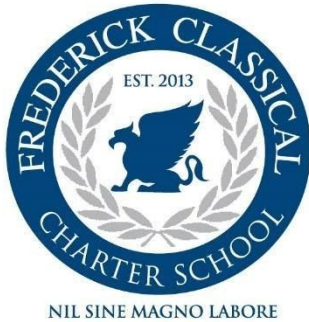


Frederick Classical Charter School, Inc.  
February 2020



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# Annual Report

to the Frederick County Board of Education and  
Frederick County Public Schools

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# I. Introduction

Frederick Classical Charter School (FCCS) educates 376 public school students in Frederick County, MD using a classical education instructional program. As a Maryland public 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 2025.

Frederick Classical Charter School began operation in 2013 offering 280 seats in Kindergarten through 6<sup>th</sup> grade. FCCS has grown and educates children in Kindergarten through Grade 8, with 42 students in most grades and 40 students in Kindergarten. FCCS completed its expansion to 376 students in the 2018-2019 school year (SY 2019). Enrollment has historically exceeded 98%; the school reached and maintained 100% enrollment since the 2017-2018 school year (SY2018). Demand for the school is high with 817 applicants for SY2019. Forty-one teachers, administrators, and support staff were employed at FCCS in SY2019.

“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.” The classical education program at FCCS has been well received by students, parents, teachers, and the community. FCCS is assigned a 5-Star status in recently released Maryland Every Student Succeeds Act (ESSA) ratings. This report includes evidence that demonstrates the school continues to successfully fulfill the terms of its contract.

Frederick Classical incorporates the learning and practice of core virtues into all aspects of the school. These virtues include:

- Love - The bestowing of unconditional love and having a positive impact on the lives of others, showing a genuine concern for the good of others, with unselfish acts of kindness such as compassion, caring, thoughtfulness, service, and other humanitarian and noble actions.
- Humility - The quality or condition of being humble; modest opinion or estimate of one's own importance, rank, etc.; never bragging or boastful (especially to make others feel poorly of themselves).
- Courage - Bravery in the face of fear or uncertainty, doing the right thing even when it is hard or scary, trying new things, and admitting mistakes.
- Temperance - The practice of moderation, self-control, and self-discipline in all things.
- Constancy - The state of being fixed, unchangeable, steadfast, stable, persevering, faithful; is staying power; not giving up, but keeping on.

- Diligence - Working hard and doing your absolute best; taking special care by doing things step by step.
- Patience – Waiting without complaint, ability to wait for something without getting angry or upset, enduring discomfort without complaint, taking turns without complaint.

Our school expects scholars, teachers, staff, administration, parents, volunteers, trustees and consultants to demonstrate these virtues while engaged in activity of the school and beyond. These virtues are reflected in the daily work of the school.

Now in its seventh year of operation, FCCS is maturing through a period of adolescence. As new materials, assessments, tools, and standards become available, any variance between the Charter Application and the practical delivery of the educational service model are identified and collaboratively addressed. It is the desire of the school to utilize research in decision-making and to implement best practices.

FCCS is a sustainable educational option for children in Frederick County. The school facility provides space for Grade K-8 classrooms, language, art, physical education, music, special education, and cafeteria. The school's finances are well-managed. The student population represents much of the ethnic diversity in Frederick County (see *Appendix A – Demographics*).

Information is provided in this document to assist the Board of Education (BOE) in its review and analysis of the school's performance in the areas of Academic Accountability, Curriculum, Organization, Financial stability, and Facility. The principle evidence is described within the rubric table, *Section III – Annual Report Data and Information*, required by FCPS with supporting data reported in corresponding tables. The information demonstrates that FCCS meets the requirements outlined by BOE.

Additionally, *Section II – Key Personnel and Advisors* provides an updated organization overview regarding the current roles and key individuals leading and advising the school. In *Section IV - Successes*, the school's long-term strategies are shared with BOE. *Section V - Opportunities* highlights opportunities for FCPS and FCCS, Inc. to work together to improve the charter school's ability to accomplish its mission. Additional supporting information, as referenced in the text, is available in *Appendices*.

This report includes a request for action by BOE to grant FCCS the Maryland State Department of Education (MSDE) designation as an "eligible public charter school." Once eligible, 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.

FCCS continues its operations with great excitement and hope for all things to be learned and experienced. 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. The Board of Trustees wishes to thank the Frederick County Board of Education and FCPS for providing the opportunity to operate this school and looks forward to continuing to offer classical education to FCPS students. FCCS is important to the community of Frederick County, as one of the many innovative educational opportunities offered by FCPS. We encourage the Board of Education and other FCPS and local leaders to visit our school and learn with our scholars.

## II. Key Personnel and Advisors

Frederick Classical Charter School maintains a stable organizational structure and has developed relationships with subject matter experts who support advancement of the school.

The organization of Frederick Classical Charter School, Inc. is operated by a Board of Trustees (BOT). As the school's governing body, the board of trustees is legally responsible for the academic, financial, and operational quality of the charter school. Currently, the BOT includes four Officers and three Trustees. The Nominating Committee is working to identify additional leaders, up to 11 positions total, to support the workload and ensure a wide expertise within the Board of Trustees. Areas of Trustee expertise to include curriculum, facilities, finance, education, development, human resources, and legal.

Through the leveraging of best practices and tools as identified by the National Charter School Resource Center, FCCS, Inc. has worked diligently to establish and maintain an effective board. The BOT has utilized resources wisely throughout the school year, engaged in strategic planning and professional development activities, and articulated support for a focus on student achievement, exceptional leadership, and exemplary governance.

At Frederick Classical, staff retention is critical as students benefit from a stable culture and long-term relationships. It was the desire of the school's founders, and still remains a critical goal of school leadership, to invest in strong teachers and become a leader in teacher professional development. Retention is critical due to the investment in training that prepares teachers to teach classically and supports them as they utilize the curriculum and approaches unique to FCCS. The school encourages staff to advance their professional skills and knowledge in areas aligned with Frederick Classical.

In SY2019, the school leadership position of Classical Curriculum Coordinator was reenvisioned to create a new administrative position of Assistant Principal. Mrs. Dawn Getzandanner was appointed to the position in August 2019. Also in SY2019, FCCS expanded the Math Specialist and Spanish Teacher positions to full-time.

As FCCS has transitioned from a start-up school to a stable operation, the use of experts in classical education and curriculum has remained an important component of advancement of the school. FCCS looks forward to continuing to increase the experience in staff members to develop on-site expertise through long-term investment in professional development opportunities and a rigorous hiring process.

Jason Ulbrich, Executive Director at public charter school Eagle Ridge Academy in Minnesota, serves as an Advisor to FCCS in Classical Education.

Dr. Carol Tolman remains the literacy advisor for Frederick Classical Charter School. Dr. Tolman was not utilized for consultation by Administration in SY2018. However, FCCS consulted with Dr. Melissa Hough a literacy advisor who was highly recommended by Dr. Tolman. Dr. Hough worked very closely with administration and staff to review our current reading curriculum. After an extensive review of the reading curriculum, Wit & Wisdom along with Foundations was recommended as the reading curriculum of choice by the Literacy advisor, administration and staff. FCCS will collaborate with the school district to reinstate the LETRS training.

