<br>2016 | Math<br>Baseline<br>(2015)<br>Level 3-5 | Target<br>AMO for<br>2016 |
|---------------------|--|---------------------------|---|---------------------------|
| <b>All Students</b> | 88.20%                                 | 89.40%                    | 80.20%                                  | 82.20%                    |
| <b>Asian</b>        | 100.00%                                | 100.00%                   | 88.20%                                  | 89.20%                    |
| <b>Black/AA</b>     | 81.60%                                 | 84.30%                    | 68.40%                                  | 73.20%                    |
| <b>Hisp/Latino</b>  | 83.30%                                 | 85.80%                    | 83.30%                                  | 85.80%                    |
| <b>White</b>        | 89.50%                                 | 90.50%                    | 82.50%                                  | 84.20%                    |
| <b>Multiple</b>     | 81.80%                                 | 83.60%                    | 81.80%                                  | 83.60%                    |
| <b>FARMS</b>        | 87.00%                                 | 88.90%                    | 78.30%                                  | 81.50%                    |
| <b>Special Ed.</b>  | 52.90%                                 | 60.00%                    | 47.10%                                  | 55.00%                    |
| <b>LEP</b>          | 50.00%                                 | 57.50%                    | 25.00%                                  | 36.30%                    |

**Table 3: 2015 PARCC Results for ELA**

(Source: FCPS.org)

| Grade    | FCPS Levels<br>3-5 | FCCS Levels<br>3-5 | Yellow<br>Springs<br>Levels 3-5 | MVMPCS<br>Levels 3-5 | Walkersville<br>MS Levels 3-5 |
|----------|--------------------|--------------------|---------------------------------|----------------------|-------------------------------|
| <b>3</b> | 77%                | 83%                | 82%                             | 75%                  | NA                            |
| <b>4</b> | 77%                | 95%                | 79%                             | 58%                  | NA                            |
| <b>5</b> | 78%                | 85%                | 88%                             | 93%                  | NA                            |
| <b>6</b> | 79%                | 89%                | NA                              | 93%                  | 72%                           |
| <b>7</b> | 68%                | 91%                | NA                              | 93%                  | 64%                           |
| <b>8</b> | 69%                | NA                 | NA                              | 96%                  | 64%                           |

**Table 4: 2015 PARCC Results for Math**

(Source: FCPS.org School Report Cards)

| Grade | FCPS Levels 3-5 | FCCS Levels 3-5 | Yellow Springs Levels 3-5 | MVMPCS Levels 3-5 | Walkersville MS Levels 3-5 |
|-------|-----------------|-----------------|---------------------------|-------------------|----------------------------|
| 3     | 77%             | 75%             | 83%                       | 69%               | NA                         |
| 4     | 73%             | 83%             | 83%                       | 50%               | NA                         |
| 5     | 75%             | 82%             | 81%                       | 69%               | NA                         |
| 6     | 73%             | 74%             | NA                        | 67%               | 70%                        |
| 7     | 71%             | 88%             | NA                        | 96%               | 71%                        |
| 8     | 59%             | NA              | NA                        | 90%               | 65%                        |

**Table 5: MSA Results by Year: Grade 5**

(Source: FCPS.org School Report Cards)

| School            | 2014 | 2015 | 2016                  |
|-------------------|------|------|-----------------------|
| FCPS              | 77%  | 77%  | Results not published |
| FCCS              | 85%  | 74%  | Results not published |
| MVMPCS            | 76%  | 82%  | Results not published |
| Walkersville ES   | 72%  | 71%  | Results not published |
| Yellow Springs ES | 83%  | 86%  | Results not published |

**Table 6: DIBELS Next Reading Fluency by Year**

(Source: Cummins' Data for Renewal)

**May 2014**

| <b>Grade (# tested)</b>   | <b>% Proficient</b> | <b>% At Some Risk</b> | <b>% At Risk</b> |
|---------------------------|---------------------|-----------------------|------------------|
| <b>K (40)</b>             | 45%                 | 15%                   | 40%              |
| <b>1(40)</b>              | 80%                 | 15%                   | 5%               |
| <b>2(41)</b>              | 53%                 | 28%                   | 20%              |
| <b>3 (39)</b>             | 65%                 | 11%                   | 24%              |
| <b>4 (39)</b>             | 61%                 | 24%                   | 16%              |
| <b>5 (36)</b>             | 36%                 | 38%                   | 26%              |
| <b>6 (39)</b>             | 41%                 | 26%                   | 33%              |
| <b>All Students (270)</b> | 54%                 | 22%                   | 23%              |

