





Organization Information

Organization Name *

Ascent Classical Academy of Moore County

Telephone

Fax

Address

Unit/Suite

Zip Code

City

Golden

State

Colorado

Primary Contact Name *

Derec Shuler

Opening Year *

2026

Is Management Organization Used

☒ Yes ☐ No

Primary Contact Relation To Board *

Executive Director of Management Organization

Management Organization Name

Ascent Classical Academies

Management Organization Contact Name

Primary Contact Email *

derec.shuler@ascentclassical.org

Management Organization Phone

Primary Contact Phone *

7207286300

Management Organization Email

Primary Contact Address *

PO Box 1490

Unit/Suite *

Zip Code *

80402

City *

Golden

State *

Colorado



Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Test Test				



1. Application Contact Information

Q1.Name of Proposed Charter School

Ascent Classical Academy of Moore County

Q2.Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

720-728-6305

Q3.Geographic County in which charter school will reside

Moore County

Q4.LEA/District Name

North Carolina Classical Charter Schools

Q5.Zip code for the proposed school site, if known

28327

Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

☒ Yes

☐ No

Q7.Give the name of the third-party consultant or CSO:



Ascent Classical Academies (ACA)

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

ACA has not received any fees to date for its application work.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

ACA assisted in developing the application, marketing, site selection for the campus. The local steering committee reached out to ACA to help prepare the application and to establish this campus to support the needs of the local community.

Q10. Projected School Opening Month

August 2026

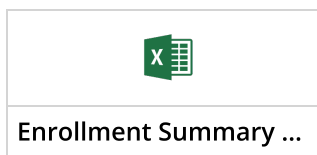
Q11. Will this school operate on a year-round schedule?

- ☐ Yes (Year-Round)
- ☒ No

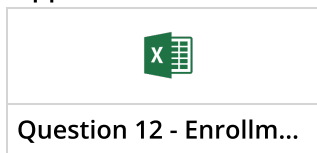
Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

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Resources



Applicant Evidence :



Uploaded on **4/23/2025**
by **Amy Willis**

Q13. At full capacity, what is your estimated student enrollment and grade spans?



Ascent Classical Academy of Moore County will ultimately serve up to 832 students in grades K-12.




Hilda Parlér

Comments :


Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


Enrollment Demograp...

Applicant Evidence :


Question 14 - Enrollm...

Uploaded on **4/23/2025**
by **Amy Willis**

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The school intends to open with grades K-8 in year 1. This will include two sections per grade of K-6. Each class, or section, will enroll up to 32 students. Grades 7 and 8 will have one section per grade on opening. As the school grows, it will add a grade per year, until it serves grade 12 and expand to two sections per grade.

This growth model has served as the basis for other ACA schools.



Nicky Niewinski

Comments :

32 students per class enrolled seems high. Wondering what additional support will be available to teachers with 32 students.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise



reproduced from any other application.

- ☒ I certify
- ☐ I do not certify

Q17.Explanation (optional)

Section



Nicky Niewinski

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Board member roster was not included.



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18.Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

Q19.Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

North Carolina Classical Charter Schools

Q20.Has the organization applied for 501(c)(3) non-profit status?

- ☐ Yes
- ☒ No

Applicant Comments :

The school will be submitting IRS Form 1023.

Q21.The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- ☐ Yes
- ☒ No

Applicant Comments :

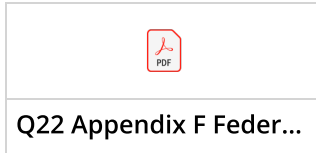
NCCCS will obtain its 501(C)3 as required.



Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :



Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

Q23. Name of Registered Agent and Address

• As listed with the NC Secretary of State

NC Registered Agent LLC

4030 Wake Forest Rd STE 349

Raleigh, NC 27609

Q24. Federal Tax ID

99-2616533

Section



Nicky Niewinski

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Tax exempt status pending.



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

☒ Yes

☐ No

Q27. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

☒ Yes

☐ No

Q28. Is the facility identified by the applicant feasible for opening on an accelerated schedule?

☒ Yes

☐ No

Q29. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.

The school has a letter of intent on a parcel of land in Moore County that already has the proper zoning. The school intends to open with modulars on this site and has begun assembling a project team to be ready to develop the site upon approval of the campus.


Q30. Attach as Appendix A1 Acceleration Evidences to demonstrate that you have a facility



secured for opening on an accelerated schedule.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Q30 Appendix A1 Evid...

Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

Q31.The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year: (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area;

(2) whether local, state, or national nonprofit partnerships have committed to assisting the school;

(3) whether the school will contribute to potential for economic and educational development of the region;

(4) whether an organization that has experience in creating public schools is mentoring the applicant;

(5) whether obstacles to educational reform efforts leave chartering as an available option;

(6) whether an existing charter school board has agreed to mentor the applicant;

(7) whether the nonprofit corporation has existed for more than two years; and

(8) whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

☒ Yes

☐ No

Q32.Factor (1) Describe your school's unique mission and educational program.



Ascent Classical Academy of Moore County (ACAMC) will offer a K-12, tuition-free, classical education in the liberal arts and sciences that also inculcates virtue among its students to prepare them to flourish in life. The Vision and Mission is as follows:

Vision

Ascent Classical Academies develop in its students the moral and intellectual skills, habits, and virtues upon which independent, responsible, and joyful lives are built, in the firm belief that such lives are the basis for a free and flourishing republic.

Mission

This is achieved by always working to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment.

This tuition-free academic program and mission of the school is not available in the greater Moore County community and meets Factor 1 for acceleration.

Q33. Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.

The school is partnering with Ascent Classical Academies, its intended nonprofit management provider, and the Ascent Classical Foundation. With this relationship, the school also has access to other groups involved in supporting classical schools throughout the country. This support for the school and related partnerships meet the intent of Factor 2, expanding the capacity of the campus to open on the accelerated schedule.

Q34. Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.

The classical model of education is one of the fastest growing and in-demand school models in the county. High quality K-12 education options are an important factor for businesses looking to relocate to an area. Since private, classical options in the community have waitlists, another tuition-free, classical option is needed and will contribute to the economic and education development of the region. In the long-term, ACA graduates will be well-prepared to be engaged citizens in the community. ACA will also hire staff and faculty to serve at the school.



Q35.Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.

Ascent Classical Academies, the intended operator of this campus, has experience in creating classical charter schools, and will be a significant factor contributing to the success of the school. The school will also participate in events hosted by the North Carolina Coalition of Charter Schools and the North Carolina Association for Public Charter Schools.

Q36.Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.

While North Carolina recently adopted scholarships for parents to choose private options, private classical schools in the area are full with waitlists.

Q37.Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.

The governing board of the school includes members with leadership and charter school board experience. The board seeks to develop relationships with boards of other successful charter schools, to include classical and non-classical schools, to improve its capacity to effectively govern this school. The board will also interact with other boards in the ACA network.

Q38.Factor (7) Describe whether the nonprofit corporation has existed for more than two years.

The nonprofit corporation that will hold the charter, North Carolina Classical Charter Schools, was filed in April of 2024. The local steering committee working with ACA to bring a classical charter school to Moore County has also been in existence for several years and previously submitted a charter application in 2023 as Highlands Academy.

Q39.Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?

This will be the first campus under the NCCCS governing board, which intends to operate additional charter schools across the state.

Section



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No

Section



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57. Do you want this application to be considered for standard or fast-track replication?

- ☒ Standard
- ☐ Fast-Track
- ☐ No, this is not a replication

Q58. Please provide the name and the state of the charter school being replicated.



Ascent Classical Academies is replicating schools started by members of its team and in most cases also operated by Ascent Classical Academies. While members of ACA have started several successful classical charter schools, to include Golden View Classical Academy (CO), ACA Douglas County (CO), and ACA Northern Colorado (CO), this section will refer to ACA Northern Colorado. ACA also currently operates Ascent Classical Academy of Fort Mill (SC) and has additional classical charter schools approved in SC. Additional information on schools are included in the EMO/CMO section of this application.


Q59. Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Attached are the Performance Frameworks for ACA Northern Colorado (ACANC). ACANC outperforms state and local district averages on the PSAT and SAT as well. Additional performance data for this campus can be found in the EMO/CMO section of this charter application.

Applicant Evidence :


ACANC Academic Perf...

Uploaded on **5/21/2025**
by **Derec Shuler Shuler**

Q60. Describe which academic qualifications the non-profit board has met that qualify them for replication.

The governing board of North Carolina Classical Charter Schools includes members with strong academic backgrounds and the capacity to oversee the successful replication of this campus in Moore County, partnered with Ascent Classical Academies. At a high level, Chris Owens has a background in academia and leads a non-profit promoting Latin education. Carolina Kelly has a background as a school board member and educator. Mark Dillon has been involved in supporting Department of Defense schools across the globe. Additional information on the board members is board in the Governance section of this application.

Q61. Attach the Financial History supporting documents as "Appendix A3.2 Replication Financial Evidences."


☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 1



Applicant Comments :

Attached are financial audits for Ascent Classical Academy Charter Schools while ACA was managing them. The audits show that the schools were managed well, with strong fund balances, leading to a recent large bond issuance.

Applicant Evidence :


ACACS Combined Audi...

Uploaded on **5/21/2025**
by **Derec Shuler Shuler**

Q62. Describe the current financial and compliance status of the school(s) which the applicant seeks to replicate.

ACANC remained in compliance with its charter contract and in a strong financial position while under the management of ACA. ACA Fort Mill, a campus currently managed by ACA in Rock Hill, SC will end its first year with a positive fund balance.

Section



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- ☐ Yes
- ☒ No

Section



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

☒ Yes

☐ No

Q71. EMO/CMO Mailing Address City, State, Zip

Ascent Classical Academies

PO Box 1490

Golden, CO 80402

Q72. EMO/CMO Website

<https://www.ascentclassical.org> (<https://www.ascentclassical.org>)


Q73. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

The school seeks to establish a tuition-free classical K-12 charter school using the academic program and operating philosophy promoted by Ascent Classical Academies (ACA). ACA brings experience in implementing and managing classical schools, meeting the needs of this school and the Moore County community. This partnership will lead to a better academic program. ACA's business operations experience will help the school remain on strong financial footing and meet compliance expectation. Ascent's fee for service model is also in line with other charter operators in NC and the region. NC has approved two other classical schools using our desired school model that failed to open. The governing board is confident its partnership with ACA will help this campus be successful.

Q74. Attach as Appendix A4.1: Executed or Draft Management Contract

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


ACA NCCCS Managem...

Uploaded on **4/24/2025**
by **Derec Shuler Shuler**



Nicky Niewinski

Comments :

Several references to the SC Performance Framework. If approved, this contract will need to be reviewed to ensure references are North Carolina specific.

Q75.What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

The local steering committee was introduced to ACA at an event with another classical start-up school in NC several years ago. ACA has experience implementing the specific classical program desired in the community, along with a philosophical alignment on the purpose of education and partnerships with families. Members of the local steering committee toured campuses started by the ACA team in Colorado that have shown academic and operational success and desire this model. ACA has also been shifting its presence to the Carolinas and is situated to support campuses in the area.

While the board wants to program implemented by ACA, it has reviewed fees from various operators in the region. ACA offers its services at a competitive rate for a full suite of services. Campuses in Colorado that ACA has previously managed were rated as "Performance" or "Distinction," providing evidence of the effectiveness of the classical model. ACA also has relationships with other organizations that are leaders in supporting the classical education community.

Based on the desire for ACA's program, its competitive fee structure, long-term goals of the board, and proven academic success, the partnership with ACA is in the best interest of this campus and the Moore County community.

Q76.Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?



Ascent Classical Academies (ACA) is a proven charter management organization with a track record of establishing and operating tuition-free, classical charter schools that deliver academic excellence, robust governance, and financial stability. Having founded successful campuses in Colorado and South Carolina, with plans for further expansion and six additional schools approved in SC, ACA is well-positioned to establish Ascent Classical Academy of Moore County. ACA's track record demonstrates alignment with the needs and aspirations of Moore County's diverse student population seeking a rigorous, character-focused classical education.

New Ascent Classical Academies' campuses typically start with grades K-8, adding a grade each year. New students come from a variety of educational backgrounds, to include other district schools, charter schools, private schools, and homeschools. A new Ascent Classical takes a year or two to help remediate learning gaps, establish culture, and transition students to the content-rich academic program offered at its campuses. While initial academic achievement for the first several years mirrors the geographic district, established campuses outperform the districts.

ACA has established four campuses in Colorado and ended its relationships with those schools at the beginning on 2024. ACA is still providing information on those campuses and academic performance of those campuses while they were under ACA management and meeting ACA expectations. The ACA-managed schools in Colorado were in a strong financial position that allowed them to issue a \$77 million bond for facilities in early 2024.

Colorado

Ascent Classical Academy Douglas County

Location: Lone Tree, Colorado

Grades (FY24): K-12

Official Enrollment (2023-2024): 1,017

Opening Year: 2018

FY24 Performance Rating: Performance (<https://www.cde.state.co.us/schoolview/frameworks/official/8001/0079>) (<https://www.cde.state.co.us/schoolview/frameworks/official/8001/0079>)

PSAT 9: 916 (State 891)

PSAT 10: 1072 (State 939)

SAT: 1149 (State 990)

Ascent Classical Academy Northern Colorado

Location: Windsor, Colorado

Grades (FY24): K-11 (Approved K-12)

Official Enrollment (2023-2024): 683

Opening Year: 2020

FY24 Performance Rating: Performance with Distinction (<https://www.cde.state.co.us/schoolview/frameworks/indicators/8001/1005>) (<https://www.cde.state.co.us/schoolview/frameworks/indicators/8001/1005>)

PSAT 9: 941 (State 891)

PSAT 10: 1051 (State 939)



Ascent Classical Academy of 27J

Location: Brighton, Colorado

Grades (FY24): K-7 (Approved K-12)

Official Enrollment (2023-2024): 222

Opening Year: 2023

Ascent Classical Academy Grand Junction

Location: Grand Junction, Colorado

Grades (FY24): K-8 (Approved K-12)

Official Enrollment (2023-2024): 285

Opening Year: 2023

South Carolina

Ascent Classical Academy of Fort Mill

Location: Rock Hill, SC

Grades (FY24): K-8 (Approved K-12)

Official Enrollment (2024-2025): 210

Opening Year: 2024

Ascent Classical Academy Greenville

Location: Greenville, SC

Grades: K-8 (Approved K-12)

Opening Year: 2026

Ascent Classical Academy Columbia

Location: Columbia, SC

Grades: K-8 (Approved K-12)

Opening Year: 2026

Ascent Classical Academy Charleston

Location: Charleston, SC

Grades: K-8 (Approved K-12)

Opening Year: 2027

For the 2023-2024 academic year, ACA Northern Colorado earned a Performance with Distinction rating while ACA of 27J ended its first year with 35.9% of students meeting or exceeding expectations in ELA and 25.6% in math. The differences in these campuses include different demographics and the 27J campus being in its first year of operation.