Frederick Classical continues to consult with our Singapore Math expert Mr. Bill Jackson as needed. Mr. Jackson is the co-author of the Singapore textbooks that are currently in use at Frederick Classical. He made an onsite visit in December of 2018 and he is available to teachers for ongoing consultation.

FCCS, Inc. maintains strong relationships with the core founders of the school and regularly reaches out to previous leadership for insight and perspective. Additionally, FCCS, Inc. leadership encourages school administration to utilize the resources and expertise available from FCPS.

### III. Data and Information

FCPS has developed a rubric to be used to evaluate the performance of charter schools. A response and reference to supporting evidential data that these standards and criteria have

been satisfactorily met by FCCS is provided. 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 Reporting Rubric

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
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
	AYP attainment	The school has met at least a Proficient performance level	
	Student group(s) attainment of AYP	The school has achieved its performance targets in identified student group(s)	
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
	Annual gains of students achieving in the bottom 25%	50% make one-year's worth of growth	Federal/State recognized data requirements
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	Federal/State recognized participation requirements
	Relative performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	Federal/State recognized data requirements
	Comparative performance		
	Other Charter Agreement Indicators		

### **A school in good standing**

FCCS is in good standing and has not been formally identified as a school in need of improvement. FCCS meets or exceeds expectations in performance in most academic achievement areas. FCCS earned a 5-star rating on ESSA in December 2019.

### **MCAP ELA**

FCCS students meet the standard for English/Language Arts/writing (ELA) based on MCAP assessments conducted in 2019 for Grades 3-8; FCCS MCAP ELA student scores were higher in comparison to the FCPS average. See *Appendix B, Educational Performance Data* for detailed results.

The percent of students achieving performance level of 4 or 5 was 61.9%, compared to the county combined elementary and middle school average of 51.5%.

FCCS achieved the following SY2019 results in English:

- *MCAP Reading* Actual: **61.9%** up from 57.9%
- *Special Education* Actual: **31.3%** up from 20.8%
- *Hispanic* Actual Performance: **18.2%** down from 35.3%
- Black African American Actuals: **47.1%** up from 45.6%
- *FARMS* Actual Performance: **34.1%** down from 48.4%

The following instructional modifications were implemented at FCCS as a result of the SY2018 performance on the ELA MCAP assessment to ensure an upward performance trajectory moving into the 2019 testing season:

- Implementation of a master schedule that includes a dedicated 30 minute daily enrichment/intervention block for all grades.
- A Response to Intervention (RTI) program that has been updated to include a comprehensive roll-out of the *i-Ready* program which includes:
  - *i-Ready* diagnostic tool
  - Individualized math online student instruction
  - Standards Mastery Progress monitoring tool used for ELA
- Integration with the Common Core Standards with the FCCS classical curriculum
- Professional Development provided by Curriculum Associates three times during the school year
- A strong focus placed on the conventions of writing in grades 2-5 and the Institute of Excellence in Writing (IEW) program for the middle school grades



- Students daily exposure to informational texts and critical content vocabulary
- Professional development for Teachers to support instructional enhancements and to develop a comprehensive understanding of data driven decision making based on empirical evidence from diagnostic testing.

As a result, FCCS increased student Elementary ELA performance (grades 3-5) in the Mean Growth Percentile by School at the elementary level from 52.2% to 58.5%. Middle School ELA performance in grades 6-8, finished at 65.5%, up from 63.7% the previous year.

### **MCAP Math**

FCCS students meet the standard for Mathematics based on PARCC assessments conducted in 2019 for Grades 3-8; FCCS MCAP Math student scores outperformed the FCPS average. See *Appendix B, Educational Performance Data* for detailed results.

The percent of students achieving performance level of 4 or 5 was 50.7%, compared to Frederick County's combined elementary and middle school average of 43%.

FCCS achieved the following results in Math for SY2019:

- *MCAP Math Actuals: 50.7%*
- *Special Education Actual: 12.5% up from 8.3%*
- *Hispanic/Latino Actual: 27.3% up from 14.3%*
- *Black/African American Actual: 30.9% down from 42.2%*
- *FARMS Actual: 24.4% down from 27.6%*

The following instructional modifications were implemented at FCCS as a result of the SY2018 performance on the ELA MCAP assessment to ensure an upward performance trajectory moving into the 2019 testing season:

- Implementation of a master schedule that includes a dedicated 30 minute daily enrichment/intervention block for all grades.
- Written scope and sequence and pacing guide that aligns Singapore Math Standard Edition with the Common Core Standards and PARCC
- Introduction of Power Standards to staff that allowed more strategic planning
- Professional development with Bill Jackson, Singapore Mathematics Specialist
- Integration of common core vocabulary and close reading strategies into daily instruction
- A Response to Intervention (RTI) program that has been updated to include a comprehensive roll-out of the *i-Ready* program which includes:
  - *i-Ready* diagnostic tool
  - Individualized math online student instruction
  - Standards Mastery Progress monitoring tool used for mathematics

- Professional Development provided by Curriculum Associates three times during the school year.
- Strategic intervention and grouping based on instructional groupings
- Intensive small group pull out instruction for students in profile 1 (2 or more grade levels below).

As a result, FCCS increased student Elementary Math performance (3-5) in the Mean Growth Percentile by School at the elementary level from 56.1% up from 54.9%. Middle School Math performance in grades 6-8, finished at 39.8%, up from 38.3%.

### **Algebra I**

In Algebra I SY2019 assessments, 90% of students were proficient. 100% of the scholars taking Algebra I gained high school credit for the course.

### **Science**

In Science SY2019 MISA assessments, FCCS students achieved 42.5%, compared to 40.1% average achieved in grade 5 by FCPS. In grade 8, FCCS students achieved 56.5% compared to 48.1% average achieved by FCPS.

### **Annual student achievement gains for SY2019:**

FCCS tracked overall student progress using i-Ready Reading & Math diagnostics, DIBELS assessments, and Singapore Math benchmarks.

FCCS SY2019 MCAP shows significant growth in elementary ELA performance from 52.5% to 58.5%. Notable to mention was the cohort growth for the currently seated 5th graders. They moved from 48.8% to 73.2%. These increases speak to the focus placed on aligning common core standards with specific student achievement needs throughout the school year.

Middle School students also made a slight overall increase in ELA from 63.7% to 65.5%. However, the overall cohort growth for the currently seated 8th graders was 22.4%, after producing stagnant achievement for 3 consecutive years.

Elementary Math performance grew from 54.9% in 2018 to 56.1%. Notable to mention however was the growth of our currently seated 4th graders. They moved from 61% to 75.6%. These increases speak to the focus placed on aligning common core standards with specific student achievement needs throughout the school year.

Middle School students also made a slight overall increase in Math from 38.3% to 39.9%. However, the overall cohort growth for the currently seated 8th graders was 16.3%, after producing stagnant achievement for 4 consecutive years.