**May 2015**

| <b>Grade (# tested)</b>   | <b>% Proficient</b> | <b>% At Some Risk</b> | <b>% At Risk</b> |
|---------------------------|---------------------|-----------------------|------------------|
| <b>K (40)</b>             | 85%                 | 8%                    | 3%               |
| <b>1(40)</b>              | 64%                 | 23%                   | 13%              |
| <b>2(40)</b>              | 72%                 | 7%                    | 4%               |
| <b>3 (40)</b>             | 54%                 | 17%                   | 29%              |
| <b>4 (40)</b>             | 72%                 | 13%                   | 15%              |
| <b>5 (40)</b>             | 74%                 | 13%                   | 13%              |
| <b>6 (34)</b>             | 86%                 | 3%                    | 11%              |
| <b>All Students (274)</b> | 72%                 | 14%                   | 14%              |

**May 2016**

| <b>Grade (# tested)</b>   | <b>% Proficient</b> | <b>% At Some Risk</b> | <b>% At Risk</b> |
|---------------------------|---------------------|-----------------------|------------------|
| <b>K (40)</b>             | 80%                 | 13%                   | 8%               |
| <b>1(40)</b>              | 74%                 | 23%                   | 3%               |
| <b>2(39)</b>              | 70%                 | 18%                   | 13%              |
| <b>3 (40)</b>             | 68%                 | 15%                   | 18%              |
| <b>4 (40)</b>             | 56%                 | 10%                   | 33%              |
| <b>5 (39)</b>             | 75%                 | 10%                   | 15%              |
| <b>6 (37)</b>             | 86%                 | 8%                    | 5%               |
| <b>All Students (275)</b> | 73%                 | 14%                   | 13%              |

**Table 7: DIBELS easyCBM Math by Year**

(Source: Cummins' Data for Renewal)

**May 2014**

| <b>Grade (# tested)</b>   | <b>% in 40th-99th<br/>National Percentile</b> | <b>% 20th -39th<br/>National Percentile</b> | <b>% 1 - 19th<br/>National Percentile</b> |
|---------------------------|---|---|---|
| <b>K (40)</b>             | 98%   | 3%  | 0%  |
| <b>1(40)</b>              | 90%   | 8%  | 3%  |
| <b>2(40)</b>              | 65%   | 25%   | 10%                                       |
| <b>3 (40)</b>             | 94%   | 3%  | 3%  |
| <b>4 (40)</b>             | 85%   | 10%   | 5%  |
| <b>5 (39)</b>             | 86%   | 6%  | 8%  |
| <b>6 (39)</b>             | 71%   | 18%   | 11%                                       |
| <b>All Students (278)</b> | 84%   | 10%   | 6%  |

**May 2015**

| <b>Grade (# tested)</b>   | <b>% in 40th-99th<br/>National Percentile</b> | <b>% 20th -39th<br/>National Percentile</b> | <b>% 1 - 19th<br/>National Percentile</b> |
|---------------------------|---|---|---|
| <b>K (40)</b>             | 98%   | 3%  | 0%  |
| <b>1(40)</b>              | 92%   | 8%  | 0%  |
| <b>2(40)</b>              | 85%   | 13%   | 3%  |
| <b>3 (40)</b>             | 85%   | 10%   | 5%  |
| <b>4 (40)</b>             | 90%   | 3%  | 8%  |
| <b>5 (39)</b>             | 90%   | 10%   | 0%  |
| <b>6 (39)</b>             | 65%   | 24%   | 12%                                       |
| <b>All Students (278)</b> | 87%   | 10%   | 4%  |

**May 2016**

| <b>Grade (# tested)</b>   | <b>% in 40th-99th<br/>National Percentile</b> | <b>% 20th -39th<br/>National Percentile</b> | <b>% 1 - 19th<br/>National Percentile</b> |
|---------------------------|---|---|---|
| <b>K (40)</b>             | 98%   | 3%  | 0%  |
| <b>1(40)</b>              | 92%   | 8%  | 0%  |
| <b>2(40)</b>              | 85%   | 13%   | 3%  |
| <b>3 (40)</b>             | 85%   | 10%   | 5%  |
| <b>4 (40)</b>             | 90%   | 3%  | 8%  |
| <b>5 (39)</b>             | 90%   | 10%   | 0%  |
| <b>6 (39)</b>             | 65%   | 24%   | 12%                                       |
| <b>All Students (278)</b> | 87%   | 10%   | 4%  |

**Table 8.1: Global Scholar Reading Results End of Year 2015**

(Source: Cummins' Data for Renewal)

| <b>Grade</b> | <b>% Above Average</b> | <b>#</b>  | <b>% High Average</b> | <b>#</b>  | <b>% Low Average</b> | <b>#</b> | <b>% Below Average</b> | <b>#</b>  | <b>Total Count</b> |
|--------------|------------------------|-----------|-----------------------|-----------|----------------------|----------|------------------------|-----------|--------------------|
| <b>7</b>     | 55.0%                  | 22        | 17.5%                 | 7         | 12.5%                | 5        | 15                     | 6         | 40                 |
| <b>8</b>     | 68.5%                  | 24        | 14.0%                 | 5         | 6.0%                 | 2        | 11.5%                  | 4         | 35                 |
| <b>Total</b> | <b>61.5%</b>           | <b>46</b> | <b>15.8%</b>          | <b>12</b> | <b>9.3%</b>          | <b>7</b> | <b>13.3%</b>           | <b>10</b> | <b>75</b>          |