Nicky Niewinski

Comments :

Mentioned that 4 ACA established schools in CO are no longer part of ACA. Wondering why this occurred.

Q77. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

The governance structure of North Carolina Classical Charter Schools will not be impacted by the relationship with Ascent Classical Academies. However, NCCCS will allow the executive director of ACA, or his designee, to be a non-voting, ex officio member of the board, much like a superintendent on a school district board. ACA personnel will not be included in closed sessions of the board when negotiations with ACA are being discussed. The board is aware that it holds the charter for the school and is responsible to the citizen and taxpayers of North Carolina. It is independent of the CMO in practice and in spirit.

NCCCS will retain its own legal counsel, independent of ACA. It will also secure its own independent auditor to ensure its financials are accurately stated and to assess internal controls.

Q78. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.

The nonprofit management partner, ACA, will provide all the employees to the charter school. As employees of ACA, they will handle all payroll, human resources, professional development, benefits, and other needs of the faculty and staff. The governing board will consider and approve the headmaster. The headmaster will hire the rest of the school staff. The board has the authority to refuse the placement of any staff member on the campus.



Q79.Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

NCCCS and ACA will have a performance-based management agreement for the operation of the school. The agreement includes expected tasks, measures, and performance of both parties. The board has the right to review the performance of ACA annually and to have a third-party review done at its discretion. ACA will provide the NCCCS board various dashboards to review performance metrics during the year, to include measures on financial position and health, academic performance, and parent satisfaction.

Article VIII of the management agreement deals with terminations. Either party may terminate the agreement with or without cause. The termination process is outlined to minimize the impact on the school and the education of the students. The school's access to its facility is not contingent on its relationship with ACA.

Q80.Is the facility provided by the EMO/CMO?

- ☐ Yes
- ☒ No

Q81.Attach as Appendix A4.2 Facility Buyout Agreement, if applicable

This question is not applicable since the CMO is not providing the facility.

Q82.List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

This is the first ACA campus in NC so this question is not applicable.

Q83.Attach Appendix A4.3: EMO/CMO Financial History Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.


☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6

Applicant Comments :

In addition to ACA's letter of good standing from its financial institution, ACA has provided audits of the schools it has operated showing a strong operational history. Additional information may be provided upon request.



Applicant Evidence :


FirstBank Letter re AC...

Uploaded on **4/24/2025**
by **Derec Shuler Shuler**

Q84. Attach Appendix A4.4: IRS Form 990 Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

☒ Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

See the attachment below regarding the financial good standing of Ascent Classical Academies. ACA has provided audited financials for campuses it has operated demonstrating a strong financial track record for its affiliated schools.

Applicant Evidence :


FirstBank Letter re AC...

Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

Section



Nicky Niewinski

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Context related to the separation of 4 CO schools from ACA would be helpful.



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

☐ Yes

☒ No

Section



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Ascent Classical Academies train the minds and improve the hearts of children through a classical content-rich education in the liberal arts and sciences, with instruction in moral character and civic virtue in an orderly environment.

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



Ascent Classical Academy of Moore County ("ACAMC" or "School") is a proposed K-12, tuition-free classical charter school, using a model its team has already successfully implemented. The campus is intended to be a network school, part of North Carolina Classical Charter Schools ("NCCCS") and operated by Ascent Classical Academies ("ACA").

The vision of ACAMC is the long-term objective of the School – to develop within its students the intellectual skills, habits, and virtues upon which independent, responsible, and productive lives are built, in the firm belief that such lives are the basis of a free and flourishing republic.

It achieves this by accomplishing its mission daily – to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly, disciplined environment.

While the vision-mission relationship ACAMC puts forth may be different than what is typically seen, the School's program to fulfill the Vision and Mission includes improving student learning through a vigorous, content-rich academic program; increasing learning opportunities through high expectations; encouraging the use of a variety of productive teaching methods such as direct and Socratic instruction; meeting increased levels of accountability; creating new professional opportunities for teachers through unique career paths in a statewide network of charter schools; assisting in South Carolina students achieving academic excellence through its academic program and culture; and offering proven ways to educate children with a focus on closing achievement gaps among various subgroups of students.

ACAMC desires to serve a student population reflective of the local community in which it is located, to include those traditionally considered to be educationally disadvantaged. The Moore County area is growing and parents are welcoming more options for the education of their children. The School will offer an elite American classical education, suitable for all, without being elitist, and will offer a full array of supports to help students. ACAMC will prepare any graduate to succeed in college but is not explicitly a college preparatory program. ACAMC recognizes and supports a variety of paths for its graduates, be it college, a trade, or enlistment in the military. While the School does not expect to open offering transportation, it will work to develop solutions for students, so transportation is not a barrier to a great education. The School will also be prepared to offer additional non-academic supports to students and families as needed.

There are a variety of definitions of a classical education. At ACAMC, it includes a liberal education, leading students toward the good, true, and beautiful, with an emphasis on virtue to prepare them to flourish in life and to be happy. Key features of the School include:

- Liberal Arts and Sciences: This is a well-rounded education worthy of free people, to teach them about the human condition and how to think well. It includes literature, history, math, science, art, music, and gymnasium, or PE as it is known today.
- Core Knowledge Sequence: This sequence was created by Dr. E.D. Hirsch, with the goal of developing a body of knowledge needing to be shared among a people to create a cultural identity. He wrote *Cultural Literacy* and a number of other books, including *The Making of Americans* and *The Knowledge Deficit*. In addition to being content-rich, this program is coherent so when students study the Renaissance or India, they are studying literature, history, music, art, and scientific figures and discoveries from the era or place.



It is also a spiraling program where topics are revisited roughly every three years and studied more in-depth.

- Classical: This component cultivates wisdom and virtue along with developing an affection to pursue the good, true, and beautiful. The school focuses on great books that seeks to ignite wonder and a love of learning. Classical education develops strong communication skills and prepares students to think well.
- Singapore Math: This is a proven program to help prepare students for thinking algebraically, for more advanced math. This is supplemented with math facts in the early grades.
- Literacy Essential (Augmented): An explicit phonics program teaches the sounds of letters and letter combinations as building blocks to learning to read. Literacy Essentials is based on Orton-Gillingham and has been used as a reading intervention though Ascent Classical supports this method for primary reading instruction. The school uses other adaptations to augment the literacy program.
- Virtue integrated into the program: Ascent Classical adopts 7 Core Virtues: courage, moderation, justice, responsibility, prudence, friendship, and wonder, and integrates these into all classes in all grades. The program is intended to develop the mind, heart, and body of students.
- American Classical Education: The academic program focuses on a well-rounded study of the history, ideas, and philosophy behind the founding of the American Republic, going back to the Greeks and Romans and their influence on the Founders of our nation.



Nicky Niewinski

Comments :

Q114. Educational Need and Targeted Student Population of the Proposed Charter School
Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Moore County, located in the central region of North Carolina, is a rural area with a higher population density in its southern half. Currently, education options in the county include three charter schools, eight private schools, and 23 district schools – serving more than 15,979 students. Based on recent estimates from the U.S. Census Bureau, there are approximately 17,455 school-aged children residing in Moore County, North Carolina.

Ascent Classical Academy of Moore County (“ACAMC” or “School”) will not limit admission to students on the basis of household income, race, creed, national origin, religion, or ancestry. Nor will the school limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, or disability. The Board, steering committee, and Ascent Classical Academies will make a strong attempt to inform parents/guardians across Moore County about the School.

As a classical school and the first tuition-free classical program in the county, ACAMC anticipates it will earn strong interest, specifically from the families of students who are not being provided an equitable education. As such, the School acknowledges the local district’s demographic data for students with disabilities, English language learners, and those who are economically disadvantaged. ACAMC will provide all necessary resources available to ensure every child has an equal opportunity to access its program.

Moore County School District Enrollment Demographics

The Moore County School District reports that 42% of its student body qualifies for the free-and-reduced lunch program. ACAMC aims to support this economically disadvantaged group by offering a 2:1 weight in its enrollment lottery. The school’s proposed budget also reflects adequate funding to offset any costs that may hinder a child from accessing the School’s program.

According to the DPI report published in December 2023, the Moore County School District served 563 students determined to be English Language Learners; approximately 4.4% of the overall county enrollment.

According to the DPI report published in October 2022, the Moore County School District served 1,165 Exception Children, or students with disabilities; approximately 9.2% of the overall county enrollment.

Please refer to the enrollment demographics table submitted for Question 14 for a full breakdown of the expected student populations. The numbers included for ACAMC reflect the local district numbers as reported by the district, state, and national census.

Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



According to *The Pilot*, a local newspaper, “In a presentation from representatives of the Operations Research and Education (OREd) Laboratory at N.C. State University ..., the Moore County Board of Education got a school-by-school glance at likely growth over the next decade. The latest study of factors influencing Moore County Schools' enrollment indicates that the district will serve about 14,000 students ... by 2028.”

If enrollment trends continue as projected, McDeeds Creek Elementary and New Century Middle will be over capacity by 2028. They would be followed by Sandhills Farm Life in 2029 along with Aberdeen Elementary and Crain's Creek Middle toward the end of the decade-long forecasting period. (*The Pilot*, Oct. 12, 2022)

Facilities in Moore County are a troublesome issue for the system. Crain's Creek Middle School's enrollment is now around 600 and only has classrooms for about 450. Carthage Elementary School needs extensive modernization or complete replacement. Both Pinecrest High School and Union Pines High School serve more students than their campuses were designed to hold. Pinecrest has 2,200 students in buildings designed for 1,600, and Union Pines's enrollment is up over 1,400 on a campus built for 1,060. An Advanced Career Center “concept” high school devised as part of a 2015 plan to absorb some of the traditional high schools' enrollment has been indefinitely shelved. Expanding Pinecrest and Union Pines to accommodate their current enrollment without modulars, and renovating those schools' original 1960s-era buildings, is likely to cost \$245 million by the time the county could realistically fund such a project. High school renovation plans developed in 2015 do not consider enrollment growth beyond this year. (*The Pilot*, March 24, 2023)

Additionally, a representative of Sandhill Classical School shared with ACA executive director, Derec Shuler, that the school has an extensive waitlist and welcomes new, high-quality options like Ascent Classical Academy of Moore County.

Academic Performance

The average overall grade for the existing three charter schools in Moore County is a B while the overall grade for Moore County schools (22 schools) is a C.

On average, the charter schools have met growth expectations in end-of-grade testing for math (75) and reading (73).

For Moore County Schools (district), 22.7% of schools have not met school growth expectations for the 2024-2025 school year. The district exceeds state averages for performance in math, reading, and science; but a significant portion of students are not proficient in each subject:

- Math Performance
 - Not Proficient: 38.6% district vs 45.4% state
- Reading Performance
 - Not Proficient: 40.2% district vs 49.9% state
- Science Performance
 - Not Proficient: 23.3% district vs 32% state

Ascent Classical Academy of Moore County expects to be centrally located in the county, drawing students



from all corners. The two lowest ranked schools, Aberdeen Elementary School and Robbins Elementary School, are located on opposite sides of the proposed location. As such, ACAMC will focus its recruiting efforts on a wide range to ensure all families are aware of the School and may benefit from a content-rich and nourishing classical education.

Q116.What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

Ascent Classical Academy of Moore County ("ACAMC" or "School") plans to provide instruction to students in grades K-8 in its opening year. The School will open in Fall 2026 and will offer two sections per grade, increasing its grade-level offerings by one grade each year until reaching K-12 matriculation in Fall 2030.

Each classroom will have a maximum of 32 students, meaning that the School will have a maximum number of 512 students in its opening year. Once the School has reached full matriculation, the school's total population is projected to be a minimum of 832 students. Class size may vary depending on interest, facility size, and more.

Taking into consideration the percentage of Average Daily Membership when compared to the Local Education Agency, enrollment comparisons are as follows:

Academic Year	Grades Served	ACAMC Projected Enrollment	% of Moore County 23-24 Enrollment (Similar Grades Served)
2026-2027	K-8	512	6.1% (8,426)
2027-2028	K-9	576	6.0% (9,596)
2028-2029	K-10	640	5.9% (10,794)
2029-2030	K-11	704	5.9% (11,948)
2030-2031	K-12	768	5.9% (13,016)

Q117.Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



As of submission, Ascent Classical Academy of Moore County ("ACAMC" or "School") is the only planned tuition-free, classical charter school intending to operate in Moore County. The School's unique program stands apart from the current school options in Moore County for several reasons. The first of which is in the curriculum that ACAMC will provide to students. All Ascent Classical Academy ("ACA") schools provide students instruction in the liberal arts, sciences, mathematics, and Latin. These subjects are based in classical curriculum and are designed to build upon themselves each year as students progress from one grade to another.

ACAMC will be unique from other schools in the area in that it teaches a curriculum focused on improving not only the mind, but the heart, of its students. This is instilled through rigorous instruction in a disciplined and orderly classroom setting and daily instruction in the Ascent Classical Core Virtues. Our Core Virtues, including Courage, Moderation, Justice, Responsibility, Prudence, Friendship, and Wonder, guide students through their learning and ask them to ponder the question of what is good, true, and beautiful? Together, this curriculum works to create students who will flourish in life.

The subject of Latin will be introduced in grade 6 and will further develop as students progress through grade 12. At ACAMC, Latin is required with the purpose of allowing students insight into primary texts, allowing them not to see a translation of a work, but the true work itself. This allows students to view the works not through a lens of interpretation, but in their own perspective.

Students at Ascent will be taught the purpose of the uniform, which levels the playing field among students and teaches them that when they are in the classroom, they are doing important work.

Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Supporters of Ascent Classical Academy of Moore County ("ACAMC" or "School"), including former founding board members of what was formerly known as Highlands Charter Academy ("HCA") have spent years networking personally with friends, coworkers, neighbors, and community members about their desire to bring a classical school option to their community. In addition to spreading the word about the School by word of mouth, the founding board members of HCA have also spoken on a larger scale within the community, attending Moore County School Board meetings, speaking to audiences in attendance about providing higher quality educational options for students within the community, and being met with support and intrigue over a new school option.

It is no secret that school options within the county of Moore County are limited to those who are financially struggling, including but not limited to, Hispanic and low-income students primarily located in the northern portion of Moore County. At Ascent Classical Academies ("ACA") we believe in providing all students with access to an American classical education. The population of Moore County is a prime example of this mission.

The current school choice options available to students in Moore County are limited and often financially unfeasible for most families due to the cost of tuition at private schools, or the distance between students who are interested in attending a charter school but lack the resources to travel to school depending on their location within the county and current economic status of their family. By bringing ACAMC to the Moore County community, not only will students benefit from the wonderful curriculum and instruction in a curriculum that is tried and true, but students will be provided another option that is feasible for all families.

Moore County currently has six private and three charter school options. The tuition of private schools is beyond the reach of not only students whose families are financially struggling, but to the majority of the families within Moore County. In addition to financial barriers, students and their families also face challenges in accessing a better education due to long waitlists from said schools. This demand is evidenced by [insert current example]. Even if community members could afford private school options, the waitlists alone are long enough to defer families from accessing a quality education for their children.

The demand for better school choice options from the community is further evidenced by the number of Expression of Interest forms received in only a short few months. The HCA website, which launched in January of 2023, received over 120 expressions of interest from local families.

Since partnering in March 2024 with ACA to open Ascent Classical Academy of Moore County ("ACAMC" or "the School"), the School has received expressions of interest for an additional 369 students.

Special care has been taken to provide materials and information in Spanish so that anyone who is interested in attending ACAMC can do so. Spanish materials include, but are not limited to, flyers, the ACAMC website, cards, and other collateral within the community at large and specifically in spaces that are traditionally Hispanic and Spanish-speaking, including Hispanic food markets, bakeries, and restaurants. All materials have been proofed for accuracy and translation. The ACAMC team will continue efforts to engage the Hispanic population by partnering with Spanish-speaking churches in the town of Robbins and placing marketing collateral at Sandhills Community College Robbins Center where High School Equivalency and



English Language Acquisition Classes are taught.


The ACAMC team will continue to provide information to all interested students and families about the School by presenting to local community groups including, but not limited to, the Rotary Clubs, Kiwanis Clubs, the Chamber of Commerce, and civic and church groups.

Q119. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Appendix A - Evidence ...

Uploaded on **5/21/2025**
by **Derec Shuler Shuler**

9.2. Purposes of the Proposed Charter School

Q120. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- ☒ Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- ☒ Hold schools accountable for meeting measurable student achievement results.
- ☒ Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- ☒ Improving student learning.
- ☐ Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- ☒ Encourage the use of different and innovative teaching methods.

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Ascent Classical Academy of Moore County ("ACAMC" or "School") plans to create new professional opportunities for teachers by first and foremost opening the School and providing a new workplace of choice within Moore County. At ACAMC, teachers will have the opportunity to be led by their own Wonder, teaching in their field, and because of their passion and drive in their own areas of interest, they will inspire and cultivate this quality of Wonder within the students they teach.

ACAMC will provide an environment for all staff that is supportive, disciplined, and intentionally designed as a space of collaboration, support, and one that connects teaching staff with like-minded individuals. When faculty and staff join ACAMC, they will be joining an intellectual community of educators committed to providing students with the best education possible.

In addition to the aforementioned work environment, and in an effort to cultivate not only teachers who are new to their profession, but also to help orient teachers who are new to classical education, trainings will be provided to all faculty and staff members prior to the start of the academic year as well as throughout. These opportunities include several days of training and instruction on best practices, classical curriculum, and the foundations of classical education. Throughout the year, these opportunities will continue, including opportunities to hear from highly skilled educators and speakers specializing in classical curriculum, continued trainings, and more.

Hold schools accountable for meeting measurable student achievement results.

In exchange for autonomy, the School will demonstrate high student achievement using the classical education model.. Charter schools have flexibilities in how they operate, outside the rigidity of a centralized structure, and the School will fulfill its commitments to the taxpayers, parents, and citizens of NC that it is providing a different option that is improving outcomes, with accountability.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.

As a school of choice, Ascent Classical Academy of Moore County ("ACAMC" or "School") will add to the current school choice options available in Moore County. As a classical school, ACAMC will expand the current school choice options and, as a charter school that does not require tuition, will expand opportunities to the populations who would not otherwise have the financial means to attend a school other than what was publicly available to them. At ACAMC, our mission is to provide a classical education to all students.

ACAMC provides students with a tried and true education grounded in the liberal arts and sciences while also developing students into joyous, responsible, and independent individuals by cultivating virtue both in and outside of the classroom. Once reserved for the elite members of society, classical education is one that will not only change students' learning, but their lives.

Improving student learning.



Ascent Classical Academy of Moore County ("ACAMC" or "School") teaches students classical foundations that build upon one another to provide a more complete picture of history, the arts, and humanities that allow students to consider a more complete level of comprehension and overall learning. By also considering the whole child, that is teaching students core curriculum, and providing students with instruction in the Ascent Classical Core Virtues, students are encouraged to learn through the virtue of Wonder. This approach asks students to direct their own learning and find the subject that inspires them.

At the beginning of each academic year, students will participate in state testing. This testing will be a benchmark to ensure students achieve individual growth throughout the year. ACAMC will also host curriculum nights and parent-teacher-conferences once each semester to keep students' parents informed on their progress and overall learning.

Encourage the use of different and innovative teaching methods

While a classical education may not use innovative teaching methods, the use of direct instruction and Socratic learning, which varies depending on the grade level and subject, are different in many schools today. Many other options are available that use a project-based or student-based approach that are different than what this School will offer.

9.3. Goals for the Proposed Charter School

Q122. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



Ascent Classical Academy of Moore County ("ACAMC" or "School") has clear measurements to ensure the school remains focused on its mission.

The academic goals include explicit measures against which the academic achievement of students will be measured in accordance with §115C-218, et seq. Organizational goals with explicit measures will indicate the school's organizational and financial success and ensure ACAMC can continue to provide a sustainable and high-quality education option to families and students for the long term.

Performance goals for ACAMC are created using the SMART format, meaning they will be: Specific, Measurable, Ambitious and Attainable, Reflective of and Relevant to the School's Mission, and Time-Specific. Baseline data for the School Performance Framework (SPF) will be obtained from state assessments given in 2026.

Academic Goals

Growth

Goal 1: Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by third grade, and stay at or above grade level through tenth grade.

- Measure (a): In a cohort analysis of longitudinal growth, on average, students will show an average growth at or above the 50th percentile, or exceed the geographic district, using state-approved assessments.
- Measure (b): Ethnic and racial subgroups, Free and Reduced Lunch (FRL) students, English Language Learners (ELL) students, and Special Education students, will average 70th percentile growth, or exceed the geographic district, until reaching grade level. Once at grade level, these students will grow at the same annual percentile as the ACAMC average based on the South Carolina DPI growth model using state-approved assessments.

Proficiency

Goal 2: Students meet or exceed state and district averages for mastery in reading, math, and science.

- Measure (a): The percentage of students, who attend the school for three or more years, found to meet or exceed expectations using the North Carolina end-of-grade assessments for reading, math, and science will meet or exceed geographic district averages in grades 3-8.

Goal 3: Student growth gaps will narrow at a rate meeting or exceeding state and district averages.

- Measure (a): Decrease the gap in the percent of students who meet or exceed expectations among all ethnic and racial subgroups by 10%, or exceed the geographic district average, by the end of 2028 school year on state approved assessments. The reduction in the gap is the result of increased proficiency of ethnic and racial subgroups and not a decrease of other groups.
- Measure (b): Decrease the gap in the percent of students who meet or exceed expectations among English language learners (ELLS) compared to those who are not ELLs by 10%, or exceed the geographic district average, by the end of three school years. The reduction in the gap is the result of increased proficiency for ELLs students and not a decrease for those who are eligible. Growth will be measured using



state assessments.

- Measure (c): Decrease the gap in the percent of students who meet or exceed expectations among students eligible for special education (SPED) compared to those who are not SPED by 10%, or exceed the geographic district average, by the end of three school years. The reduction in the gap is the result of increased proficiency for SPED students and not a decrease for those who are eligible. Growth will be measured using state assessments.
- Measure (d): Decrease the gap in the percent of students who meet or exceed expectations among students eligible for free and reduced lunch (FRL) compared to those who are not FRL by 10%, or exceed the geographic district average, by the end of three school years. The reduction in the gap is the result of increased proficiency for FRL students and not a decrease for those who are not FRL eligible. Growth will be measured using state assessments.

Career- and College-Ready (CCR)

Goal 4: Students will meet and exceed the state and district standards for College- and Career-Readiness.

- Measure (a): The average ACT score for ACAMC students who attend for three or more years will exceed the geographic district average.
- Measure (b): The graduation rate for students who attend three or more continuous years will be 95% or greater.

Organizational Goals

Goal 5: Ascent Classical Academy or Moore County will demonstrate fiduciary and financial responsibility.

- Measure (a): Annual budgets demonstrate effective allocation of financial resources as measured by balanced budgets submitted to the authorizer.
- Measure (b): External, annual audit reports demonstrate Ascent Classical Academy of Moore County meets or exceeds professional accounting standards and state requirements.

Goal 6: Parents demonstrate high satisfaction with the academic program and the clear, frequent, and open communication of Ascent Classical Academy of Moore County.

- Measure (a): Average parent satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 80%.
- Measure (b): Average parent satisfaction with clear, frequent, and open communication of the school, as measured by an annual survey at the end of the school year, will exceed 80%.
- Measure (c): 80% of students remaining in district will re-enroll in Ascent Classical Academy of Moore County.

Ascent Classical Academy of Moore County expects, and will retain the right, to revise the performance and growth goals as more information becomes available on state assessments. ACAMC may also provide results from other nationally normed tests, such as the Iowa Test of Basic Skills (ITBS), DIBELS/Amplify, NWEA MAP, or the Classical Learning Test (CLT) to demonstrate academic success.

The ACAMC Headmaster and charter management organization, Ascent Classical Academies, will attend the board meetings to provide a school progress report as data becomes available throughout the academic year. The report will include qualitative and quantitative data from assessments, attendance reports, and



overall school climate.



Nicky Niewinski

Comments :

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The mission and vision will guide all the efforts to govern and operate the school. These statements, along with the philosophies described previously, will be guiding principles driving the board's decision-making processes for the students and families served. The mission will be posted prominently throughout the school building, included on all board meeting agendas, and referenced before making any key governance and operating decisions. It will also be included as an important aspect in parent and community communications and documents, such as the family handbook.

In addition to being responsible for achieving the mission and vision, it is the responsibility of the board to oversee the operational, academic, and financial, and viability of the school. The board will focus on governance while the management partner, ACA, focuses on day-to-day operations.

Section



Nicky Niewinski

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

This application often uses South Carolina instead of North Carolina. Although it is clear there are also schools in SC, I wonder how involved this school's board has been in writing and proofreading this application to ensure it meets their standard of excellence.



10. Educational Plan

10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



Core Beliefs about Education and Instruction

Ascent Classical Academy of Moore County ("ACAMC" or "School") seeks to furnish a rigorous, content-rich, classical liberal arts education to students, regardless of socioeconomic background or academic competence. This time-tested course of study will include the common principles of scholarship, citizenship, and moral virtue, with an emphasis on literacy, numeracy, civics, classic literature, and classical teaching methods. ACAMC believes this type of rigorous education and culture will best develop the minds and characters of our students. The academic program adopted by the School is aligned with the North Carolina Standard Course of Study (NCSCOS).

Ascent Classical Academy of Moore County and its management team have successfully implemented this program at five Colorado charter schools and one South Carolina charter school, so this proposal is not theoretical but is currently serving children.

Scholarship

To accomplish its mission, Ascent Classical Academy of Moore County will lay a solid foundation of learning in literature, history, math, the sciences, languages, and the arts using several research-based curricula already widely used in successful classical schools around the country:

Core Knowledge Sequence – a specific, K-8, grade-by-grade core curriculum of common learning that aligns the various subjects at each grade level and provides an ordered progression from one grade to another.

Literacy Essentials – a multi-sensory, brain-based approach for teaching explicit phonics, which integrates writing, spelling, and reading and thus prepares students for success in all the language arts. This science-based reading program derives from the Orton-Gillingham approach to language acquisition.

Singapore Math – provides a conceptual approach to mathematics which allows students to progress from the concrete to the pictorial to the abstract in understanding numerical relations in both standard algorithms and more complex "story" or real-world problems, thus laying the foundation for algebra, geometry, and higher mathematics in both high school and college. Singapore Math is an internationally recognized program for teaching problem-solving in mathematics.

Science – The Core Knowledge Sequence teaches students complex sciences from the early grades, including subjects such as physics that students normally do not encounter until high school. This comprehensive approach will expose students to the major sciences in elementary school (biology, chemistry, physics, astronomy, geology) and thus lay a strong foundation for the teaching of those sciences in the upper school. The approach will combine a mastery of facts with inquiry and experimentation through labs and exploration of the natural environment.

Latin – Through learning Latin over a period of years, students will gain fundamental insights into the grammar of languages, the vocabulary of all European languages that are largely derived from Latin (about 50% of words in English), and the ability to reason in all elements of linguistics. Students will start learning Latin and Greek roots in the middle grammar school years, then begin formal Latin by seventh grade and take Latin throughout middle school and in at least one year of high school. By the end of the complete



Latin course of study, they will be able to read ancient texts, such as those written by Cornelius Nepos, Ovid, and Cicero.

Modern Languages – Based on teacher availability and student demand, a modern language will likely be taught as an elective in the upper school and may also be introduced in the early elementary grades, thus building oral and verbal language skills prior to the students' study of Latin and, later, capitalizing on their knowledge of Latin.