MCAP scores demonstrate a change in historical trends, especially in the elementary grades. The addition of Curriculum Associates' *iReady* diagnostic assessments, Ready Reading and school-wide use of *Ready* intervention materials school-wide had a tremendous positive impact on student achievement. Because of the intensity of the focus on standards, students were able to learn, retain and demonstrate proficiency on their 2019 standardized assessments.

### **Participation and Results**

State standardized tests are administered at FCCS each school year. In SY2019, all students participated in state standardized testing. There have been no cited testing administration issues.

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. To assist with evaluation, comparative data is provided for other FCPS schools in *Appendix B, Educational Performance Data*.

### **Attendance**

FCCS has maintained excellent or satisfactory attendance rates based on Maryland School Performance Ratings. In SY2019, FCCS achieved a 96.4% attendance rate and continues the goal of meeting 96.0% for SY 2020. FCCS staff work closely with the PPW to support the small percentage of scholars identified with chronic absenteeism.

### **Other Results**

**DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Next** is a set of short fluency measures used to regularly monitor the development of foundational literacy skills at FCCS. It is an assessment tool that evaluates the likelihood that a student will need intervention in order to access his/her general reading curriculum/core reading program. Benchmark testing generally occurs three times a year with grade level materials. See *Appendix B, Educational Performance Data* for a breakdown of SY2019 results for each grade level.

**Singapore Math** benchmarks are administered to evaluate and monitor student performance on Singapore standards that have been taught. Teachers administer the assessment and place

data in a spreadsheet to determine overall performance levels of FCCS scholars. These benchmarks give teachers an overall snapshot of performance on Singapore standards.

### **iReady Diagnostics**

In SY2019, FCCS administered Curriculum Associates' iReady Diagnostic Assessments. Students ranging from Grades K-8 were administered this computer-based assessment to determine their level of performance. As a common core aligned instrument, the iReady Diagnostic Assessment gave teachers and administrators the data necessary to make informed instructional decisions for FCCS students. Coupled with the intervention/enrichment block added to the schedule and materials of instruction purchased to strengthen the effectiveness of the block, students were able to make significant personal growth. This growth was visible on both their annual growth matrix and the annual MCAP assessments.

**Spelling Inventory** is an assessment for Grades K-4. This program is designed to demonstrate students' knowledge of key spelling features at the different stages of spelling development. Details available from FCCS Administration.

**History and Science Benchmarks** are utilized to assess student progress in those core subjects. Teachers utilize Unit pre-assessment and post-assessment exams and reteach when necessary to achieve desired outcomes. Details available from FCCS Administration.

### **Foreign Language**

FCCS students begin learning Spanish in Kindergarten and Latin in 4<sup>th</sup> grade. Logic School scholars are offered high school level courses. In SY2019, 100% of students taking Spanish I and Latin I received high school credit, and 100% of students taking Spanish 2 and Latin 2 received high school credit.

<b>Focus Area</b>	<b>Indicator</b>	<b>Standard/Criteria</b>	<b>Sources of Evidence</b>
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
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

	Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract.	Internally developed assessments, onsite evaluation
	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.	
	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.	
	Implementation of exceptional education programs	The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law.	

**Mission**

The school is implementing the classical approach to education as described in the Application. FCCS provides a well-rounded, college-focused curriculum to students and 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 is designed 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 learning, 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 their academic life and students are introduced to an in-depth education in all major subject areas. 1<sup>st</sup> and 5<sup>th</sup> graders study Ancient History and Biology. 2<sup>nd</sup> and 6<sup>th</sup> graders focus on the Middle Ages and Astronomy. 3<sup>rd</sup> and 7<sup>th</sup> graders study Renaissance and Chemistry, while 4<sup>th</sup> and 8<sup>th</sup> graders learn about Modern Times and Physics.

In addition to best practices in literacy education, all grades incorporate literature of the historical time period and study Singapore math. The FCCS music and art programs incorporate

the subject matter described above into their subject to reinforce the core subjects. 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 3-6. Grade 7-8 students choose a language of focus and are provided the opportunity to receive high school credit.

FCCS graduates have reported that transition to the rigor of high school academics has been smooth and successful.

The BOT and Administration continually evaluate and add goals for each year to ensure the mission is implemented as part of continuous improvement.

### **Professional Development**

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 opportunities that have a direct impact on fulfilling the mission to enrich student's with a college-focused and well-rounded classical education. Talent development is a priority for the leadership of FCCS, Inc.

FCCS, Inc. has continued to provide advisors to the school with expertise in the key areas of the FCCS curriculum. The FCCS Principal defines the Professional Development plan for each school year and collaborates with FCCS curriculum advisors as needed. In SY2019, the Head of School along with the Board President consulted with Susan Bloomgren, Eagle Ridge Academic Director for classical methodology during their visit to Eagle Ridge Academy in November 2018. FCCS also engaged Mr Bill Jackson the Singapore math expert and co-author of our Math K-6 textbook for staff training and observation. Dr. Carol Tolman (literacy expert) continued to be available to advise the school when necessary.

In preparation for SY2018, special education and 504 training was provided to enhance teacher implementation of expectations. Classical education workshops/conversations were led by Mr. Harry Hanna in the first semester, especially to support new teachers.

In November 2018, the Board President and the Head of School visited Eagle Ridge Academy for a tour and consultation of classical foundation and methodology. The visit provided an opportunity for the Head of School and Board President to observe the application of classical methodology and the numerous strands of classical education.

The rigorous interview process described in the Application was established in the first year of operation. In the future, FCCS, Inc. leadership plans to develop a pipeline of eligible and

interested educators to enable the school to draw from a larger pool of candidates and quickly fill vacancies with highly qualified candidates.

In SY2019, FCCS consulted with The Word Woman LLC and F&H Solutions Group for leadership and professional development for the Board of Trustees and Administration.

### **Instructional Techniques**

FCCS teachers utilize the instructional techniques commonly used in classical education, such as direct instruction, scientifically-based reading instruction, song, chants and rhymes, and Socratic dialogue. SY2019 emphasized consistency across grade levels and focused on academic growth of all scholars. Professional Learning Communities are successfully utilized to support a team approach and facilitate idea generation and consistent implementation.

Teachers on each grade level team had 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 annual Curriculum Showcase concert is a spectacular demonstration of what scholars learn at FCCS. It presents a strong example of the integration at the school: student presentations on the school virtues and highlights of the curriculum by grade, as well as musical performances by students.

A comprehensive system for teaching writing skills is currently being implemented in grades K-8. Teachers in all content areas received professional development that follows the Teaching Writing: Structure and Style syllabus published by the Institute for Excellence in Writing.

### **RTI Instruction**

FCCS successfully implemented a successful Response to Intervention program using both intervention and enrichment materials from Curriculum Associates. These tools provided students an opportunity to receive a comprehensive diagnostic assessment that allowed the staff to specifically address the priority standards.

Tools of instruction used were as follows:

- Ready Reading materials - used to strengthen college and career ready standards
- Online Instruction - used to support priority standards for students who were performing below grade level.
- Standards Mastery Progress Monitoring - used to determine the effectiveness of learning vs. what was taught.