**Table 8.2 Global Scholar Math Results End of Year 2015**

(Source: Cummins' Data For Renewal)

| <b>Grade</b> | <b>% Above Average</b> | <b>#</b>  | <b>% High Average</b> | <b>#</b>  | <b>% Low Average</b> | <b>#</b>  | <b>% Below Average</b> | <b>#</b> | <b>Total Count</b> |
|--------------|------------------------|-----------|-----------------------|-----------|----------------------|-----------|------------------------|----------|--------------------|
| <b>7</b>     | 43.6%                  | 17        | 17.9%                 | 7         | 28.2%                | 11        | 10.3%                  | 4        | 39                 |
| <b>8</b>     | 45.2%                  | 14        | 32.3%                 | 10        | 6.5%                 | 2         | 16.1%                  | 5        | 31                 |
| <b>Total</b> | <b>44.3%</b>           | <b>31</b> | <b>24.3%</b>          | <b>17</b> | <b>18.6%</b>         | <b>13</b> | <b>12.9%</b>           | <b>9</b> | <b>70</b>          |

## Appendix C. Financial Performance

- i. Five-Year Projection with 2017 Budget – *Attached PDF file*

## Appendix D. References

- i. St. John Properties Letter of Support – *Attached PDF file*
- ii. Dr. Christopher Perrin Letter of Support – *Attached PDF file*

## Appendix E. Board of Advisors

The FCCS, Inc. Board of Trustees has approved the following individuals for membership on the FCCS Board of Advisors.

Jason Ulbrich, Executive Director, Eagle Ridge Academy

Dr. Christopher Perrin, Classical Education Expert

Dr. Carol Tolman, Literacy Expert

Tom Neumark, FCCS Founder

Ginger Mortellaro, FCCS Founder

Sue Middleton, FCCS Founder



## Appendix F. Professional Development

FCCS, Inc. asked staff to provide examples of professional development (PD) they have completed, beyond what is provided by FCCS. The following lists provide some PD courses and activities reported by FCCS staff:

- Making Learning Fun Class (It discussed different forms of technology to use with the students, different grouping styles, and how to reach each child.)
- Executive Functioning in the ECE Classroom
- Math: Constructing Meaning Grade 1
- Math: Constructing Meaning Grade 2
- How to Get Parents On Your Side
- Motivating Students to Read
- Ag in the Classroom Workshop
- Frederick Comm. College - SPED 203 - Foundations in Special Education
- Univ. Phoenix - RDG 536 - Reading Methods Primary Grades
- Classroom Management
- Phonics
- Spanish 1 for Educators
- Introduction to Hispanic Culture
- Medal of Honor Legacy (graduate course – 37 hours)
- Advances in Understanding and Managing ADHD in Children and Teens
- High Functioning Autism: Proven and Practical Interventions
- Childhood Developmental Disorders
- Adverse Childhood Experiences
- Motivating Students and Ourselves
- What School Professionals Need to Know About DMD, Irritability and BPD in Children
- Understanding and Educating Traumatized Students with focus on ELL
- School Counselors and LGBT Students: A look at the Issue
- Anxiety Disorders in Children and Adolescents
- Psychological Dynamics of Gangs and Gang Membership
- New Frontiers of Clinical Ethics: Protect Your Practice in the Digital Age
- Change Your Language, Change Their Lives
- Self-Regulation in Children
- Reclaiming Parental Authority
- Bipolar: An Updated Slant on the Disorder

### Professional Endeavors:

- Taught tech at the FCPS symposium two years ago
- Mentor Teacher online course
- Master Teacher online course
- Final process of Master's degree portfolio