Fine Arts – In order to cultivate in young people a love and understanding of beauty, the school will require and encourage the study of music and the visual arts. The school will take a three-fold approach to the arts, by, first, teaching the history and theory of great music and art; second, having discussions on the deeper meaning of great compositions; and, third, allowing students to perform or imitate the great artists through concerts and the production of their own imitative drawing, painting, and sculpting.

The Great Conversation – The school will foster a spirit of inquiry and robust exchange of ideas through the study of the greatest works produced by our civilization over the last two and a half millennia. The characters, actions, and ideas explored in the great books have inspired thinkers and artists, and heroes and heroines, for centuries and are still very much alive in the minds and hearts of even today's young people when they are exposed to this "great conversation."

To this end, students at all levels, beginning in kindergarten, will be taught in part through the Socratic Method to encourage intelligent, logical, and independent thinking. The Socratic Method uses direct, intentional questions to guide students' understanding of characters and their virtues, vices, and challenges, as well as various human problems and their solutions. While most instruction in the early grades is direct, the amount of Socratic learning increases in each higher grade.

In the upper school, students will receive a classical, liberal-arts education that exceeds the North Carolina Standard Course of Study (NCSCOS). Students will be taught all subjects – literature, composition, math, history and government, the sciences, and the fine arts – through sound, time-tested methods. The curriculum will exceed standard high school work and will anticipate or equal college-level courses, as by the extensive use of primary sources in history and reading complete literary works rather than relying mostly on textbooks. The school's teachers will be masters of their academic disciplines and often have advanced degrees in those fields. Seniors will be required to write and orally defend a Senior Thesis as a capstone to their academic experience at Ascent Classical Academy.

The curriculum, which has been tested in nearly thirty schools across the country, has proven to be successful for all students, including those with special needs and whose home language is not English. The school will adhere to the conviction that a liberal education is an end in itself, and that standardized tests do not drive the curriculum.

Citizenship

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never



will be ..." - Thomas Jefferson

A leading purpose of a public education is to develop and ensure a knowledgeable, intelligent, humane, self-governing public. This purpose is not easy to achieve, as the number of unfree nations and peoples throughout history and today sadly proves. The American Founders understood that the preservation of a free republic would always depend on the capacity of the American people to know and understand their history and the first principles upon which this nation is founded. To this end, Ascent expressly offers an education for citizenship in the classical, American tradition. That education entails the teaching of an ordered sequence of American history in the grammar school grades (as is found in the Core Knowledge framework) to lay the foundation of students' understanding of the American story; study of the American Constitution in the eighth grade; followed up with two semesters of American history in the high school; classes in moral and political philosophy; and in the required year-long government course in eleventh grade.

In conjunction with the study of America's history and governing principles, students will be encouraged in the arts of self-government through the school's culture and its explicit cultivation of character, through extracurricular activities, and through the open invitation to serve in the larger community.

Moral Virtue and Personal Character

"Without virtue, man can have no happiness in this world." - Benjamin Franklin

Ascent Classical Academy of Moore County holds that students should be taught not only to be smart, but also to be good. The way to teach children to be good is to have high expectations for their behavior and to guide them with explicit instruction in what being good really means. Traditionally, that instruction consists in a deliberate cultivation of the moral virtues. To this end, ACAMC features a set of "core virtues" that the school will teach and foster, in addition to the many virtues that emerge from the reading of history and literature. These core virtues are courage, moderation, justice, responsibility, prudence, friendship, and wonder. These virtues will be more than motivational posters on a wall. They will be the language of instruction for both correcting and encouraging children. They will be defined at the outset of the school year. They will be discussed through the lives of great men and women in history and literature. They will become living templates of moral excellence for our students – while in school and for the rest of their lives. In addition to the teaching of virtue throughout the school and the curriculum, students will be required to take a course in moral philosophy. Such a class used to be what we now call the "capstone" course of great schools and colleges, as when James Madison went to Princeton. This class may be taught by the headmaster. If the great thinkers and moralists of our tradition are right – that happiness is the reward of a life well-lived – then there is no greater gift we could give our students than the knowledge of how to pursue and do good in the world.

Research/Academic History of Classical Education

Overview: History and Misconceptions

Classical education has a long, eventful, and inspiring record in the history of the West and of America. It would be no exaggeration to say that the vibrancy of Western thought and culture has paralleled and in



large part been the result of classical schooling, which might be summarized as the best that has been said, thought, done, and discovered. Even some of classical education's greatest critics (e.g., Rousseau, Dewey, and many modern politicians and thinkers) were themselves classically educated or wanted their children to be.

After being largely abandoned from the middle of the twentieth century (see a sad account of its demise in Harper Lee's *To Kill a Mockingbird*, chapters two and four) to roughly the year 2000, classical education has been making an impressive comeback over the last several decades.

In its essence, a classical education holds to a traditional curriculum and traditional methods of teaching. Other ways of expressing what we mean by "traditional" are time-tested, of permanent value and validity, common-sensical, and timeless. The words of the greatest poets will ever touch the hearts of men and women as long as we feel as humans do. We need only be given the opportunity to hear those words.

Cultural and Linguistic Diversity in the Classics

While classical education has been dismissed by some as elitist or confined to a particular race or class, nothing could be further from the truth. Though it has grown out of the Western experience, classical education is universal in its appeal, just as are the ideas of liberty and independence. The classical curriculum recommended by Benjamin Franklin and Thomas Jefferson for a new nation dedicated to liberty for all is the same reading discovered by Frederick Douglass that inspired him to escape from the bonds of slavery, and that was later urged by W.E.B. Du Bois in the cultivation of black (African American) leaders. In fact, it could be argued that it is hardly possible to read and fully understand the profound words of the great champions of liberty in the past (Jefferson, Lincoln, Frederick Douglass, Martin Luther King, Jr.) without the "cultural literacy" demanded by their highly complex and historically rich speeches. Alas, the students of today, in high school and college, understand very little of what authors in the past took for granted.

An education in the classics and from a classical perspective is, by definition, diverse and multicultural. The classical world from antiquity was at the intersection of all areas of the world known in the west, that mixed people and ideas from Europe, Africa, the Middle East, and Asia. While the Core Knowledge sequence is culturally diverse, the histories, music, arts, and literature are culturally relevant to all and important in providing a background that ultimately brings our community together as "American" societies.

Furthermore, the history of Western thought and literature is not monolithic – at any point. Socrates was executed for questioning democracy. The brothers Gracchi challenged the traditional Roman aristocracy and wanted to distribute land and wealth to the poor. Protestants and Catholics were at war with each other for centuries. The anti-Federalists and Federalists certainly did not see eye-to-eye. A classical education does not dictate a particular outcome. Rather, it teaches students to understand the views and arguments of the past to shed light on our present world and how it came to be. It inspires young minds and hearts to seek truth but demands humility in that pursuit since truth has always been contested.

A classical education, much like a parent teaching a child adult things, requires our present age to grow up in order to read, speak, and think just as educated adults in the past did. Otherwise, we are cut off from our own roots, deprived of our own birthright, and amnesiacs of our own cultural inheritance.



It has become a common saying (originated by George Santayana, though few know it) that those who do not remember the past are condemned to repeat it. We in the field of classical education would object to the word “condemned.” There are parts of the past we would not mind repeating: the conversations of Socrates and his pupils, the art of the Renaissance, the original performances of Shakespeare’s plays, and the Constitutional Convention. Yet we agree that we must teach our students living in the confusing present a comprehensive view of the past so they may know, in Lincoln’s words, “whither we are tending.” A true classical education affords that opportunity to every young mind that undertakes this intellectual, cultural, and moral adventure.

Finally, as is consistent with the classical curriculum and manner of teaching, we take a low-tech, indeed almost no-tech, approach to teaching the fundamentals of reading, writing, and arithmetic; Socratic inquiry and discussion; rhetoric and debate. Whereas most schools these days are throwing technology at every pedagogical problem, classical schools insist that young people must master the arts and sciences before using technology in a major way lest it become a crutch that inadequately replaces human thought. We must remember in our high-tech world that the original computer is the human mind. Calculators (in schools for decades) have rendered children and adults wholly incapable of once-common mental calculation. Spell-check has not made us better spellers. Texting has not given us a command over sentence structure. Reliance on “smartphones” has made us almost incapable of following a map. As any college professor teaching freshmen can tell you, students’ abilities to read, reason, and write about complex texts are at low ebb because young people have become almost completely dependent on technology over the last two decades.

Parents understand this. Indeed, parents who are themselves employed in the tech industry or who rely heavily on technology are often the most insistent that children learn to think independently of computers and web searches masked as “research.” Further, over-reliance on technology has rendered young people less able to hold their own in company and conversation. Many teenagers today can hardly look others in the eye or carry on a civilized exchange of ideas. When faced with speaking to others, today’s youth often resort to pulling out their iPhones and texting a friend or tweeting to the world (for an instant) the word “awkward.” The old way of teaching young people to thrive in society meant expecting them to shake hands, look people in the eye when speaking to them, and to take an interest in their conversation. “Multi-tasking” – texting while another person is speaking or while you are driving – is not a mark of twenty-first-century global efficiency. It is simply a chronic case of bad manners or an act which jeopardizes the lives of others and your own. Thus, students in a classical school will not have their cellphones in class, nor have out their laptops pretending to do “research” while in reality “chatting” online or surfing the web. They will be required to have human conversations about profoundly human things.

The Nuts and Bolts

The curricular approach used begins with the rudiments of basic literacy and math skills and continues in a coherent and orderly fashion to the higher orders of knowledge, reasoning, and expression. In addition, the curriculum includes a strong civics component that will equip students to understand, articulate, and practice the principles on which this country was built, such as liberty, equality, natural rights, Constitutionalism, the rule of law, and self-government.



Classical education emphasizes the study of the liberal arts and sciences, including the humanities, math and sciences, and the fine arts, with the view that education is meant to develop the minds, hearts, bodies, and imagination of young people. Therefore, by its nature, a classical education is ordered, comprehensive, systematic, and by nature ascending from one level to the next.

At its core, classical education is:

Systematic: Adherence to a clear process allows for effective coordination of instructional resources and for measurement of student progress toward goals. Systematic study also allows the student to join what Mortimer Adler calls “the Great Conversation” – the ongoing conversation of great minds down through the ages.

Rigorous: To proceed through stages, students must master the expected material or skills inherent in each stage. Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance with what one knows to be right. The virtuous man, or woman, can force himself to do what he knows to be right, even when it runs against his inclinations. The classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half hour of TV) to reach a goal – mastery of a subject.

Classical education has seen a resurgence in the past few decades, and the results have been impressive. The classical liberal arts approach has many documented successes within a broad range of school settings. These schools represent a broad range of demographics, demonstrating how classical education is proven to be effective for all learners, regardless of race, gender, ethnicity, religion, or socio-economic background.

ACAMC will use internal school level assessments to evaluate both student needs and the effectiveness of the academic programs, and external measures to measure student performance and comply with state requirements, as described in detail in section 10.4 of this application. The ACAMC team has access to experienced assessment coordinators through its affiliation with Ascent Classical Academies.

Q125. Will the proposed charter school serve a single-sex student population?

☐ Yes

☒ No

Q129. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



The learning environment at Ascent Classical Academy of Moore County ("ACAMC" or "School") will be primarily teacher-led and classroom-based. Students enjoy an orderly and disciplined classroom with desks arranged to focus on the teacher's instruction in Grammar School (K-6) and encourage Socratic discussion in Upper School (7-12).

Behavioral expectations will be clearly defined and consistently reinforced through both instruction and school culture. Academic and personal integrity are essential to the success of our educational mission. As Aristotle stated, "Good moral character is not something that we can achieve on our own. We need a culture that supports the conditions under which one becomes good and friendship flourishes." Positive contributions to the classroom and to the school will be a valued norm.

The School will open with grades K-8 with two sections in grades K-6 and one section in grades 7-8, serving 512 student. ACAMC will add one grade each year until reaching K-12 matriculation. Each section will serve up to 32 students. Please refer to the enrollment summary table submitted in Question 12 for the total expected enrollment in years 1-5.

Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



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Proven Success Closing Achievement Gaps

Classical education has seen a resurgence in the past few decades, and the results have been impressive. The classical liberal arts approach has many documented successes within a broad range of school settings. These schools represent a broad range of demographics, demonstrating how classical education is proven to be effective for all learners, regardless of race, gender, ethnicity, religion, or socio-economic background.

Classical education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g., Piaget, Bruner, Vygotsky) learning process is adaptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem-solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities.

Evidence suggests that a classical model of education drives achievement. A study conducted by the Great



Hearts Academies, a network of classical charter schools, found that their graduates were more likely to attend and graduate from selective colleges and universities compared to their peers in traditional public schools. The study also found that graduates were more likely to major in subjects such as STEM and the humanities.

The solid, classical liberal arts curriculum, coupled with a literacy program based on the science of reading will provide strong academic success for all students. Classical education emphasizes the development of critical thinking and analytical skills, which can be particularly beneficial for children who may face academic challenges due to limited educational resources at home or in their community. Recent studies have shown that the content-rich approach, developed and promoted by the Core Knowledge program enable reading and learning success with children from all backgrounds.

Please review the attachment, "A Kindergarten Lottery Evaluation of Core Knowledge Charter Schools: Should Building General Knowledge Have a Central Role in Educational and Social Science Research and Policy?" The researchers hypothesize that the Core Knowledge curriculum leads to increased reading comprehension and achievement by building students' general knowledge about the world in which they live.


Research continually proves that students in classical charter schools, which emphasize a classical education model, outperformed students in traditional public schools on standardized tests in math and reading. Studies also show that students in classical charter schools showed greater academic growth over time compared to their peers in traditional public schools.

Please review the recent article uploaded from *Forbes* magazine entitled "Dramatic New Evidence That Building Knowledge Can Boost Comprehension And Close Gaps" for information as to how Core Knowledge education closes gaps for students from low-income families and reading comprehension success.

Alignment with North Carolina Accountability Model

As previously described in section 9.3 regarding the school's measurable goals, Ascent Classical Academy of Moore County will meet or exceed proficiency standards on standardized tests in reading, math, and science. ACAMC students, including special populations, will prove academic growth over time, based on their performance on standardized tests, and the majority will graduate within four years.

Applicant Evidence :



Q.130 Exhibit - Acade...