These tools assisted in driving the trajectory of learning upward, thus influencing the overall growth that took place and facilitating 5 Star ESSA achievement.

FCPS provides Special Education staff to FCCS. Based on the FCPS staffing formula for SY2019, FCCS Administration requested one additional FTE teacher to support the school based on the complexity guidelines. An additional .5 FTE resource was provided for SY2019. The SY2019 staff included:

- 2 FTE Special Education Teacher
- 1 FTE Special Education Program Assistant
- 3 FTE Special Education Instructional Assistants

### **Data-driven decision making**

In SY2019, the staff was immersed with student performance data from the PARCC assessments given in previous years. Additionally the iReady diagnostic data along with DIBELS data gave the school a sound place to begin the work around improving the growth matrix at FCCS.

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 utilize assessment data to drive instruction. They 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.

### **Enrichment**

The SY2019 master schedule was updated to provide a 30 minute intervention/enrichment block to allow students the opportunity to work on standards mastery. iReady diagnostic data was used to determine the appropriate placement for student growth. Progress monitoring took place through standards mastery assessments which gave teachers a picture of instructional growth.

### **Student Opportunities**

In SY2019, FCCS offered the following clubs and opportunities for students:

- Student Government
- MATHCOUNTS
- Spelling Bee



- History Bee
- Destination Imagination
- Science Olympiad
- Band
- Guitar
- Basketball
- Homework
- Science Fairs

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Educational Program Implementation	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.	

ELL services are provided by FCPS and FCCS is not aware of any specific issues or concerns. FCCS Administration worked directly with FCPS staff to support ELL services for a small number of students (fewer than 10).

Focus Area	Indicator	Standard	Sources of 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
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles.	
	Financial reporting requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Annual budgets, financial reports, annual financial audits, onsite evaluation

	Financial obligations	The school's financial obligations are in good standing.	
	Long-term financial performance	The school has a sound and sustainable long-term financial plan.	

**An organization in good standing**

FCCS, Inc. has received unmodified opinions, or “clean” audit reports, for all years from K.L. Hoffman and Company (through mergers the name has changed, however all of the audit personnel have remained the same). The results were presented to FCPS and to the FCCS parent community.

The FCCS, Inc. Board of Trustees has approved accounting policies and procedures to ensure proper segregation of duties and handling of funds. FCCS, Inc. publishes monthly financial information on the school website, including a comparison to the budget with detailed salary information condensed for privacy. FCCS, Inc. utilizes an accounting consultant that provides a monthly financial report to the BOT and performs accounting duties in conjunction with the Treasurer.

FCCS’s financial team maintains a five-year projection for planning purposes. FCCS, Inc. ended FY 2019 with \$1,303,530 of working capital and a total fund balance of \$1,395,830. FCCS projects a positive fund balance for the current fiscal year. These funds will be utilized for future facility needs and as an operating reserve. FCCS, Inc. ended FY 2019 with a net surplus before legal settlement of \$149,038 and a total surplus of \$811,778. The FY 2019 balanced budget has been submitted to FCPS. FCCS, Inc. achieved 100% enrollment in both FY 2020 and FY 2019 and maintains a prospective student waitlist for all grades.

FCCS currently has no debt and has paid its annual rent and all other bills in a timely fashion.

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
	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.	

	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School environment	The school maintains a safe and secure environment.	Discipline reporting; onsite evaluation
	Health and safety	The school complies with applicable health and safety laws.	Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Occupancy permits, health, safety and fire reports, onsite evaluation

In SY2019, FCCS enrollment was over capacity by two, with 378 students. FCCS continues to follow and adhere to the enrollment procedures as required by FCPS.

**Admissions**

Frederick Classical Charter School continues to maintain success in the school's recruitment process. The Admissions Committee is responsible for planning and coordinating prospective family information sessions and providing prospective parents/guardians with appropriate information to make an informed decision about attending FCCS. The Admissions Committee supports Administration in the administering of the lottery process, and works jointly with Administration, Communications Committee, and FCPS to communicate to prospective parents/guardians with dates and times of the lottery. The Admissions Committee and Communications Committee also work with FCCS Head of School and the Administrative Secretary to support lottery notifications and providing necessary enrollment forms to new families. Committee members will serve as representatives of the school and host several events, including but not limited to prospective family informational sessions, student orientation, and tours of the school throughout the year.

FCCS holds onsite open house events and information presentations, with a Spanish interpreter available upon request, as well as, volunteers represent the school at various community events for enrollment recruitment and to broaden the school's exposure in the community.

- Fliers outlining the school's mission, focus, and goals are distributed to community centers throughout Frederick County.
- Admission announcements are sent to the local newspapers.

- Community announcements about the school, including lottery/admissions information, open parent education nights, charter school advocacy information, and other general communications are sent to email contacts (community members and prospective FCCS families who sign-up to be on FCCS' general email distribution list).
- FCCS maintains active Facebook and Twitter accounts to share lottery/admissions information and reach the community through social media.
- Email and SMS text messaging communications are sent from the Head of School through [FindOutFirst](#), Frederick County Public Schools' e-news communication platform.

Admissions Committee utilizes a list of talking points for recruitment that were specifically developed for FCCS to include:

1. Value of a Classical Education
  - Small class size – better student to teacher ratio
  - Rigorous academics – academic success
  - Developmentally appropriate learning
2. Virtues taught at FCCS – Love, Humility, Courage, Temperance, Constancy, Diligence, and Patience
3. Diversity of student body – potential to have all zip codes in Frederick County represented
4. Parent involvement and School Choice

FCCS has partnered with the Federal Business Council, Inc. since school year 2014 to develop the online FCCS Lottery System. Initially, this work was done pro-bono, by Tina Sheehy, Director of Internal Operations at FBC. However, beginning January 2017, the cost to continue with this secure registration system became \$500 annually. The hosting of this site includes the lottery application, administrative site, and lottery process (random lottery number generation, slot selections, email capability, waitlist, etc.), as well as general text and date updates. The hosting is at secured SOC II certified facility. Note: FCCS is in the process of reviewing the current Lottery System, along with other applications and potential vendors to ensure a system is in place that not only allows for secure management of the data and random selection of applicants, but that it also meets the functional expectations for assessment and data reporting.

Through the utilization of a low cost Google Ad-On (YAMM), the Admissions Committee continues to send bulk emails to applicants directly from the [Admissions@frederickclassicalcharterschool.org](mailto:Admissions@frederickclassicalcharterschool.org) account. By sending regular email updates to all Wait List applicants to confirm current number on the waitlist and affirm interest in remaining on FCCS' waitlist, the Admissions Committee has seen the number of email inquiries asking for updated status decrease, as well as assured that the waitlist is up to date with interested applicants ready to accept an offer of admission. Additionally, through the process of

downloading a CSV file from the Lottery System and reviewing the data, duplicate applications are identified, and the lottery database adjusted prior to the Lottery Drawing.