**Response to Intervention  
Frederick Classical Charter School  
2016-2017\***

| <b>Kindergarten: Reading</b> |   |   |                              |   |
|------------------------------|---|---|------------------------------|---|
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | TBD   | 1                            | TBD   |
| <b>Provider</b>              | Classroom teacher<br>8:40-10:10                                   | Classroom teacher/Remediation blocks on schedule<br>1:40-2:20 M/T   | Classroom teacher            | Specials teacher/Enrichment blocks on schedule<br>1:40-2:20 M/T                               |
| <b>Intervention Program</b>  | Core Reading Program/Fundations/Power Readers                     | Fundations K Intervention lessons                                   | retention                    | Leveled Readers<br>PBL<br>STEM  |
| <b>Kindergarten: Math</b>    |   |   |                              |   |
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | TBD   | 1                            | TBD   |
| <b>Provider</b>              | Classroom teacher<br>11:40-12:20                                  | Classroom teacher/Remediation blocks on schedule<br>1:40-2:20 M/T   | Classroom teacher            | Specials teacher/Enrichment blocks on schedule<br>1:40-2:20 M/T                               |
| <b>Intervention Program</b>  | Singapore: Math Essentials  | manipulatives   | retention                    | PBL<br>STEM   |
| <b>First Grade: Reading</b>  |   |   |                              |   |
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | 3   |                              | 7   |
| <b>Provider</b>              | Classroom teacher/ <i>instructional assistant</i><br>8:40-10:10   | M. Sapio<br>(Spanish teacher)                                       |                              | P. Trammell<br>(Literacy Specialist)<br>Enrichment blocks on schedule 1:00-1:40 W/1:40-2:20 F |
| <b>Intervention Program</b>  | Core Reading Program/Reading Street leveled readers/Power Readers | SIPPS Beginning or Fundations Level 1                               | LIPS Reading Mastery K/1     | Great Books Chapter Books   |
| <b>First Grade: Math</b>     |   |   |                              |   |
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | 2   |                              | 7   |
| <b>Provider</b>              | Classroom teacher<br>11:40-12:30/2:20-3:00                        | Specials Teacher<br>2:20-3:00                                       |                              | Specials Teacher<br>Enrichment blocks on schedule 1:00-1:40 W/1:40-2:20 F                     |
| <b>Intervention Program</b>  | Singapore Math: Textbook/workbook<br>Extra practice & Sprints     | Singapore Math: Intensive Practice/ <i>Visible Thinking in Math</i> | TBD – Based on Student Needs | Singapore Math: <i>Challenging Word Problems/Math Express Speed Math</i>                      |

\*based on 3<sup>rd</sup> quarter data

|                              |   |   |                              |  |
|------------------------------|---|---|------------------------------|--|
|                              |   | <i>(reteaching at pictorial level)</i><br>Math Navigator<br>Moby Max  |                              | Strategies<br>PBL<br>STEM  |
| <b>Second Grade: Reading</b> |   |   |                              |  |
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>  |
| <b># of students</b>         | 40  | 5   |                              | 7  |
| <b>Provider</b>              | Classroom teacher   | P. Trammell<br>(Literacy specialist)  |                              | P. Trammell<br>(Literacy Specialist)<br>Enrichment blocks<br>on schedule<br>1:40-2:20 W/Th                 |
| <b>Intervention Program</b>  | Core Reading Program/Reading Street leveled readers                       | SIPPS Extension<br>Or<br>Foundations Level 2  | TBD – Based on Student Needs | Great Books<br>Chapter Books   |
| <b>Second Grade: Math</b>    |   |   |                              |  |
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>  |
| <b># of students</b>         | 40  | 3   |                              | 8  |
| <b>Provider</b>              | Classroom teacher   |   |                              | Specials Teacher<br>Enrichment blocks<br>on schedule 1:40-2:20 W/Th  |
| <b>Intervention Program</b>  | Singapore Math: Textbook/workbook<br>Extra practice & Sprints             | Singapore Math: Intensive Practice/ <i>Visible Thinking in Math (reteaching at pictorial level)</i><br>Math Navigator<br>Moby Max | TBD – Based on Student Needs | Singapore Math: <i>Challenging Word Problems/Math Express Speed Math Strategies</i><br>PBL<br>STEM         |
| <b>Third Grade: Reading</b>  |   |   |                              |  |
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>  |
| <b># of students</b>         | 40  | 4   |                              | 8  |
| <b>Provider</b>              | Classroom teacher   | P. Trammell<br>(Literacy Specialist)  |                              | P. Trammell<br>(Literacy Specialist)<br>Enrichment blocks<br>on schedule<br>12:20-1:00 W,<br>11:40-12:20 F |
| <b>Intervention Program</b>  | Core Reading Program/Reading Street leveled readers<br>Literature Circles | Foundations Level 2b<br>Read Naturally<br><i>SOAR to Success</i>  | TBD – Based on Student Needs | Great Books  |
| <b>Third Grade: Math</b>     |   |   |                              |  |
|                              | <b>TIER I</b>   | <b>Tier II</b>  | <b>Tier III</b>              | <b>Enrichment</b>  |
| <b># of students</b>         | 40  | 5   |                              | 5  |