Uploaded on **4/24/2025**
by **Amy Willis**

Q131. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the



targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



"Wisdom begins in wonder."

In classical education, the methods used to deliver the rich content to the students are as important as the content itself. Our goal is to provide an instructional setting in which our students can best develop their character and minds, including the cultivation of virtue and cultural literacy, effective communication skills, and civic responsibility. This requires the pursuit a rigorous curriculum, coupled with sound instructional methods. Ascent will base our instruction on the approaches used in the best public and private classical schools around the country.

Classical Teaching Methods: Effective, Disciplined Teaching and Learning

The basic principle of classical teaching is that the teacher is required to impart knowledge to students and is fundamentally responsible for the leadership and direction of the classroom. In a classical classroom in the lower grades, the desks are arranged in rows facing the teacher, and the classrooms are quiet, orderly, and disciplined. A highly knowledgeable teacher stands in front of the class and leads the students into an understanding of the subject matter. The teacher will also actively engage the students with questions, both written and oral, to develop the students' ability to process and communicate information through language.

This approach is used in the higher grades as well but will often include the addition of the seminar class, in which the room may have a circular configuration. In both cases, the teacher provides the leadership in shaping the discussion of the subject matter, which requires the teacher to have both expertise in the subject and strong communication skills. There is an understanding that education is fundamentally a partnership between the teacher and student; the teacher provides a disciplined framework within which to achieve subject mastery, but the student ultimately has to do the work and make the effort.

The instruction at Ascent Classical Academies is based on the following understanding of human nature and education:

- Human minds long to know things and young minds often prove the most inquisitive.
- Children and young people have the mental capacities for learning.
- The memory is arguably the strongest of these capacities and must be exercised regularly, as would any muscle, in order to gain strength; students will memorize facts of history and geography, rules of phonics and spelling, facts of science and math.
- Learning discrete facts about the world around them enables young people to begin to understand that world and thereby gain insight and confidence, thus inviting further inquiry.
- Knowledge of real subjects is both a marketable commodity and valuable for its own sake. Consequently, the teachers of the classical school will foremost be knowledgeable men and women, preferably trained in the arts and sciences.

Approach to Instruction

Grammar School (K-6)

In the Grammar School, instruction will focus on the explicit teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. A mastery of these principles and rules provides a strong



foundation for all subsequent thought, without which the child will struggle in every subject in future years.

Instruction in the Grammar School will have the following characteristics:

- Lecture/direct instruction/dictation: teacher presents information; students listen.
- Modeling/demonstration: teacher illustrates how something is done.
- Principle-based question and answer: teacher asks question, students supply answer immediately.
- Read aloud: teacher reads from text.
- Singing/chanting/rhymes: students learn a song or chant that tells about information they are to know, while enjoying the learning experience.
- Drilling small bits of information: memorization technique that helps students learn large quantities of information.
- Flashcards: the review small bits of information on cards – usually math or vocabulary.
- Sound-offs: group memorization of data by dividing up facts.
- Explicit and Systematic Phonics Instruction: the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Students will be required to “sound out” words based upon the rules of phonics, not to guess at them, and spelling will be taught by applying phonetic rules.
- Explicit English Grammar Instruction: the use of tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to clearly communicate with society on all levels. As students deepen their understanding of the English language and its structure, they improve their ability to easily and fluently express more complex thoughts.
- Vocabulary Instruction: knowledge of the origin and meaning of words, including Latin and Greek roots. Teachers are required to be well-versed in language (Ascent will have a preference for hiring liberal-arts graduates in languages such as English, the classics, linguistics). Extensive use of dictionaries, as opposed to guesswork methods such as “inferring meaning from context.” Teachers will recognize the value of constantly explaining words to students. Require students to speak Standard English rather than slang. The teacher will correct ungrammatical language.
- Literature Instruction: reading of classic literature rich in language; fairy tales, fables, poetry, to include memorization of famous lines and poems. Children are particularly adept at memorization, and are able to learn songs, rhymes, and recite facts with relative ease. Because young children are so eager to memorize, we challenge them by providing substantial subject matter for them to memorize.
- Numeracy Instruction: learning and memorizing arithmetic facts, and also understanding the concepts behind numerical relations. For example, What is a fraction? What does it mean to multiply two threes (2×3)? What is place value? When students learn only the algorithm, they do not understand the mathematics behind the equation. No calculators. Premature use of calculators undermines numeracy or “number sense.” The human mind is the original calculator. When human beings forget this, they become no more than appendages to their machines.
- Instruction in the Power of Memory: Ascent will place instructional value on learning beautiful words by heart and will bring back the lost art of recitation. The memorization of great poems and lines from literature and speeches is the key to actually “owning” them – capturing the beauty of language in a student’s soul to draw on for the rest of his or her life.
- Instruction in Moral Literacy: the development of good character in our students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct,



and explicitly teaching them the fundamentals of good character. The components of the discipline plan will be made clear elsewhere.

- Introduction to instruction in the Socratic Method: while most instruction will be direct, the idea of the Socratic Method will be introduced with increasing intensity as students advance through the elementary grades.

Middle School (7-8)

Instruction in the middle school builds on the programs begun in the grammar school, with students continuing to accumulate knowledge and advance in skill areas. Students' increased capacity for logic in thinking, speaking, and writing will enable them to go into greater depth in their coursework. More focus will be placed on developing analytic thinking and reasoning skills, including the capacity for abstract thought, discovering relationships between fields of knowledge, and fitting knowledge into a logical framework. The level of interactive discussion between students and instructors increases as students learn to reason and develop conclusions.

- Integration and analysis: Students are expected to demonstrate the ability to move beyond facts to logical integration and analysis. For instance, in the study of literature, whereas the grammar stage student is expected primarily to show comprehension through summary, the logic stage scholar is asked to interpret and evaluate how multiple elements of fiction contribute to the meaning of a text. Similarly, in mathematics, the students are expected to recognize relationships in numerical patterns, explain relationships (e.g., equivalences and probabilities) and to distinguish between the effectiveness of problem-solving strategies for various problems and contexts. The study of science extends beyond factual presentation and rehearsals of scientific inquiry to introductory investigation and experimentation with data gathering and data analysis.
- Organization of arguments: During the middle school years, students are beginning to think independently and develop a propensity for argument. Classical education teaches students of this age to argue well and order facts into organized statements and arguments based on sound reasoning from first principles. "Where is your evidence?" will be the question constantly asked by teachers in every discipline. The study of logic helps students understand the fundamentals of a good argument. Practice in making written and oral arguments helps to further develop these skills. Teachers encourage the use of argumentation in each subject, understanding that each subject has its own logic. In science, we use the development and testing of a hypothesis. In math, we develop a student's ability to logically orient numbers through the more abstract concepts of algebra and geometry.
- Guided writing: teacher leads students in a writing assignment
- Guided problem solving: teacher leads students in solving problems in math, logic, science
- Guided oral presentations: teacher provides directions to lead students through sharing information
- Guided reading and response: teacher leads students through a text using text parsing, questioning, and inferences
- Supervised independent practice: teacher monitors student work in class
- Teaching of Study Skills: Time management, organizing, memory techniques, note-taking, outlining, and research will be emphasized throughout Ascent Classical Academy and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.

High School (9-12)



At the high school level, the Socratic method will increasingly be used in the study of history through original sources, literature through complete classic works, the sciences through intensive experimentation, understanding of the concepts, and applied science. The mathematics program will emphasize complete understanding of the concepts behind numerical relations. As students master the material, they become increasingly capable of taking part in The Great Conversation.

- **Utilization of Primary Source Documents:** Primary sources are materials that were created by those who participated in or witnessed the events of the past. Examples include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as other items. Although rights and duties are not tangible, primary sources that reflect and reinforce them are. Primary sources illustrate real events and experiences and introduce students to the individuals who lived them. Primary sources have a significant appeal to students not only in terms of their tangibility and authenticity; their physical attributes can further capture student attention. The letterhead, handwriting, special markings, size, color, texture, or other features of a document can engage students and help them to recall information later.
- **The Socratic Method:** The use of direct, intentional questions to guide students' understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses in the high school.
- **Effective Communication:** Rhetoric is the art of communicating well. Once a student has obtained knowledge of the facts and developed the skills necessary to arrange those facts into logical arguments, the student must then develop the skill of communicating those arguments to others. During the high school years, we will focus on helping students develop their minds to think and articulate concepts to others. Writing papers, researching, and orating ideas are skills required in all subjects. Ascent adds polish to these skills to create a knowledgeable student who can communicate effectively. We leverage these skills through the final requirement of the defense of a senior thesis.

Target Population

Our curriculum and supplemental programs are time-tested and researched based, and have successfully been implemented for students from academically, socially, and economically diverse backgrounds. The attached references provide descriptions of successful classical schools which cater to a wide variety of student populations and backgrounds – from Westside Preparatory School (inner city Chicago), to Estancia Valley Classical Academy (New Mexico), to South Bronx Classical School, Vanguard Classical Academy (Denver), and the Thomas MacLaren School (Colorado Springs).

Ascent Classical Academy's emphasis on foundational skills and a content-rich curriculum is beneficial to students with a variety of learning abilities and backgrounds. One example already cited is Singapore Math. English Language Learners will benefit from the program's clear and simple explanations of math concepts, which are often just a few words in a cartoon balloon. The program's detailed instruction, questions, problem solving, and visual and hands-on aids – such as blocks, cards and bar charts – ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Educators say that slowing down the learning process gives students a solid math foundation upon which to build increasingly complex skills.

Another example is the Literacy Essentials method – appropriate and recommended for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Literacy



Essentials is a multi-sensory, brain-based approach that addresses virtually every student's learning style through four pathways to the brain: sight, sound, voice, and writing. This time-tested method not only provides a strong foundation for students who demonstrate academic progress but is also an effective program for students with pre-existing academic problems. This approach accelerates the learning process and provides an optimal learning opportunity for each student.

Another feature of the Literacy Essentials method is its use of appropriate sequencing. Literacy Essentials begins at the student's speech and oral comprehension levels; it allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts – or information – in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved. This method will serve ELL students as well as students with special needs across the spectrum.

In addition to offering robust faculty training in core academic subjects, Ascent Classical Academy will provide training in classroom differentiation strategies for students with specific needs. Ascent Classical Academy will cooperate with the North Carolina Department of Public Instruction and Office of Charter Schools to ensure appropriate resources are brought to bear on problems that may arise. Additional special education services will be provided by specialists in accordance with a student's Individual Education Plan (IEP). For more detailed information about serving students with special needs, please refer to Section 10.2, Special Populations and "At-Risk" Students.

Q132.Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



The small-school environment and the cohesive K-12 model created at Ascent Classical Academy will be the foundation from which all our students will benefit, especially those who enter at below grade level.

Ascent Classical Academy believes that an early and on-going evaluation of student preparedness to meet the demands of the curriculum is vital. There will be several methods of student evaluation and contact with parents.

Testing and Data Analysis

As students enter the program, the school will conduct our own data analysis and assessment of student learning. Assessment tools may include, but are not limited to, the following:

- Beginning-of-Grade 3 Reading Assessment;
- Literacy Essentials and Singapore Math student inventories;
- Aimsweb or DIBELS, as diagnostic reading assessments;
- WIDA-ACCESS Placement Test (W-APT) for ELL students;
- Iowa Test of Basic Skills (ITBS)
- Teacher-created assessments;
- Portfolios;
- Assessments; and

Data from such assessments, in addition to the state-required assessments, will be used to identify students not making adequate progress toward the North Carolina Standard Course of Study, and to create an individualized program to improve measurable learning outcomes.

Students' educational needs will be evaluated by our highly trained teachers. Students identified as below grade level will immediately be provided with interventions and strategies to help them improve.

Instruction will be targeted to bring students up to grade level (or better) and challenge their academic potential for optimal learning. Our ability to monitor and assess these students' progress will be greatly enhanced due to our small student population.

If a student proves to have major deficiencies because of a weak educational background or some other reason, the classroom teacher will, in conjunction with the student services team, work on intervention strategies which may include some pull-out tutoring and additional assignments with the understanding that the purpose is to bring the student up to grade level.

In the case of students entering grades 7-12, additional tutoring and support may be assigned in place of electives. If the student does not have a strong foundation in English, the pull-out is likely to occur during the Latin section, as it is vital that students have a strong foundation in the English language before beginning a study of Latin. Parents will be notified of the particular strategies that are adopted.

Promotion and Retention / Reading Mastery

Solid literacy is the foundation of all learning. Without the ability to read well, a student cannot advance in English, history, the sciences, the arts, and even mathematics. Since language is the basis of all human interaction, a person cannot thrive independently in the world when possessed of only a halting literacy.



The ability to read, particularly in the early elementary grades, will therefore be a requirement for promotion.

The school will follow the criteria of reading competency set forth in the Literacy Essentials program. Since students in kindergarten and first grade will advance in literacy over the course of the year and all will be given explicit phonics instruction throughout the year, the inability to read at the outset should not be a cause of concern. Parents will be told well in advance if their child may need to be retained.

Student Academic Support

At least once per quarter and in a timely fashion, failing notices will be sent out for students who have a D or an F in an academic subject with the hope that a student's progress can be remediated before failing the term.

In certain cases where more intervention is necessary the teacher, in conjunction with the student services director and under the direction of the headmaster, may decide to pursue an IEP best meeting the needs of the student.

The objective at Ascent Classical Academy is to maintain the rigorous curriculum designed for each grade. Students may need additional tutoring and support to meet the demands of the program, but we cannot offer remedial classes.

Student Achievement

Students at Ascent Classical Academy should expect to be challenged and to work hard. All students will be expected to master basic skills and content material as well as to master higher order thinking. Teachers will use performance grouping within the class, where appropriate, in kindergarten through 6th grade. Placement in core subjects in grades 7-12 will be based on aptitude and mastery of previous material. An academic advisor will work closely with students to ensure proper class placement and promotion.

As the 9th through 12th grades grow, Ascent Classical Academy expects to offer additional courses for college credit for students choosing a greater challenge.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.



Ascent Classical Academy of Moore County's ("ACAMC" or "School") calendar meets the state requirement (§115C-218.85) for 1,025 hours of instruction time.