Beginning in August of 2016, the Admissions Committee worked with FCCS' Student Council to identify and train student tour guides for open houses, information nights, and new family orientations, as an act of service learning. As tour guides, students can practice the skills of public speaking, active listening, and showcase the school's virtues. With the previous advisor to the Student Council no longer working at FCCS, the integration of tour guides as Student Council members was put on hold. During this time, the children of parent volunteers to the Admissions Committee have served in the role of student ambassadors for events. The number of student ambassadors has decreased from 7 to 4, but is anticipated to grow with the addition of members of the Student Council and now Junior Honor Society. Students who serve as tour guides for the Admissions Committee continue to be recognized with a Certificate of Appreciation for their service.

To assist with retention and better understanding of Classical Education, FCCS Inc., FCCS, and FCPS enrollment, the Admissions Committee, Board of Trustees, Head of School, and administration collaborated to hold the 2nd annual orientation for all new families.

See further enrollment information in *Appendix C – Enrollment*.

For detailed demographic information for SY2019, see *Appendix A – Demographics*.

## **Discipline**

FCCS implements a school-wide disciplinary program. During SY2019, there were a total of 4 suspensions. This is a decrease from the prior year. Disciplinary actions do not vary significantly from other FCPS schools. FCCS emphasizes the school's virtues when helping students in a disciplinary setting and taking corrective action.

## **Safety and Compliance**

FCCS maintains records and compliance drills on a regular 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, Off-Campus Bus Loading Areas, and other mandated reports.

In SY2019, FCCS performed expected drills in Shelter In Place, Reverse Evacuation, Lockdown; Drop, Cover, and Hold, and Severe Weather, and Fire.

FCCS obtained all necessary permits for both its original facility and its expanded section. All safety and fire reports have been completed. FCCS maintains required permit and related documentation that will be provided for review as requested.

## Facility

The lease on the Spires Way building expires in 2021. 4,666 sq. ft. of leased space remains unfinished. FCCS, Inc. is currently evaluating future facility options. Since fall 2018, a Facility Taskforce composed of real estate and finance professionals has been diligently engaged in a new facility search that offers similar size and quality but with greenspace, in a central location, and at affordable rates. No solution has yet been identified. Outreach is ongoing with county, city, commercial, and community partners to identify high-quality prospective sites.

In Summer 2019, a new Facility Manager was hired to manage the repairs and maintenance on the FCCS building interior.

Focus Area	Indicator	Standard	Sources of Evidence
Governance, Staff and Parents	Governance structure	The school implements the governance structure as defined in the school's contract.	Governing board meeting agendas and minutes, onsite evaluation
	Compliance with Maryland and federal laws	The school complies with relevant Maryland and federal laws.	
	Qualifications of instructional staff	The school employs instructional staff that meet Maryland state and federal qualifications	Staffing reports, onsite evaluation
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	Onsite evaluation, parental surveys

## Governance

FCCS, Inc. maintains the Board of Trustees (BOT) and committee governance structure defined in the charter contract and application. FCCS, Inc. continues to follow its bylaws (most recently updated in 2015). The Board of Trustees holds regular public meetings and publishes meeting agendas and minutes. The BOT currently has four Officers and three Trustees, and anticipates adding up to three more Trustees this year. See *Section II - Key Personnel and Advisors* for more information.

Committees – The BOT oversees a group of volunteer committees, with each committee assigned a BOT Liaison. Parents, staff, and community members are invited to participate. These committees are similar to those described in the Application. In SY2019, the school had the following committees: Academic, Admissions, Advocacy, Communications, Facility, Finance, Fundraising, Grants, Social, Library, Staffing, Volunteer, and Yearbook.

School Improvement – FCCS has a Leadership Team that produces the FCPS Continuous School Improvement Plan and follows similar practices to other FCPS schools. Additionally, the Academic Committee was reactivated to provide research support when needed for academic decisions.

Adhering to the current research around the importance of building teacher capacity, FCCS dedicated 4 hours of Professional Learning time to the staff for the following:

- Curriculum Training
- Classical Education Update and Strategies
- Effective Practices in Special Education x3
- Cultural Proficiency x 3
- Collaborative cross curricular time
- Socratic Seminar Review
- Learning Targets and Success Criteria
- SIP Review
- Content Training
- Intervention Planning
- Department Meetings

The following examples of key decisions made by the Board of Trustees represent the scope of work and evolution of FCCS as it matures. The Board of Trustees maintains oversight of external contracts, facility, and financial decisions as well as directly executes school operations decisions such as hiring and curriculum.

- Adopted Assessment tool iReady (replaced Scantron/Global Scholar in 2018)
- Renewed Contracts
  - Clubhouse Kids
  - After-school custodian services
  - Accounting services
- Staff plan changes 2018-2019
  - Will increase to two full-time Instructional Assistant
  - Increased Math Specialist to Full-time
  - Added new Vice Principal
- Purchased Library software
- Purchased Raptor building access software
- Established Facility Task Force

- Approve annual financial audit

The Board of Trustees is committed to staying true to the Charter Application and insists on the delivery of a high quality classical education for scholars. FCCS has complied with all federal laws, including the management of its federal startup grant, which was audited and approved.

### **Transparency**

The leadership of FCCS, Inc. strives to implement the vision of the founders to create a transparent process and open culture of the school. The FCCS BOT operates regular open business and informational meetings, publishes meeting materials, publishes reports, and encourages the same from school administration. 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. These meetings are now held at least twice per year.

Student progress is reported to parents through the use of FCPS HAC grading tools, standard report cards and progress reports. Also, reports on standard assessments were made available to parents.

As the BOT values staff feedback, the BOT created a staff liaison position in 2016. This liaison is invited to all open Board meetings, and serves as a conduit between staff and the BOT. The position was vacant during SY2019.

All financial documentation is available on the school website.

### **Employment and Certification**

FCCS staff members have met all legal requirements for employment and all recommended hires were approved by the FCPS HR department and the BOT. FCCS strives to hire highly qualified teachers with required and relevant certifications and experience. Detailed data is available from FCCS Administration upon request.

### **Parent Education and Family Involvement**

The Admissions Committee, Administration, and BOT have collaborated to create presentations and learning opportunities that build upon one another and ensure a solid foundation and understanding of classical education, the school, and FCCS, Inc.

- Prospective Family Information Presentation
  - Basic overview of classical education
  - History and start of FCCS
  - Lottery Process



- Tour of School
- Orientation for New Families
  - Enrollment Packet
  - Introduction to School & value of classical education
  - How to stay connected – Communications
  - Membership and expectations for volunteering
  - Tour of School
- Ongoing Member FCCS, Inc. Meetings
  - Board Meetings, twice per month
  - State of School meetings, at least once in the fall and once in the spring
  - Education Nights - varying topics related to classical education
  - Nominations and importance of being present to Vote or selecting Proxy
  - Committee meetings



### **Learning about Frederick Classical Charter School, Inc.**

FCCS's goal is to listen and respond to feedback from families and staff. During SY2019, Board of Trustees public meetings were generally held once a month, were open to the community, and invited public comment. The BOT participated in staff meetings at least twice to dialogue and share ideas.