\*based on 3<sup>rd</sup> quarter data

|                              |   |  |                       |   |
|------------------------------|---|--|-----------------------|---|
| <b>Provider</b>              | Classroom teacher   | Specials teacher   |                       | Enrichment blocks on schedule<br>12:20-1:00 W,<br>11:40-12:20 F                                       |
| <b>Intervention Program</b>  | Singapore Math:<br>Textbook/workbook<br>Extra practice & Sprints          | Singapore Math:<br>Intensive Practice/ <i>Visible Thinking in Math (reteaching at pictorial level)</i><br>Math Navigator<br>Moby Max |                       | Singapore Math:<br><i>Challenging Word Problems/Math Express Speed Math Strategies</i><br>PBL<br>STEM |
| <b>Fourth Grade: Reading</b> |   |  |                       |   |
|                              | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>       | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | 3  | 2                     | 4   |
| <b>Provider</b>              | Classroom teacher   | P. Trammell<br>(Literacy Specialist)   | Special ed teacher    |   |
| <b>Intervention Program</b>  | Core Reading Program/Reading Street leveled readers<br>Literature Circles | SIPPS Challenge<br>Read Naturally<br><i>Comprehension Focused Intervention</i>   | Based on Student Need | Great Books<br>Socratic Seminar   |
| <b>Fourth Grade: Math</b>    |   |  |                       |   |
|                              | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>       | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | 2  | 2                     | 7   |
| <b>Provider</b>              | Classroom teacher   | Specials teacher   | Special ed teacher    |   |
| <b>Intervention Program</b>  | Singapore Math:<br>Textbook/workbook<br>Extra practice & Sprints          | Singapore Math:<br>Intensive Practice/ <i>Visible Thinking in Math (reteaching at pictorial level)</i><br>Math Navigator<br>Moby Max | Based on Student Need | Singapore Math:<br><i>Challenging Word Problems/Math Express Speed Math Strategies</i><br>PBL<br>STEM |
| <b>Fifth Grade: Reading</b>  |   |  |                       |   |
|                              | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>       | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | 4  | 1                     | 7   |
| <b>Provider</b>              | Classroom teacher   |  | Special ed teacher    |   |
| <b>Intervention Program</b>  |   |  | Based on Student Need |   |
| <b>Fifth Grade: Math</b>     |   |  |                       |   |
|                              | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>       | <b>Enrichment</b>   |
| <b># of students</b>         | 40  | 5  |                       | 4   |
| <b>Provider</b>              | Classroom teacher   | Specials teacher   |                       |   |
| <b>Intervention</b>          | Singapore Math:   | Singapore Math:  |                       | Singapore Math:   |

\*based on 3<sup>rd</sup> quarter data

|                                 |   |  |                                    |  |
|---------------------------------|---|--|------------------------------------|--|
| <b>Program</b>                  | Textbook/workbook<br>Extra practice & Sprints                               | Intensive<br>Practice/ <i>Visible<br/>Thinking in Math<br/>(reteaching at<br/>pictorial level)</i><br>Math Navigator<br>Moby Max |                                    | <i>Challenging Word<br/>Problems/Math<br/>Express Speed Math<br/>Strategies</i><br>PBL<br>STEM |
| <b>Sixth Grade: Reading</b>     |   |  |                                    |  |
|                                 | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>                    | <b>Enrichment</b>  |
| <b># of students</b>            | 40  | 4  |                                    | 6  |
| <b>Provider</b>                 | Classroom teacher   |  | Special ed<br>teacher              |  |
| <b>Intervention<br/>Program</b> |   |  | TBD – Based<br>on Student<br>Needs |  |
| <b>Sixth Grade: Math</b>        |   |  |                                    |  |
|                                 | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>                    | <b>Enrichment</b>  |
| <b># of students</b>            | 40  | 5  |                                    | 11   |
| <b>Provider</b>                 | Classroom teacher   | Specials teacher   | Special ed<br>teacher              |  |
| <b>Intervention<br/>Program</b> |   | Math Navigator   | TBD – Based<br>on Student<br>Needs |  |
| <b>Seventh Grade: Reading</b>   |   |  |                                    |  |
|                                 | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>                    | <b>Enrichment</b>  |
| <b># of students</b>            | 40  | 6  |                                    | 5  |
| <b>Provider</b>                 | Classroom teacher   |  |                                    |  |
| <b>Intervention<br/>Program</b> | Pearson<br>Literature/Composition<br>Integrated novels<br>Socratic Seminars |  | TBD – Based<br>on Student<br>Needs |  |
| <b>Seventh Grade: Math</b>      |   |  |                                    |  |
|                                 | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>                    | <b>Enrichment</b>  |
| <b># of students</b>            | 40  | 12   |                                    | 10   |
| <b>Provider</b>                 | Classroom teacher   | Specials teacher   |                                    |  |
| <b>Intervention<br/>Program</b> |   | Math Navigator   | TBD – Based<br>on Student<br>Needs |  |
| <b>Eighth: Reading</b>          |   |  |                                    |  |
|                                 | <b>TIER I</b>   | <b>Tier II</b>   | <b>Tier III</b>                    | <b>Enrichment</b>  |
| <b># of students</b>            | 40  | 7  |                                    | 10   |
| <b>Provider</b>                 | Classroom teacher   |  |                                    |  |
| <b>Intervention<br/>Program</b> | Pearson<br>Literature/Composition<br>Integrated novels                      |  | TBD – Based<br>on Student<br>Needs |  |