The School will align applicable breaks with the local district to ensure families may take advantage of child care programs planned around the district calendar. ACAMC will collaborate with community programs to help parents secure before- and after-school care, if needed. Dependent on need, the School may also provide on-campus care outside of school hours to ensure adequate enrichment time is available for students who require tutoring and remediation.

The School calendar includes several weeks of robust teacher training and preparation ahead of the first day of school. Teachers will have professional development opportunities during the school year in addition to scheduled conferences planned midway through each semester. These opportunities allow for school administration to refresh on instructional methods and review student progress.

Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



At Ascent Classical Academy of Moore County ("ACAMC" or "School"), students have a 6.17-6.33 hours of instructional time per day within the school hours of 7:40 a.m. to 3 p.m., Monday through Friday. The number of student hours in school for the year is 1,055-1,083. In Upper School, 70 minutes is removed from the 440 minutes in each day to account for lunch and the passing time between classes in accordance with North Carolina State Board of Education guidance. In Grammar School, 70-80 minutes are removed from the 440 minutes each day to account for lunch and recess.

Times for meeting English language development, acceleration, or interventions for individual students during the school day will be determined in consultation with faculty and the student services department to optimize student learning.

The class schedule is ordered according to the following principles:

Grammar School

- English and math are best scheduled in the morning when the students are most alert.
- English literacy subjects are best taught at the beginning of the day in grades K-4. This schedule also allows parent volunteers to participate right after they bring their own children to school (primarily in grades 1 and 2, and possibly 3).
- In the grammar school grades, "Reading" means the students read the practice reading books in their ability-grouped circles. "Literature" means the teacher is teaching a work of literature to the students and working on writing.
- A common math block (9:50-10:40 am) across all grammar school grades permits ability grouping of the students.
- Art and music are taken every other day. PE is conducted every day.
- With a school of several hundred students, daily opening activities (attendance recording, pledge of allegiance, recitations, and announcements) are best done in the classroom.
- In the elementary school, lunch is staggered somewhat to prevent overcrowding of the lunchroom and playground.
- Recesses and restroom breaks are scattered through the schedule to accommodate the younger students.
- Teachers have prep time during the music/art/modern language/P.E. "specials."

Upper School

- There are seven 50-minute daily class periods plus a 20-minute study hall and a single lunch period.
- Students can consult with teachers, begin homework, and receive additional reading instruction (if needed) in a common study hall at the end of the day. The study hall, which generally takes place in the student's homeroom, is 20 minutes. Expectations about studious behavior are established from the beginning.
- The standard teaching load is five classes, though there may be some variation.
- The schedule assumes a 5-minute passing period is adequate.
- The entire Upper School follows the same general schedule.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



Ascent Classical Academy of Moore County ("ACAMC" or "School") staff typically arrive on campus no later than 7:00 a.m., Monday through Friday, during the school year. This small window allows staff a chance to prepare the school and classrooms for student's arrivals at 7:15 a.m. Students are expected to prepare for the school day by organizing their belongings and coursework before instructional time.

All instructional time begins at 7:40 a.m. with the teacher leading his or her class in the recitation of the Pledge of Allegiance and ACAMC's student pledge, "I will learn the true. I will do the good. I will love the beautiful."

Grammar School students (grades K-6) receive 370-380 minutes of instructional time per day and 60-70 minutes for lunch and recess. The daily schedule is optimized to provide adequate breaks in core content blocks. Students in Grammar School are self-contained, meaning the teacher and teaching assistant lead all core instruction. Typically, Grammar School teachers receive planning and conference time while students are in art, music, P.E., lunch, or recess.

In Upper School (grades 7-12), students typically shift between classrooms and teachers. The Upper School schedule is organized to allow 370 minutes of instructional time with seven, 50-minute periods and one, 20-minute study hall. The Upper School schedule is organized according to facility space and faculty course loads.

All students are released at 3 p.m. according to the school's carline and transportation plans. All staff are monitoring students during this time, whether in carline or in classrooms. At least once per week in the first year, all ACAMC staff will attend after-school meetings for professional development and other continuing training.

Additional programming including clubs, athletics, tutoring and remediation programs, may be offered before and after school.

Q136. Will this proposed school include a high school?

- ☒ Yes
- ☐ No

Q137. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.



Ascent Classical Academy of Moore County's high school (grades 9-12) will build on the foundations laid in the grammar and middle schools. Students will be able to read much more demanding books, think more clearly about complex problems, and speak and write more effectively. The School's sample progression map and credit requirements have been adapted to meet North Carolina's Standard Course of Study. ACAMC will continue to adapt its course offerings to meet the state standards and prepare students for success.

In high school humanities classes (English and history), students will explore the classics of the Western and American tradition. In sciences and mathematics, students will learn the principal branches of those inquiries into the natural world. In the fine arts, students will continue to study classics of music, painting, and sculpture, while working on their own performance. In addition, foreign languages will be required. Character will be engrained in students by their studying and practicing the virtues.

The objective of the high school curriculum will be to explore issues and texts intensively and in depth. The focus for teaching literature will be the great books and the classics using the Socratic method. History will be taught mainly through the use of primary source documents – artifacts, documents, recordings or other sources of information created at the time under study. In the high school, for example, teachers of American History will introduce students to historical works that contributed to the formation of American society and culture such as George Washington's Farewell Address and Martin Luther King, Jr.'s Letter from Birmingham Jail. Such primary sources will bring history to life and equip students with essential insight, and research and analytical skills. Students will learn a true account of the times through the eyes and words of those who experienced such events and helped shape history.

High school mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. High school students will take four years of science, beginning with the fundamentals of biology in the freshman year, chemistry in the sophomore year and physics in the junior year. Elective courses in mathematics and the sciences will be added in subsequent years as the school grows and as it better understands the needs of the student body. Textbooks will be used as a resource, not as the basis of the curriculum. Teaching in the sciences will likely include student exposure to reports of original research, observations or ideas such as Galileo's *The Starry Messenger*, Sir Isaac Newton's *Principia* or Euclid's *Geometry*.

The following two charts provide an overview of the High School curriculum and graduation requirements:



**Ascent
Classical
Academy of
Moore County**

**Sample High
School Course
Map**

	Grade 9	Grade 10	Grade 11	Grade 12
English	Classical Literature*	British Literature*	American Literature*	Modern Literature*
History	Western Civ I* (Greece and Rome)	Western Civ II* (Medieval, Renaissance, Reformation, Enlightenment)	American History* (Colonial America, American Revolution, 19th Century)	Modern European History* (1789 - present)
Science	Biology I*	Chemistry I*	Physics I*	Earth Science*^, Biology II, Chemistry II, or Physics II
Math	Algebra I*^, Geometry*, or Algebra II*	Geometry*, Algebra II*, or Pre-Calculus*	Algebra II *, Pre-Calculus*, or Calculus I	Pre-Calculus*, Calculus I, Calculus II or Probability/Stats



Composition, Civics, and Philosophy	Composition and Grammar / Logic and Rhetoric*	Moral Philosophy* / Political Philosophy*	American Government*	Economics and Personal Finance*
Fine Arts	Fine Arts Elective*	Fine Arts Elective	Fine Arts Elective	Fine Arts Elective
Language	Latin*	Latin or Modern Language	Latin or Modern Language	Latin or Modern Language
Elective	P.E., Computer Science, Open Elective	P.E.*, Computer Science, Open Elective	P.E., Computer Science*, Open Elective	P.E., Computer Science, Open Elective*

**Required for Graduation*

^Also offered in 8th grade



Please refer to the credit summary table below for more information. Student achievement, not grade level, determines progress through the mathematics curriculum. At least one semester of music is required.

**Ascent
Classical
Academy of
Moore County**

**Graduation
Requirements**

NC ACA



ENGLISH:

Classical Literature (2 semesters), British Literature (2), American Literature (2), and Modern Literature (2)	4.0	4.0
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MATHEMATICS:

Algebra I (2 semesters), Geometry (2), Algebra II (2), and Pre-Calculus (2); students may also take advanced math courses	4.0	4.0
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SCIENCE: Earth

Science (2 semesters), Biology I (2), Chemistry I (2), and Physics (2); students may also take advanced science courses	3.0	4.0
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HISTORY:

Western Civ I (2
semesters),
Western Civ II
(2), American
History (2), and
Modern History
(2); applied to
NC *social studies*
credits

3.0

4.0

GOVERNMENT:

American
Government (2
semesters)

–

1.0

**ECONOMICS
AND PERSONAL
FINANCE** (2
semesters)

1.0

1.0

**WORLD
LANGUAGES:**

Students must
successfully
complete three
credits,
including Latin
(2 semesters)

1.0

3.0



**COMPOSITION/
RHETORIC:**

Composition (1
semester),

Rhetoric (1)

*Depending upon
the student's*

*readiness for the
standard course,*

some students

may be required – 1.0

to take as a

prerequisite a

one-semester

basic

composition

course.

Composition will

transition to

Logic in later

years.

MORAL AND

POLITICAL

PHILOSOPHY (2 – 1.0

semesters)

FINE ARTS (2

semesters); At

least one 1.0 1.0

semester must

include music

PHYSICAL

EDUCATION (2 1.0 1.0

semesters)



COMPUTER

SCIENCE (2 semesters)	1.0	1.0
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ELECTIVES	3.0	1.0
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Total	22.0	27.0
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- Students in Grades 7-8 who are enrolled in a high school Latin II class or higher may receive high school credit.
- All students are required to complete the core courses.
- In addition to required coursework, all students are required to:
- Complete a Senior Thesis with a grade of C- or higher AND
- Score either at least 500 on the math section of the SAT or at least 50 on the AFQT (Armed Services Vocational Aptitude Battery).
- At the discretion of the headmaster, a student may be required to complete remedial courses in order to graduate.
- The headmaster has the authority to waive any graduation requirement except those required by law.
- Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the headmaster.

ENGLISH

The curriculum will include ancient Greece and Rome, British, American, and modern literature.

The books will be thoroughly read and discussed, with the principle of “less is more” so that students will have a deep knowledge of, for example, two or three Greek plays or two or three Shakespearean plays, not a superficial knowledge of ten of them. The slower pace will challenge the stronger students to become more critical readers and allow the weaker students to keep up with the discussion.

In literature, the Socratic method will govern most discussions. The Socratic method is a systematic questioning of the students about key passages and themes that requires students to think carefully about the story and to consider the insights that story offers into human nature.

Great literature will be seen as moral. The decisions characters must make in certain settings and crises that are either virtuous or vicious, just or unjust, and that consequently leads either to greatness or infamy, happiness or misery. Literature will be discussed as it has been written. Students will come to understand love and hate, victory and defeat, justice and injustice, beauty and ugliness, temperance and intemperance, courage and cowardice, glory and shame, and magnanimity and pusillanimity – by reading and wrestling with the great stories and characters of Western literature. As a result, students will gain insights into their



own complex human souls and hopefully be inspired to be great as well as good.

The books to be read in the literature curriculum will be chosen by the headmaster in coordination with the Director of Curriculum and Instruction.

COMPOSITION

In addition to the attention given to writing in literature classes, the school will require at least a semester of formal composition in the ninth grade or in subsequent grades for students new to the school.

The class will solidify students' knowledge of grammar, seek to fix the problems that frequently mar students' writing, and offer an opportunity to put together the elements of writing they have acquired throughout their literature, Latin, and grammar study in the lower and junior high schools.

Foremost, the class will teach students how to write a compelling "thesis-driven essay." This is a formal paper that makes a point and effectively employs language, marshals evidence, and orders an argument to make that point. This class may also assist with the writing of papers from other classes.

As the school grows, these writing skills will be developed in the earlier grades using the Institute for Excellence in Writing (IEW) program.

HISTORY

"To be ignorant of what occurred before you were born is to remain always a child. What does a person's life amount to without the historical consciousness that weaves one's life into the life of earlier generations?" - Cicero

Students will take four years of history, plus a year of American government, and a semester of economics.

Though textbooks may be used to give students the background narrative of any historical period, the course will mostly be taught through the study of primary source documents.

The specific curriculum will be determined by the headmaster and Director of Curriculum and Instruction. The sequence will adhere to the guidelines set forth in the state standards, ensuring that students receive one credit in both U.S. and world history and half credits in both economics and government.

The overarching principle governing the study of history will be human beings' attempts to achieve both freedom and justice in a constitutional regime, in short, self-government. Further, history will explore humanities' great conflicts and achievements. A great deal of attention will be given to the Western and American political, religious, intellectual, cultural, and economic traditions. At stake are the questions:

1. "What is the just regime?"
2. "What is the good citizen?"
3. "What is human happiness?"
4. "What peoples have achieved the most and why?"
5. "What leads to the rise of a given people?"
6. "What leads to decline?"



7. "What have been the effects of good and great people (heroes) on history?"
8. "What have been the effects of bad people (villains)?"
9. "What did it mean to be a Greek?" "A Roman?" "A Medieval man/woman?" "A Renaissance man or woman?"
10. "What is Enlightenment?"
11. "What is Awakening?"
12. "What is an American, this new man?"

SCIENCE

Students will take three years of science in high school in accordance with state graduation requirements, including biology, a physical science course, and an environmental/earth science course. ACAMC students may take earth science in eighth grade to allow for chemistry and an advanced science course; this track will enable students to take two science courses with a laboratory component.

Students should gain a genuine understanding of the physical world and be able to explain such complex scientific ideas and processes as genetic transmission, chemical bonding, atomic theory, and force.

Teaching in the sciences will include student exposure to reports of original research, observations or ideas such as Galileo's *The Starry Messenger*, or Sir Isaac Newton's *Principia*.

As with mathematics, the classes will be based upon the study of one branch of science per year, the usual sequence being biology, chemistry, physics.

The fourth year will be reserved for higher levels of science such as second-year biology, chemistry, or physics. Other semester-long electives, such as astronomy, may be offered as well. With the permission of the headmaster, students may "double-up" in the sciences earlier than the senior year.

MATHEMATICS

Students will take four years of mathematics in the high school, and will be placed in math courses by ability.

As in the grammar and middle schools, most math classes in the high school will not allow the use of calculators. There may be exceptions in the higher levels (beyond Algebra II), provided the students do not rely on calculators as a substitute for fully understanding the principles.

As with the other subjects, math will be taught in a classical manner. In addition to acquiring the necessary understanding of math facts, students will also learn the real math behind the algorithm, as opposed to simply performing the various operations without understanding what those operations really mean. This theoretical and conceptual approach, which was also the basis of Singapore Math in the earlier grades, forms a solid math foundation.