According to the FCPS Perceptual Survey from 2018-2019, parent satisfaction reflected the following:

73% report favorable Climate

- 71% report favorable Curriculum and Instruction
- 74% report favorable Engagement and Communication
- 85% report favorable Safety, Health and Wellness

FCCS reported 13,782 volunteer hours in April 2019.

The school continues to provide educational opportunities and extended involvement for parents and families. Special emphasis is placed on bringing subject matter experts to parents as well as teachers. This creates more consistency between teacher and parent interactions with students about their studies. FCCS will continue to offer informational sessions to families. When it is a topic of general interest, the FCPS community is invited, via FindOutFirst. In SY2019, FCCS held the following learning events:

- A Dive into Classical Education
- I-Ready Parent Education Night
- Transitioning to High School
- Singapore Math Information Night

FCCS strives to prepare families for the rigor and unique experience that students enjoy at FCCS. FCCS continues to hold Prospective Family Information Sessions, as well as a Parent/Guardian Orientation Session. Informational opportunities include:

- Open House/Information Sessions – for prospective families, future students, and community members
- Admitted Student Orientation - onboarding and enrollment to FCPS
- Back to School Night– Curriculum Expectations for Parents
- State of the School Membership meetings

Families enjoy many opportunities to engage with their FCCS scholars. In SY2019, FCCS held several events supporting the tradition of extended student learning and building community. The teachers developed a Math Facts Challenge Fundraiser and the school community raised \$8,245 from this event in 2019. FCCS is proud of these examples of new traditions that blend educational excellence with other goals. An active Social Committee plans enjoyable and well-attended events every month, including picnics, skating, international day, dances, grade-specific events, movie nights, and dine-around town. Additionally, FCCS' Student Council

plans activities to enrich the experience of FCCS scholars. This is a sample of the events held in SY2019:

- Arts Night
- Science Fair
- Spelling Bee
- Grandparents Day
- American Education Week
- School Choice Dance Practice
- Veterans Day Assembly
- Skate Frederick social
- Dances and elementary socials
- Curriculum Showcase concert
- Trunk or Treat Fall Procession
- Talent Show
- Field Day
- 8th Grade Promotion Ceremony

## IV. Requests

FCCS, Inc. requests that the Board of Education act in response to the following item.

BOE Action Requested	Description
Approve Eligible Charter School Designation for FCCS	Maryland has created an "Eligible Charter School" designation. FCCS has operated for over five years and demonstrates a history of student academic achievement and sound fiscal management. FCCS student proficiency exceeds the FCPS average performance.

## V. 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 highly restrictive and silent on important policy issues that continue to result in granting all of the accountability associated with operating a charter school without the autonomy necessary to do so. This limits access to certain federal grants and other investments from philanthropy to support innovative or distinct 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 that FCCS leadership, including the Board of Trustees, has access to data and resources, and that the FCPS employees working at FCCS are fully charged with implementation of the charter.</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. Increase collaborative decision-making and transparency in accounting and records. Improve support for custom staffing needs and substitute staffing.</p>
Local bargaining agreements	<p>Professional development requirements of FCCS 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, as well as scheduling of teacher work days, currently limited by association contract requirements for scheduling.</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>

## VI. Conclusion

Frederick Classical Charter School is a successful educational institution that offers Frederick County families and teachers a desirable choice for alternate curriculum and school culture. Scholars continue to excel in learning as the school prepares students to become college-ready. Classical education provides a rich curriculum, brings core virtues to the classroom, and develops a desire in scholars to grow in learning, perform their best work, and become outstanding citizens and community members. The focus on teacher quality and student growth helps each FCCS scholar be prepared for learning in the future.

FCCS, Inc. is meeting or exceeding requirements for operating Frederick Classical Charter School. By focusing on improved governance, sustaining a financially sound and stable organization, and providing a learning facility that meets the needs of scholars and their teachers, FCCS is able to continue investing in teachers and scholars in the future.

# Appendices

## A. Demographics

Source: <https://apps.fcps.org/schoolprofiles/schprofile.php?schoolId=109>

Data reported for September 30, 2018

**Table 1: SY2018-2019 Demographics by Race/Ethnicity**

2018-2019 Race/Ethnicity FCCS - All Grades	
American Indian/Alaskan	*
Asian	8.50%
Black/African American	29.40%
Hispanic/Latino	9.30%
Hawaiian/Other Pacific Is.	*
White	45.80%
2+ Races	6.10%

**Table 2: SY2018-2019 Demographics by Special Services**

2018-2019 Special Services FCCS - All Grades	
Free/Reduced Price Meals	13.50%
English Language Learners	2.90%
Special Education	6.30%

## B. Educational Performance Data

**Table 3: Overall PARCC/MCAP ELA Performance Trends**

In SY 2019 FCCS combined elementary & middle school percent of proficiency in ELA 61.9%.  
 FCPS's combined elementary & middle school percent of proficiency in ELA 55.6%.

		Frederick Classical Charter					
All Students	English	2015	9.1%	24.1%	51.3%	12.8%	
		2016	14.0%	21.0%	52.8%	8.7%	
		2017	13.2%	20.9%	53.2%	8.9%	
		2018	11.3%	26.3%	45.4%	12.5%	
		2019	5.4%	9.5%	23.2%	51.5%	10.4%

		All ES			All MS					
All Students	English	2015	15.4%	25.3%	45.0%	18.0%	28.9%	35.8%		
		2016	15.2%	25.6%	43.5%	16.2%	26.4%	37.0%	9.6%	
		2017	14.3%	24.5%	45.2%	15.4%	24.0%	38.1%	12.0%	
		2018	9.5%	14.6%	24.6%	42.8%	14.1%	21.8%	38.2%	15.6%
		2019	9.6%	14.8%	22.6%	44.7%	12.5%	21.1%	38.8%	19.5%

Summative Perf Level

- Exceeded Expectations
- Met Expectations
- Approached Expectations
- Partially Met Expectations
- Did Not Meet Expectations

**Table 4: Overall PARCC/MCAP ELA Performance Trends**

In SY 2019 FCCS combined elementary & middle school percent of proficiency in Math 50.7%.  
 FCPS's combined elementary & middle school percent of proficiency in Math 46.1%.