\*based on 3<sup>rd</sup> quarter data

|                             |                   |                  |                              |                   |
|-----------------------------|-------------------|------------------|------------------------------|-------------------|
|                             | Socratic Seminars |                  |                              |                   |
| <b>Eighth: Math</b>         |                   |                  |                              |                   |
|                             | <b>TIER I</b>     | <b>Tier II</b>   | <b>Tier III</b>              | <b>Enrichment</b> |
| <b># of students</b>        | 40                | 6                |                              | 3                 |
| <b>Provider</b>             | Classroom teacher | Specials teacher |                              |                   |
| <b>Intervention Program</b> |                   | Math Navigator   | TBD – Based on Student Needs |                   |

\*based on 3<sup>rd</sup> quarter data

**FREDERICK CLASSICAL CHARTER SCHOOL, INC.  
5-YEAR PROJECTION**

|   | Budget<br>FY 2017 | Projected<br>FY 2018 | Projected<br>FY 2019 | Projected<br>FY 2020 | Projected<br>FY 2021 | Projected<br>FY 2022 |
|---|-------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>Number of Students</b>               | <b>360</b>        | <b>360</b>           | <b>360</b>           | <b>360</b>           | <b>360</b>           | <b>360</b>           |
| <b>PPA</b>                              | \$ 9,374.25       | \$ 9,421.12          | \$ 9,468.23          | \$ 9,515.57          | \$ 9,563.15          | \$ 9,610.96          |
| <b>Income</b>                           |                   |                      |                      |                      |                      |                      |
| 40000 - Donations                       | 10,800            | 10,800               | 10,800               | 10,800               | 10,800               | 10,800               |
| 40050 - Donated Services                | 100,000           | 100,000              | 100,000              | 100,000              | 100,000              | 100,000              |
| 40200 - Per pupil allocation            | 3,374,730         | 3,391,604            | 3,408,562            | 3,425,604            | 3,442,732            | 3,459,946            |
| 40300 - Sales                           | 7,150             | 7,150                | 7,150                | 7,150                | 7,150                | 7,150                |
| 40400 - Rental Income                   | 11,500            | 11,500               | 11,500               | 11,500               | 11,500               | 11,500               |
| 40500 - Student Activity Fees           | 17,789            | 17,789               | 17,789               | 17,789               | 17,789               | 17,789               |
| 49900 - Other Income                    | 800               | 800                  | 800                  | 800                  | 800                  | 800                  |
| <b>Total Income</b>                     | <b>3,522,769</b>  | <b>3,539,643</b>     | <b>3,556,601</b>     | <b>3,573,643</b>     | <b>3,590,771</b>     | <b>3,607,985</b>     |
| <b>Expense</b>                          |                   |                      |                      |                      |                      |                      |
| 50310 - Dues/Licenses                   | 685               | 688                  | 692                  | 695                  | 699                  | 702                  |
| 50330 - Fundraising costs               | 4,650             | 4,673                | 4,697                | 4,720                | 4,744                | 4,767                |
| 50340 - Meals                           | 1,000             | 1,005                | 1,010                | 1,015                | 1,020                | 1,025                |
| 50400 - Legal Fees                      | 5,000             | 5,000                | 5,000                | 5,000                | 5,000                | 5,000                |
| 50700 - Travel                          | 1,000             | 1,005                | 1,010                | 1,015                | 1,020                | 1,025                |
| 50800 - Field Trips/Events              | 6,049             | 6,079                | 6,110                | 6,140                | 6,171                | 6,202                |
| 50900 - Depreciation                    | 72,863            | 78,000               | 78,000               | 78,000               | 78,000               | -                    |
| 61015 - Principal                       | 97,778            | 98,266               | 98,758               | 99,252               | 99,748               | 100,247              |
| 61025 - Assistant Principal             | 96,576            | 97,059               | 97,544               | 98,032               | 98,522               | 99,015               |
| 61043 - Teacher 10 Month                | 1,423,126         | 1,430,242            | 1,437,393            | 1,444,580            | 1,451,803            | 1,459,062            |
| 61044 - Guidance Counselor 10 Month     | 38,140            | 38,331               | 38,522               | 38,715               | 38,909               | 39,103               |
| 61088 - Custodian                       | 43,327            | 43,544               | 43,761               | 43,980               | 44,200               | 44,421               |
| 61095 - Secretary                       | 27,824            | 27,963               | 28,103               | 28,243               | 28,385               | 28,527               |
| 66043 - Sup Pay Teacher                 | 25,000            | 25,125               | 25,251               | 25,377               | 25,504               | 25,631               |
| 66044 - Sup Pay Guidance Counselor      | 1,000             | 1,005                | 1,010                | 1,015                | 1,020                | 1,025                |
| 66047 - Sub Teacher - Workshop          | 9,000             | 9,045                | 9,090                | 9,136                | 9,181                | 9,227                |
| 66048 - Sub Teacher - Sick/Bus          | 20,000            | 20,100               | 20,201               | 20,302               | 20,403               | 20,505               |
| 66054 - Sup pay Workshop Part           | 2,000             | 2,010                | 2,020                | 2,030                | 2,040                | 2,051                |
| 66065 - Sup Pay Bus Driver              | 1,500             | 1,508                | 1,515                | 1,523                | 1,530                | 1,538                |
| 66108 - Sup Pay-Tech Svcs Support       | 6,590             | 6,623                | 6,656                | 6,689                | 6,723                | 6,756                |
| 66148 - Long-Term Substitute            | 3,800             | 3,819                | 3,838                | 3,857                | 3,877                | 3,896                |
| 67313 - Doctorate Stipend               | 2,000             | 2,010                | 2,020                | 2,030                | 2,040                | 2,051                |