Beyond the level of pre-algebra, mathematics will be taught in sequence, with each year given to a particular branch of math: Algebra I, Geometry, Algebra II, Pre-calculus, and Calculus. Students may be allowed to "double-up" in math with the approval of the headmaster.



In order to ensure that students have actually mastered each level of math, the school may require a performance examination to be administered at the end of the year to determine which students may pass to the next level. Algebra I is the lowest level math course for which high school credit will be given.

GOVERNMENT AND CIVICS

At a minimum, students will complete a one-year course in American government.

Civic education is fundamental to the mission of the classical school. The government course will normally be taught in the junior year, while other electives in political philosophy may be offered as well in future years.

The government class in high school will be centered on the Constitution. Since the students in high school will be at a much higher reading level, the class will, in addition to the Constitution, read supporting documents such as debates from the Constitutional Convention, The Federalist Papers, The Anti-Federalist Papers, important Supreme Court cases, selections from Tocqueville's *Democracy in America*, and the speeches of American political figures reflecting upon the Constitution.

Particular attention will be given to the original intent of the Framers of the Constitution by seeking to understand why they created a federal government with a separation of powers; limits upon the executive; a bicameral legislature with different terms and only one branch derived directly from the people; a system known as federalism with national, state, and local governments having different spheres of action; a list of enumerated powers; a bill of rights, and so on. The class will seek to understand the Founders' views and explore the extent to which modern American history has been the attempt to get out from under the rule of law provided in the Constitution.

As in the history classes, a textbook may be used, particularly in order to familiarize students with the nuts and bolts of American politics (how a bill becomes a law, the party system, etc.), but the course as a whole will be taught through original sources.

THE FINE ARTS

In high school, students will continue to study and perform in the arts, most likely in elective courses. Music will include performance courses such as choir, band, and orchestra (once the budget allows). Art will include both studio art and art history.

At a minimum, students will complete two semester courses in the fine arts, one of which must be music.

As in the K-8 curriculum, effort will be made to teach students how the arts provide transcendent and timeless lessons to human beings. They are both a reflection of the philosophy and ethos of a given age, as well as the striving of human beings to reach the realm of the beautiful. While technique and composition in either music performance or painting and sculpture are important matters to study, students will also explore the overall theme and meaning of any work of art or music. For example, what does the Sistine Chapel Ceiling tell us not only about Michelangelo's or Renaissance technique but also about the nature of man? What insight do we gain about the human spirit from Beethoven's Ninth Symphony?



In keeping with the spirit of liberal education, students will be taught the fine arts largely through the works of the best masters, including Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet. Students will study the techniques of these artists to gain an insight into the creation of great works of art. This type of study will help students assimilate some of the techniques learned from the masters into their own work in the performance music and studio art classes.

To this end Ascent Classical will hold an annual “Evening of the Arts” where students are able to showcase their best artwork which they have completed during the year.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges.

ECONOMICS AND PERSONAL FINANCE

Students will take one year of economics and personal finance, typically in the senior year.

The economics class will explore the basic principles of free markets: supply and demand, the division of labor, pricing, and incentives. Aspects of both micro and macroeconomics will be taught. The course may employ a textbook but will not be driven by a textbook approach. The fundamental idea behind the class is that man is an economic being: he is disposed to invent, build, and sell things in order to better his environment and improve his lot in life.

The relations between the market and the political regime will be explored, taking up the important question of what human efforts and enterprises should be performed by government and which should be performed by the free market.

Just as in government class, the perspective of the Founders, and in this instance the era of the Founding Fathers (classical theory), will serve as the guiding light of the class. Readings will include selections from Adam Smith’s *Wealth of Nations*: Books I-III, as well as more recent books such as Henry Hazlitt’s *Economics in One Lesson* and selections from Thomas Sowell’s *Basic Economics*.

LATIN / MODERN LANGUAGE

Students will be required to take at least one more year of Latin in the high school, typically in the first year. After successfully completing Latin 1a, 1b, and II in grades 6-8, students are ready for Latin III in their freshman year of high school. (The Latin teacher will recommend placement based on a student’s progress in Junior High.) This preparation will provide an opportunity for students to read some of their texts both in English and be able to read selected passages in the original Latin in their freshman Classical Literature course (for example, the first 32 lines of Vergil’s *Aeneid*). This will give students a window into the beauty of the Latin language.

Students are required to take at least 3 years of a foreign language in high school, and will either continue in the Latin sequence after their freshman year, or take a modern language elective.

If a new student enrolls at the high school level with no Latin background, the student will be required to



complete Latin I, and will have the option of continuing in Latin or taking a modern language to complete the high school foreign language graduation requirement.

MORAL PHILOSOPHY

Students will take a semester-long class introducing them to the formal study of morality and right conduct.

The basic premise of this class is that man is a moral being: man, despite passions and appetites that often take him down the road to ruin, has a conscience (or a moral sense) that urges him to live virtuously. Indeed, living virtuously is the source of happiness, and happiness the reward of living virtuously.

In order to teach this primary lesson, the class will lay the philosophical foundation for living virtuously and show instances of virtue in action.

The class will not use a textbook but work through sources that shed light on the desirability of right living or the consequences of wrong living. While some of the readings may be from works of philosophy, others will be from literature and history. The purpose will be to show students how human beings attain both happiness and respectability when they live according to conscience and the highest ideas of the good life and how the anarchy of passion and appetite does not lead to genuine happiness or human excellence. Students will see through noble examples in literature and history how human beings practice the virtues. They will also learn how virtue should be the governing force in human relations, whether in friendship, marriage, fatherhood and motherhood, leadership, business, politics, and so on.

The end and purpose of the course is to teach young people how to delight in doing the good and to arm them with the arguments needed to combat the moral relativist sophisms of our culture and the modern age.

SENIOR THESIS

The senior thesis will be looked upon as a culmination of a classical school education and the rite of passage to a life of virtue and self-government.

Every senior will write and deliver orally a senior thesis on a topic of his or her choosing that emerges from the curriculum. A satisfactory performance on the senior thesis will be required for graduation.

Because the assignment is writing intensive, it will most likely be anchored in the senior literature class. Nonetheless, the student's thesis may concentrate on books, events, or themes that draw on any of the core courses. In the spirit of The Great Conversation, the broad questions the thesis will seek to address are "What is a human being?"; "What is a citizen?"; "What is justice?"; "Who is a hero?"; "What is the beautiful?"; "What is the good life?"

These are big questions. Because teenagers are generally far from original thinkers or as yet experienced enough in life to give definitive answers, students will be invited to adopt a particular perspective on one or more of these questions based on the books, events, ideas, heroes, and human achievements that have most moved and provoked them. The students will then be able to speak through the perspective of great thinkers such as Homer, Shakespeare, Milton, the Founding Fathers, or Lincoln.



The graduation requirements for Ascent Classical Academy exceeds that of the state and are aligned to the most entrance requirements of the most competitive universities.

The academic program proposed in this charter application is a replication school, with the program already in place in several schools. Ascent Classical Academies continues to monitor student achievement and makes adjustments to improve the academic program and instruction to support students.



Nicky Niewinski

Comments :

Q138. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.



Grades are not the be-all and end-all of education. Nonetheless, grades are a useful tool to evaluate and communicate a student's mastery of the curriculum. Ascent Classical Academy of Moore County ("ACAMC" or "School") teachers will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. To this end, the following letter grades have these meanings:

- A – Mastery
- B – Proficiency
- C – Sufficiency (Competence)
- D – Insufficiency
- F – Failing

In addition to these general parameters, we will use a 4.0 grading scale. The following grading scale will be used for all grades K-12:

A	94-100%	4.0	C	74-76%	2.0
A-	90-93%	3.7	C-	70-73%	1.7
B+	87-89%	3.3	D+	67-69%	1.3
B	84-86%	3.0	D	64-66%	1.0
B-	80-83%	2.7	D-	60-63%	0.7
C+	77-79%	2.3	F	0-59%	0.0

The grading scale as defined above is utilized for all students. Incompletes will only be given under special circumstances as determined by the headmaster. It is the responsibility of parents and students to remain informed of the student's progress.

Weighted GPA

ACAMC does not inflate student grades, since doing so poorly prepares students to lead independent, responsible, and productive lives. Nevertheless, the larger academic world does not share the School's view and to ignore this would do a disservice to our students as they apply for some colleges and scholarships. Therefore, in order to maintain the integrity of the School's classrooms, while recognizing the pressures of the broader academic world, ACACC adopts the following weighted grading policy.

For purposes of official high school transcripts only, honors courses and courses that count for both high school and college credit will be weighted on a 5-point scale as indicated below:



A	5.0	C	3.0
A-	4.7	C-	2.7
B+	4.3	D+	2.3
B	4.0	D	2.0
B-	3.7	D-	1.7
C+	3.3	F	0.0

Report cards, retention and promotion decisions, club and athletic eligibility, honor roll designations, eligibility for in-school honors, and for all other purposes, the standard 4-point scale applies.

Electives

Electives may be offered in subjects such as modern foreign languages, art, music, technology, astronomy, political philosophy, debate, and yearbook.

As a liberal arts program, Ascent Classical Academy offers a rich and broad core curriculum which includes a wide variety of disciplines and subjects, including foreign languages and the fine arts. Our strong focus on the core curriculum will limit our elective offerings.

- The classical school will encourage a robust extracurricular life in music, drama, leadership, community service, public speaking, chess, math and science clubs, team sports, etc. These activities, however, will most likely occur after school hours, rather than during the day.
- Choir, band, and orchestra will be considered a part of the fine arts curriculum and therefore will be taught during the school day. Show choirs, jazz bands, and other select groups will hold practices after school.
- Students must maintain a sufficiently high grade point average, as determined by school policy and monitored by the headmaster in order to take part in extracurricular activities.

All supplemental programs, sports, and extracurricular activities are aligned to support the Vision, Mission, and philosophy of the school.

Q139. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).



Ascent Classical Academy of Moore County is not a college preparatory schools, but aims to prepare graduates for success in any field they choose to pursue. While we expect graduates to be well prepared shall they decide to go to college, Ascent Classical Academy will also prepare them to enter the workforce, learn a trade, or enter military service.

The school will ensure each student has a post-graduation plan that helps guide students toward the post-graduation goals. This program is already in place at other Ascent Classical Academies schools and is handled by the Post-Graduation Advisor.

Q140.Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.



Ascent Classical Academy of Moore County ("ACAMC" or "School") is committed to the belief that all students – regardless of background – are capable of academic excellence and moral character development. For students at risk of not meeting graduation requirements or dropping out, we will implement a range of systems rooted in the classical tradition and aligned with the academic accountability expectations of the state of North Carolina.

1. Early Identification and Student Support Teams

We will use North Carolina accountability data – including benchmark assessments, course grades, attendance, and behavioral reports – to identify students at risk.

2. Remediation and Structured Academic Support

Our academic program includes scheduled times for structured remediation, including a robust tutoring program before and after school. For students who are not mastering the content in core courses, targeted intervention will be offered through small group instruction and scaffolded assignments. Intervention plans will be aligned with North Carolina's MTSS (Multi-Tiered System of Support) framework.

3. Clear Graduation Pathways and Regular Monitoring:

Beginning in eighth grade, students will participate in guided course planning sessions to ensure they meet North Carolina graduation requirements. A graduation tracking system, managed by the headmaster or his/her designee, will include benchmarks for credits, EOC performance, and the senior thesis – an essential component of the classical curriculum. Students at risk of falling behind will receive additional support and credit recovery options that maintain classical rigor.

4. Partnership with Parents:

We believe that education is a partnership between school and family. Parents will be kept informed of student progress through regular communication, formal conferences, and access to an online grade portal. We will also host parent seminars to help families understand classical education, support students academically at home, and reinforce the habits of learning and character we promote at school.

5. Moral and Civic Formation as Dropout Prevention:

At the heart of our curriculum is the formation of the moral imagination through great books, history, and civic education. Students are immersed in a culture of high expectations, personal responsibility, and the pursuit of truth, beauty, and goodness. This environment provides students – especially those who may be struggling – with a strong sense of purpose and belonging.

In conclusion, our approach to dropout prevention and graduation support is holistic and rooted in our classical mission. Through personalized academic support, character formation, and strong relationships with faculty and family, we will ensure that every student has the tools and encouragement needed to thrive and graduate prepared for a life of virtue and citizenship.


Q141. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Please refer to the attachment, Appendix C, for the visual description.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6



Applicant Evidence :


Q.141 APPENDIX C - AC...

Uploaded on **4/24/2025**
by **Amy Willis**


Q142. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5


Applicant Comments :

Attached is a sample curriculum outline grades K-8 and for literature in grades 9-12.

Applicant Evidence :


Q.142 APPENDIX B - A...

Uploaded on **4/24/2025**
by **Amy Willis**


Appendix B - ACA High...

Uploaded on **5/21/2025**
by **Derec Shuler Shuler**

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

☒ Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :


Q.143 APPENDIX D - A...

Uploaded on **4/24/2025**
by **Amy Willis**



Nicky Niewinski

Comments :



Q144. **Attach Appendix E: Daily and Weekly Schedule** Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Evidence :



Q.144 APPENDIX E - AC...

Uploaded on **4/24/2025**

by **Amy Willis**

10.2. Special Populations and “At-Risk” Students

Q145. **Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.**



The School is committed to educating all students, including gifted and talented students, educationally disadvantaged or “at risk” students, Multilanguage Learners (MLs), and students with an Individualized Education Plan (IEP) or 504 Plan. The framework ACASC will use to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support (MTSS) model. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for students who continue to have difficulty.

Beginning of year benchmark testing and historical performance will guide the initial placement of a student into the appropriate grade and supportive structures required. Students whose student portfolios require 504 or IEP plans will have many supports already built into their school day. Their formal, written education and accommodations plans will guide their initial placement and level of service. Other students though, will have been promoted with their peers from grade to grade and performed adequately on formative and summative assessments along the way. They will arrive in their classroom at the beginning of the year ready to learn. Students will face challenging material from well-trained teachers. ACAMC students will be encouraged in their efforts, supported in their understanding, and assessed regularly for comprehension as they progress through the years’ curriculum. These encouragements, support, and assessments personalize each student’s classroom experience.