		Frederick Classical Charter					
All Students	Mathemat..	2015	16.6%	30.5%	42.2%	7.5%	
		2016	7.6%	11.8%	24.2%	46.9%	9.5%
		2017	7.8%	14.3%	28.1%	45.2%	4.6%
		2018	17.7%	29.1%	43.2%	6.4%	
		2019	13.1%	33.5%	40.7%	10.0%	

		All ES			All MS				
All Students	Mathemat..	2015	19.3%	28.8%	39.3%	23.6%	33.3%	31.5%	
		2016	16.3%	24.5%	43.9%	9.3%	19.8%	30.0%	36.9%
		2017	15.7%	26.9%	41.5%	9.5%	18.3%	29.9%	36.8%
		2018	16.0%	25.6%	42.4%	9.7%	18.7%	27.9%	37.3%
		2019	16.0%	26.4%	41.3%	9.3%	9.8%	19.5%	29.1%

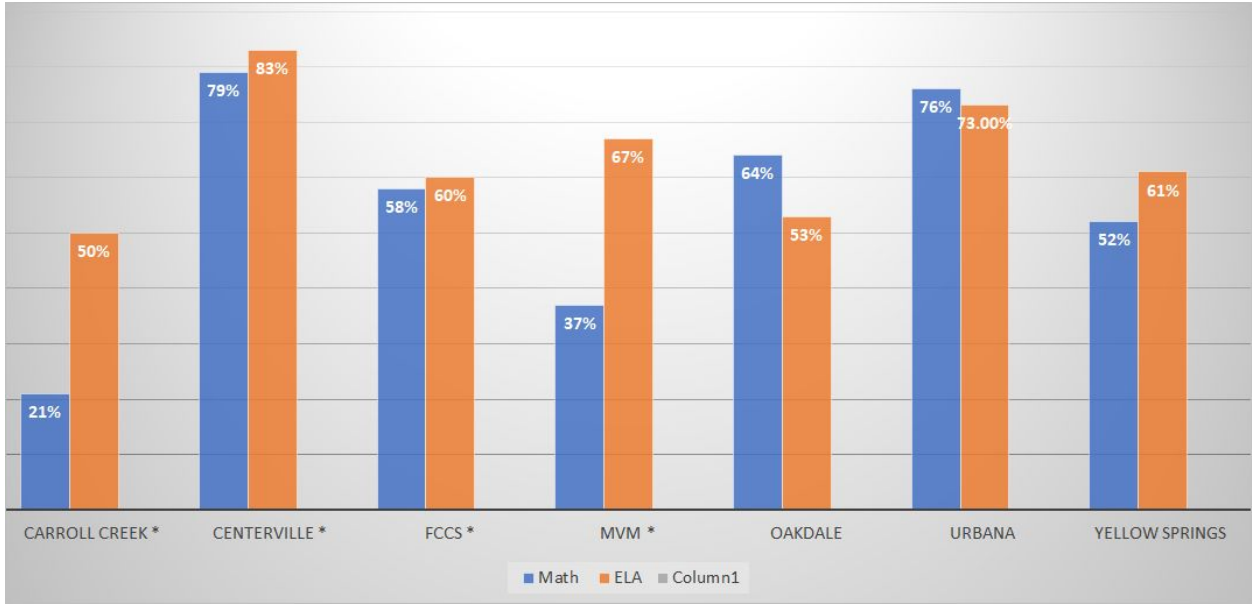
  

Summative Perf Level

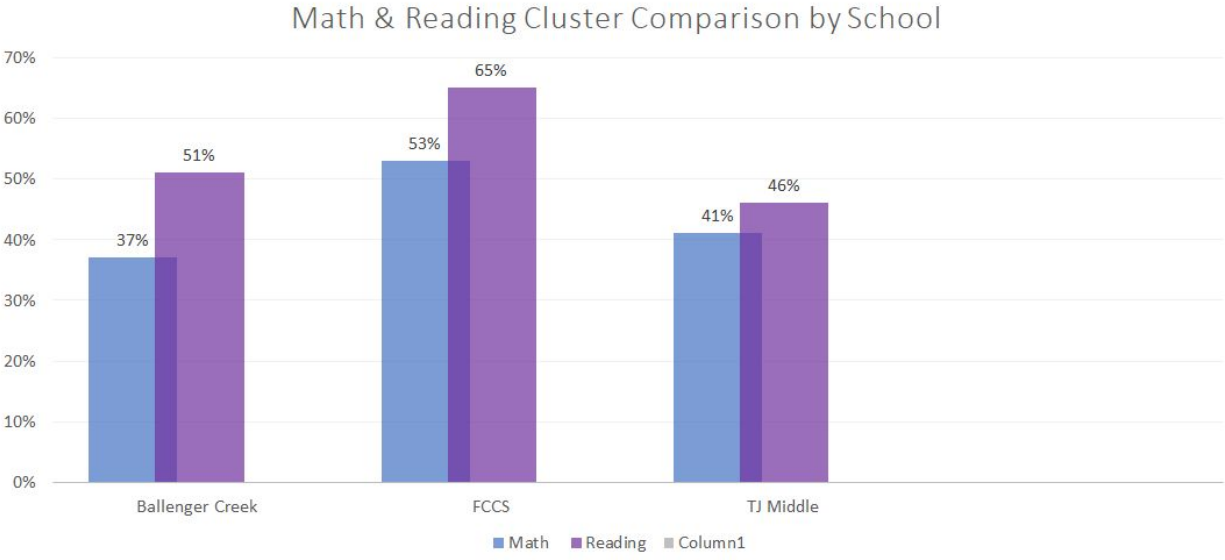
- Exceeded Expectations
- Met Expectations
- Approached Expectations
- Partially Met Expectations
- Did Not Meet Expectations



**Table 5: 2019 MCAP ELA & Math Performance, Elementary School Cluster**



**Table 6: 2019 MCAP ELA & Math Performance, Middle School Cluster**



**Table 7: DIBELS Next Reading Fluency 2018-2019**

2018-2019 All Grades Status - DIBELS Next - Recommended Goals  
 District: Frederick Classical Charter School School: Frederick Classical Charter School



Grade	Beginning	Middle	End
K	 n=33 6 (18%) 2 (6%) 25 (76%)	 n=38 8 (21%) 5 (13%) 25 (66%)	 n=38 6 (16%) 4 (11%) 28 (74%)
1st	 n=39 6 (15%) 3 (8%) 30 (77%)	 n=35 2 (6%) 3 (9%) 30 (86%)	 n=38 2 (5%) 7 (18%) 29 (76%)
2nd	 n=12 2 (17%) 2 (17%) 8 (67%)	 n=41 4 (10%) 5 (12%) 32 (78%)	 n=38 3 (8%) 5 (13%) 30 (79%)
3rd	 n=35 6 (17%) 8 (23%) 21 (60%)	No students with data.	No students with data.
4th	 n=37 9 (24%) 7 (19%) 21 (57%)	No students with data.	No students with data.
5th	 n=34 7 (21%) 14 (41%) 13 (38%)	No students with data.	No students with data.
6th	 n=37 10 (27%) 3 (8%) 24 (65%)	No students with data.	No students with data.
All	 n=227 46 (20%) 39 (17%) 142 (63%)	 n=114 14 (12%) 13 (11%) 87 (76%)	 n=114 11 (10%) 16 (14%) 87 (76%)