| 67353 - Natl Bd Cert Annual Bonus       | 2,000             | 2,010                | 2,020                | 2,030                | 2,040                | 2,051                |
| 72001 - Auditing & Tax Preparation      | 15,000            | 15,075               | 15,150               | 15,226               | 15,302               | 15,379               |
| 72003 - Rental of Equipment             | 2,992             | 3,007                | 3,022                | 3,037                | 3,052                | 3,067                |
| 72005 - Facilities Rent                 | 514,203           | 529,629              | 545,518              | 561,884              | 578,740              | 581,634              |
| 72005.01 - Deferred Adj Facilities Rent | -                 | 371                  | (15,518)             | (31,884)             | (45,058)             | -                    |
| 72007 - Contracted Printing Svcs        | 2,200             | 2,211                | 2,222                | 2,233                | 2,244                | 2,256                |
| 72013 - Contracted Prof/Tech Svc        | 540               | 543                  | 545                  | 548                  | 551                  | 554                  |
| 72035 - Refuse                          | 2,100             | 2,111                | 2,121                | 2,132                | 2,142                | 2,153                |
| 72045 - Upkeep of Grounds               | 62,327            | 58,251               | 59,046               | 59,864               | 60,707               | 61,011               |
| 72055 - Contracted Maint Repairs        | 15,000            | 15,075               | 15,150               | 15,226               | 15,302               | 15,379               |
| 72098 - Bank Service Charge             | 1,350             | 1,357                | 1,364                | 1,370                | 1,377                | 1,384                |
| 72124 - Tech Svc to CS                  | 16,380            | 16,462               | 16,544               | 16,627               | 16,710               | 16,794               |
| 72146 - Warehouse Svc to CS             | 3,128             | 3,144                | 3,159                | 3,175                | 3,191                | 3,207                |
| 73003 - Texts                           | 15,000            | 15,075               | 15,150               | 15,226               | 15,302               | 15,379               |
| 73005 - US Postage                      | 700               | 704                  | 707                  | 711                  | 714                  | 718                  |
| 73009 - Supplies-School Office          | 22,920            | 23,035               | 23,150               | 23,266               | 23,382               | 23,499               |
| 73010 - Materials of Instruction        | 21,750            | 21,859               | 21,968               | 22,078               | 22,188               | 22,299               |
| 73020 - Office / CR Furnishings         | 3,400             | 3,417                | 3,434                | 3,451                | 3,469                | 3,486                |
| 73024 - Computer/Tech Supplies          | 7,200             | 7,236                | 7,272                | 7,309                | 7,345                | 7,382                |
| 73026 - Medical Supplies                | 500               | 503                  | 505                  | 508                  | 510                  | 513                  |
| 73028 - Custodial Supplies              | 4,200             | 4,221                | 4,242                | 4,263                | 4,285                | 4,306                |
| 73055 - Maintenance Supplies            | 6,000             | 6,030                | 6,060                | 6,090                | 6,121                | 6,152                |
| 74002 - Subscriptions & Dues            | 1,300             | 1,307                | 1,313                | 1,320                | 1,326                | 1,333                |
| 74004 - Advertising/Promotions          | 1,600             | 1,608                | 1,616                | 1,624                | 1,632                | 1,640                |
| 74015 - Tuition Reimbursement           | 2,500             | 2,513                | 2,525                | 2,538                | 2,550                | 2,563                |
| 74018 - Professional Fees               | 148,500           | 149,243              | 149,989              | 150,739              | 151,492              | 152,250              |
| 74033 - Insurance - Liability           | 14,000            | 14,070               | 14,140               | 14,211               | 14,282               | 14,354               |
| 74035 - Workers Comp                    | 5,656             | 5,684                | 5,713                | 5,741                | 5,770                | 5,799                |
| 74036 - Life Insurance                  | 2,987             | 3,002                | 3,017                | 3,032                | 3,047                | 3,062                |
| 74037 - Health Insurance                | 333,945           | 335,615              | 337,293              | 338,980              | 340,675              | 342,378              |
| 74038 - Employee Pension                | 2,697             | 2,711                | 2,724                | 2,738                | 2,752                | 2,765                |
| 74040 - FICA - Employer's               | 131,114           | 131,769              | 132,428              | 133,090              | 133,756              | 134,424              |
| 74041 - Teachers Pension                | 75,457            | 75,834               | 76,213               | 76,594               | 76,977               | 77,362               |
| 74042 - Unemployment Comp               | 5,440             | 5,467                | 5,495                | 5,522                | 5,550                | 5,577                |
| 74043 - Dental Insurance                | 10,372            | 10,423               | 10,476               | 10,528               | 10,581               | 10,633               |
| 74050 - Tele - Communications           | 14,452            | 14,524               | 14,597               | 14,670               | 14,743               | 14,817               |
| 74054 - Electricity                     | 28,000            | 28,140               | 28,281               | 28,422               | 28,564               | 28,707               |
| 74055 - Natural Gas / Propane           | 800               | 804                  | 808                  | 812                  | 816                  | 820                  |
| 74139 - Ret System Admin Fees           | -                 | 3,417                | 3,434                | 3,451                | 3,468                | 3,486                |
| <b>Total Expense</b>                    | <b>3,386,617</b>  | <b>3,417,053</b>     | <b>3,431,594</b>     | <b>3,446,228</b>     | <b>3,464,637</b>     | <b>3,448,846</b>     |
| <b>Surplus (Deficit)</b>                | <b>\$ 136,152</b> | <b>\$ 122,590</b>    | <b>\$ 125,006</b>    | <b>\$ 127,416</b>    | <b>\$ 126,134</b>    | <b>\$ 159,139</b>    |