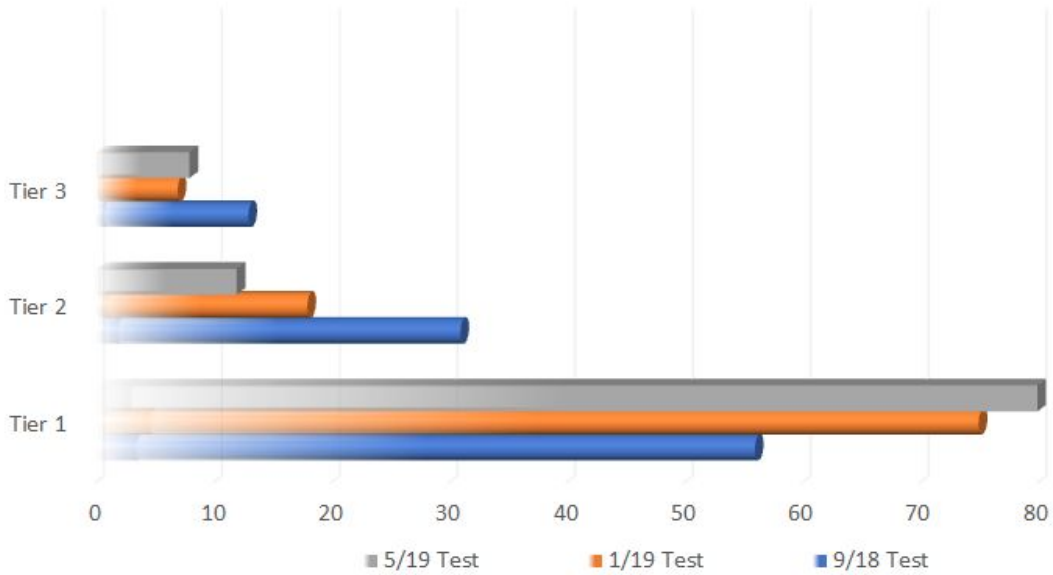
Legend n = Number of Students Intensive Support Strategic Support Core Support  
 Results Based On K-Beginning: LNF K-Middle - 1st-Beginning: NWF-CLS 1st-Middle - 6th-End: DORF-Words Correct

**Table 8: Singapore Math Benchmark by Grade 2018-2019**

The percentage of students with a year long average benchmark of 70% or better.

- 2nd - 84%
- 3rd - 73%
- 4th - 70%
- 5th - 34%
- 6th - 41%

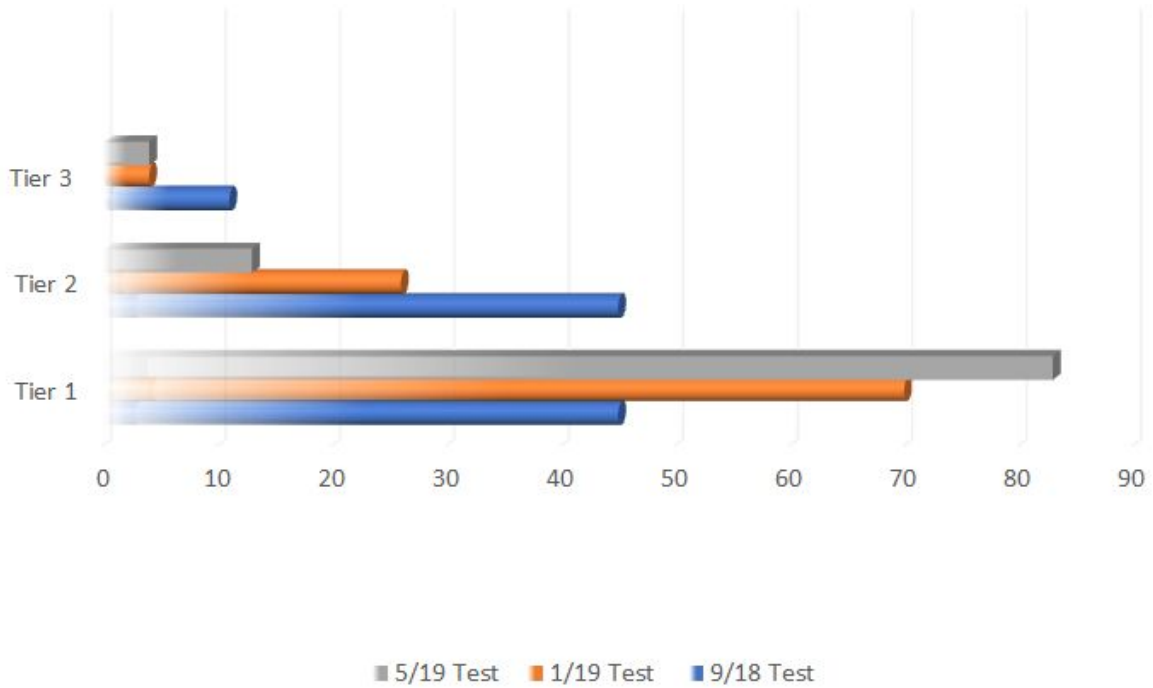
**Table 9: iReady Diagnostic Schoolwide Updates**  
**Reading Performance Data, Diagnostic I – Diagnostic III, 2018-2019**



**Reading Schoolwide Increases:**

- Tier 1 performance from 56% to 80%
- Tier 2 performance from 31% to 12%
- Tier 3 performance from 13% to 8%

**Table 10: iReady Diagnostic Schoolwide Updates  
Math Performance Data, Diagnostic I – Diagnostic III, 2018-2019**



**Schoolwide Math Increases:**

Tier 1 performance from 45% to 83%

Tier 2 performance from 45% to 13%

Tier 3 performance from 11% to 4%

## C. Enrollment

<b>Waitlist Data:</b> Waitlist totals shown below, illustrating demand and community support for a classical education and FCCS.										
Grade Level	K	1	2	3	4	5	6	7	8	Total
<b>2015-2016 Waitlist</b>	139	78	71	92	83	76	23	0	7	569
<b>2016-2017 Waitlist</b>	98	64	78	51	63	63	59	23	9	508
<b>2017-2018 Waitlist</b>	67	62	35	46	59	53	67	26	3	418
<b>2018-2019 Waitlist</b>	75	95	98	89	72	57	69	9	3	567
<b>2019-2020 Waitlist</b>	97	99	81	65	77	49	63	46	17	594
Total applications by lottery year include: 2014-15 (n=579), 2015-16 (n=863), 2016-17 (n=671), 2017-18 (n=580), 2018-19 (n=817), 2019-2020 (n=760*) *YTD, Jan 2020 - <i>waitlist still active</i>										

<b>APPLICATION PROCESS TIMELINE:</b>	
Date the online application for school year 2018-19 was made available to interested parties:	January 2, 2018 at 8:00 a.m.
Date the online application for school year 2018-19 was closed and changed to post-lottery wait list:	March 12, 2018 at 11:59 p.m.

Date and location of the lottery for seats in school year 2018-19:	March 21, 2018 at 6:30 p.m.
URL to FCC's application for prospective students for school year 2018-19:	<a href="https://www.lotteryapplication.com/schools/fccs/schoolreg.aspx">https://www.lotteryapplication.com/schools/fccs/schoolreg.aspx</a>
Venues showcasing the link to the online application for the school year 2018-19:	<p>FCCS website  FCCS Facebook Page  FCCS Twitter Account  CCS Prospective Family Information Night  FCPS Find Out First</p>