February 19, 2016

Ms. Sue Middleton  
President  
Frederick Classical Charter School, Inc.  
8445 Spires Way, Suite CC  
Frederick, MD 21701

RE: Six year Charter Renewal

Dear Ms. Middleton:

St. John Properties, Inc. is pleased to support Frederick Classical Charter School's (FCCS) application for a 6-year charter renewal.

FCCS is a tenant in good standing and we intend to retain them as tenant. We are pleased to have FCCS in our park and look forward to continuing our mutually successful relationship.

It is my understanding that this letter may be utilized by FCCS in conjunction with the submission of its charter renewal application. We look forward to continuing to work with you. Please do not hesitate to contact us.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Matt Holbrook', with a long horizontal flourish extending to the right.

Matthew F. Holbrook  
Regional Partner





*Christopher A. Perrin  
Classical Academic Press  
2151 Market St.  
Camp Hill, PA 17011  
717-730-0711  
cperrin@classicalsubjects.com*

To Whom It May Concern:

I have worked with the Frederick Classical Charter School as a consultant and advisor for over three years, but with regular engagement on campus over the last two years.

In the last 15 years, some 100 classical charter schools have started around the country, with strong indications of academic success. For example, the Great Hearts network of schools in Arizona and Texas (22 schools) has grown rapidly, serving diverse populations and exceeding most academic benchmarks.

Other standout classical charters exist in many other states, and many new ones are opening each year. Approximately 10 classical charter schools have opened in Colorado, and Ridgeview Academy in Fort Collins one year was designated the 6<sup>th</sup> best performing high school in the nation. Eagle Ridge Academy in Minneapolis, Minnesota, has become a standout school in that state, growing rapidly to 1200 students with superior academic results.

From the start of my engagement with FCCS, I have encouraged the board and administration not to “reinvent the wheel” but to study and emulate these existing and successful classical charter schools. Thus Eric Cummins and another educator visited the Great Hearts Schools in Arizona a year ago. As well, this year upon my recommendation, FCCS began a consulting engagement with Jason Ulbrich, the head of school at Eagle Ridge Academy in Minneapolis.

In my view, the school is making steady progress implementing a practical liberal arts curriculum for students of diverse ethnic and academic backgrounds. While it takes time for educators to learn and master new curricula and pedagogies specific to the classical, liberal arts approach, the faculty at FCCS has embraced the approach and is growing with it. Each year that I have observed teachers and done staff training, I have noted this growth along with their increasing confidence. As the teachers are seeing good results and generally happy students, their spirits are rising. Of course, the road of academic improvement and change is an uphill climb

with various obstacles to overcome, and FCCS like any school attempting change has had to face and overcome various challenges. I am encouraged, however, to see the school continuing to face its obstacles without losing focus and drive.

I am particularly encouraged that FCCS is now working with Jason Ulbrich and his team from Eagle Ridge Academy. Jason has visited the school twice now and has also invited FCCS leadership to visit his school. The quickest way forward for FCCS is to study an existing, proven and successful classical charter school and consult with its leadership and faculty. This is now happening, and I expect even more rapid progress at FCCS over the next two years.

Please don't hesitate to contact me to discuss my assessment of the progress FCCS is making as it grows into an excellent classical charter school.

Sincerely,

A handwritten signature in cursive script, appearing to read "Chris Perrin".

Christopher A. Perrin, PhD