Some students will do very well, performing well above the benchmark levels for their age and grade. Others will demonstrate nominal understanding of the subject areas, perform well within the normal ranges, and progress through the year without difficulty. Still, other students may fall behind in one or more areas. These students may need some additional assistance or may need significant interventions, in order to achieve and progress, behaviorally and academically, with their peers. The School will use MTSS to make sure it has appropriate and timely identification of students who are performing either above or below expectations, and that ACAMC provides the support together with the learning experiences they need, to demonstrate continuous growth and to thrive at school. The formal framework of MTSS exists in a three-tiered format, described below.

The MTSS Model

- Tier 1 (core instruction and universal support available to all students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.
- Tier 2 (supplemental instruction or intervention provided to targeted groups of students): Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease



student/teacher ratio.

- Tier 3 (intensive individualized intervention and supports provided to individual students): Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports.

The tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond Tier 1.

The MTSS framework is designed for all students, including general education students and students with IEPs. “All students” includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English language learners. If the School’s MTSS team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for evaluation for exceptional student education.

The School will automatically provide differentiated instruction in at least two main areas, with the possibility of providing differentiated instruction in other areas on a case-by-case basis. In math, the first of these areas, the School will group students by ability in grades K-6 for part of the math content of the day. There will be a minimum of two math sessions, one for the math lesson with all students in a classroom, and then one other session where students are ability-grouped for practice. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program and helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math.

The School will also provide some differentiated instruction in its literacy and reading curriculum. The Literacy Essentials program alongside the Lindamood-Bell and Yoshimoto OG programs provide remediation for struggling readers. By using the Literacy Essentials program with all students, ACAMC will expect to meet many student literacy problems before they develop. Students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation – and they will receive remediation as problems are identified. ACAMC will develop a program to provide struggling students with additional literacy instruction, likely through flexible scheduling blocks or classroom push-in support. Additionally, students will receive differentiated instruction in the course of reading practice, wherein students will be grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level as one of the literacy portions throughout the day.



Outside of mathematics and literacy, the School will use differentiated instruction on a case-by-case basis. The Core Knowledge sequence allows for a significant amount of latitude with regard to particular topics and works of literature. Students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts). Students who are behind their grade cohort will receive whatever instructional aids are called for by an IEP. Students with or without an IEP may also receive various instructional helps identified by the teacher, administrator, and student services such as adapted reading assignments, additional tutoring, oral exams, etc. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade-level standards. Highly effective teachers will intentionally use all these strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

ACAMC will provide extended learning opportunities to help students improve academic performance, which may include:

- Summer school
- After-school instruction (small group)
- Academic Tutoring (individual)
- Mentoring
- Intensive skills development programs
- Through ability grouping, differentiated instruction, extended learning opportunities, and MTSS interventions, ACASC will provide support for all students to help them demonstrate proficiency for the South Carolina Performance Standards.

Least Restrictive Environment and MTSS

Most of the teaching and learning, even for atypical students, occurs in the classroom alongside other students, in the Least Restrictive Environment (LRE) possible, guided by requirements of the IDEA 2004.

Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



Ascent Classical Academy of Moore County ("ACAMC" or "School") is committed to preparing for and serving a diverse student body, including students with disabilities, those with 504 Plans, multilingual learners (MLs), gifted students, and students identified as at risk of academic failure or dropping out. In alignment with the School's classical educational mission and in full compliance with state and federal regulations, ACAMC is implementing a comprehensive pre-opening plan to ensure equitable access to a rigorous and supportive educational environment for all students.

A foundational aspect of the School's pre-opening efforts includes the strategic hiring of a Director of Student Services to build and implement the development of systems, policies, and practices to identify and address the needs of all special populations from the outset.

To ensure compliance and efficacy, the School will continue refining a comprehensive suite of policies, in accordance with national, state, and local laws, as described in other sections of this application.

The School's enrollment and student intake procedures are designed to identify special population needs as early as possible. Enrollment forms and interviews will capture relevant background information, including prior service under IEPs, 504 Plans, ML designation, and gifted identification. ACAMC has established a process to request and review prior records in advance of student arrival. Additionally, initial screenings, including academic benchmarks and English language proficiency assessments, will be administered shortly after the start of the academic year to ensure appropriate placement and instructional planning.

Professional development is a central component of ACAMC's pre-opening activities. All instructional and administrative staff will engage in structured training on legal compliance (IDEA, Section 504, Title III), inclusive practices within a classical education framework, culturally and linguistically responsive teaching, trauma-informed instruction, and the School's MTSS protocols. These sessions will include practical application strategies to ensure educators are prepared to support diverse learners from day one.

Finally, the School is implementing robust data systems to ensure effective documentation, compliance monitoring, and progress tracking. Student data management systems will be utilized to securely maintain academic, behavioral, and service delivery data. ACAMC's student support team will meet regularly to review this data, assess the effectiveness of interventions, and make necessary adjustments to ensure student success.

Through these coordinated efforts, Ascent Classical Academy of Moore County affirms its commitment to ensuring all students, regardless of background or need, have access to the high-quality classical education the School was founded to provide. This pre-opening plan serves as the foundation for a supportive, legally compliant, and academically enriching environment that upholds sustainable excellence.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

- 1. Methods for identifying ML students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure**



academic success and equitable access to the core academic program for ML students.

3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.

4. Means for providing qualified staffing for ML students.



Ascent Classical Academy of Moore County ("ACAMC" or "School") will adhere to all applicable provisions of Federal law relating to students with Limited English Proficiency, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

ACAMC will identify the primary language of students upon enrollment. The process is as follows:

- All students are provided a Home Language Survey (HLS) as part of the enrollment and registration process.
- ACAMC will obtain records of students who were tested in the previous school year for English proficiency. If a cumulative file is available for the student and an HLS was already completed, the HLS will be reviewed.
- Based on the answers provided to the questions in the HLS, ACAMC will identify students who need language proficiency screening.
- For students who do not have cumulative files or when previous records are not available, the School will administer the World-class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS).
- The school will utilize the score report to differentiate instruction to meet the needs of each student.
- Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess English proficiency and notify the parent or guardian of any student pending assessment within 30 calendar days from the beginning of the school year. Students enrolling after the start of the school year must be tested within 10 days, and parents or guardians must be notified within 15 days of assessment.
- For students who are identified as Non-English or Limited English Proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:
 - Classify students who are eligible for ML services as Non-English or Limited English Proficient.
 - Prepare a Parent Notification Letter if a student qualifies for ML services. Once the parent receives the letter, they may choose to receive ML instructional services. If the parent or guardian refuses ML instructional services, the School will meet with the parent or guardian so the parent or guardian understands what is being waived. Parents or guardians may elect to waive only ML instructional services and cannot waive testing. ACAMC will document the parent conference and place a copy of the waiver in the cumulative student folder.
- Maintain individual student records for ML students.
- Once students are assessed, the headmaster will ensure that eligible students are provided appropriate ML services. In addition, the headmaster or designee will ensure that ML students and their parents or guardians are aware of school activities and other opportunities at the School in a language they understand. Students who are eligible for ML services will receive these services until it is determined, through reevaluation, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

TEAM - ESL Instruction Model

The TEAM Instructional Model is an integrated content language approach. The goal of the Sheltered



Content-Based Instructional Model is for ML students to develop English language skills in content classes. Secondary ML students have a limited time to become academically proficient in English. Therefore, ML students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component.

The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component considers the ML student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need ML services and native English speakers. The emphasis to support MLs is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary.

In order to ensure that all students have access to ACAMC's rigorous curriculum, administrators will be responsible for monitoring the implementation of strategies by the classroom teachers. Evidence can be observed during classroom visits, through lesson plans, using materials and audiovisuals, and through grade book notations. All ML teachers document the ESOL strategies used for each lesson in their lesson plans.

All MLs participate in North Carolina ACCESS assessments – and appropriate accommodations are provided in accordance with State and district mandates and guidelines.

Exit Procedures

The School will administer the WIDA each spring to all current ML students to measure proficiency and gains in reading, writing, listening, and speaking as follows:

- Student must be assessed with WIDA on grade level.
- Student must achieve scores at or above the Proficient Level on WIDA Aural/Oral.
- Student must achieve scores at or above the Proficient Level on WIDA Writing.

Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**



A student who is gifted and talented is eligible for special services and programs of instruction when the student demonstrates remarkable intellectual ability or aptitude. When this giftedness becomes apparent, instruction will be provided that challenges and engages the student.

ACAMC will follow state policies as defined in N.C.G.S. § 115C-150.5-.8 (Article 9B) for identifying academically or intellectually gifted (AIG) students and providing appropriate services. The School will utilize the support materials provided by the NC DPI in conjunction with the NC AIG Program Standards.

Student Identification

Students are referred for testing by teachers, parents, and administrators after reviewing a provided list of characteristics often seen amongst gifted and talented learners. Referred students will be provided the state-recommended assessment. Screening measures include CogAT, MAP, IA, and EOG/EOC assessments, as well as by GPA for grades 7-12.

There are definite social benefits, particularly for gifted and talented students, to being in a high-quality, classical school community like Ascent. The National Association for Gifted Children recommends the following research-based methods which will be incorporated into ACASC educational practices:

- **Identification:** Identification is a critical component of gifted education programming.
- **Grouping** or placing students with similar abilities and/or performance together for instruction at a deeper level, has been shown to positively impact student learning gains.
- **Teacher Training:** Teachers who know how gifted students learn and are well trained in gifted education strategies are critical to high-level gifted programs.

Once students are determined AIG, their Differentiated Education Plan (DEP) will be developed. This plan will map out what types of differentiation will be used to ensure they continue showing growth.

Gifted students will have many opportunities to stretch their learning and work with peers at their readiness level. The Core Knowledge sequence allows for a significant amount of latitude regarding particular topics and works of literature. Students who are capable of working above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts). Ability grouping allows students who have demonstrated mastery on prior concepts to work at an appropriately challenging level. When necessary, additional methods, such as small group learning, will be used to challenge these students with appropriate learning opportunities.

ACAMC will offer differentiated educational programs to meet the needs of the Academically or Intellectually Gifted students.

10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA*



regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Ascent Classical Academy of Moore County ("ACAMC" or "School") will ensure teachers receive training and demonstrate knowledge of the Individuals with Disabilities Education Act (IDEA), specifically Child Find regulations (20 USC Chapter 34 CFR 300.309). During the enrollment process and following the enrollment lottery, the School will require parents/guardians to disclose and provide any previous educational testing, concerns, or issues that may be a barrier to the student's ability to access the curriculum and receive a free and appropriate education (FAPE). Additionally, parents will provide permission for the School to contact the student's previous school to obtain cumulative records. For students who have been previously found to be eligible for special education services, whether eligible for an Individualized Educational Plan (IEP), Gifted Individualized Educational Plan (GIEP), or a 504 Plan, the administrative team will hold a meeting to review records, previous testings, and determine if there is a need for additional testing. If the prior evaluation is over three years old, a re-evaluation will be conducted (IDEA 1414). The existing IEP, GIEP, or 504 Plan will be honored until the IEP Team can construct and implement a new plan.

Q150. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



Ascent Classical Academy of Moore County ("ACAMC" or "School") takes seriously its responsibility to identify, locate, and evaluate students who need special education. Looking for and finding these children is an essential first step toward getting them the help they need to thrive in school.

ACAMC believes that reading is the gateway to wonder and wisdom and that all children can learn to read. Early identification of a learning disability is critical to identify the problem to provide timely and effective interventions. Dyslexia is a common genetic disability, but scientific research shows there are interventions that can rewire the brain so that students can overcome Dyslexia. Teachers will be trained to identify signs of Dyslexia and will understand the impact of this disorder.

Upon enrollment, all ACAMC students will be screened for dyslexia, dysgraphia, and dyscalculia as per NC HB 149 (2017). A student with indicators present of one of these conditions will be provided with interventions and monitored through Multi-Tiered Systems of Support (MTSS). If a student is suspected of having special needs, the Student Services Director will gather data and implement MTSS or may move to providing educational testing. The classroom and special education teacher will collaborate and review student responses to intervention weekly to determine the effectiveness of the intervention and level of support. Interventions and levels of support will be adjusted until the student indicates growth in the area of deficit.

After three months, if the student does not make adequate progress in closing the gap, the special education teacher will convene a meeting, provide the parent/guardian with Procedural Safeguards and request parental permission to provide a multidisciplinary educational evaluation.

A contracted School Psychologist will test the student with systems and procedures aligned with IDEA Section 1414. The child will be evaluated in any suspected area of disability. Likewise, the contracted provider will evaluate speech and Language, Occupational Therapy, or other services. Testing will occur at ACAMC during the school day.

If the parent/guardian suspects a disability and requests an evaluation, the student services team will provide the parent/guardian a copy of the Procedural Safeguards and follow the legal requirements laid out in IDEA.

Based on the full Educational Report (ER), the misidentification of children with special needs will be avoided by providing teachers rigorous professional development on the manifestations of common disabilities, how to read and interpret data, understanding of special education law, and the use of systems and procedures to record data and track student needs and responses to interventions. Students will be screened for giftedness. Gifted students will be served by classroom teachers trained in classroom differentiation and provided a rigorous and challenging academic program.

Teachers will be provided professional development on Twice Exceptional (2E) students, in order to ensure the proper identification of all exceptional children. Twice exceptional students are students who have a superior intellect but also have a learning disabilities that prevents their achievement from being commensurate with one's cognitive score.



Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**

Ascent Classical Academy of Moore County will comply in all respects with the requirements of state and federal law regarding the gathering, maintaining, securing, disclosing, and using of student records. Upon enrollment, ACAMC will obtain parental permission to request student records from prior school(s). The Headmaster is responsible for the security of student records, assuring the safety and security of all student records, and providing authorized persons and organizations access to those records at a convenient place and time within limits stipulated by law. Students' cumulative records will be securely housed in the ACAMC main office. Highland Charter Academy will keep all student records mandated by North Carolina State regulations or statutes or authorized by administrative directives and such permitted records as the Board shall approve. Student records will only contain information relevant to the education of the student. The data will be objectively based on the personal observations or knowledge of the originator of the record. All anecdotal information and assessment reports collected on a student shall be dated and signed by the individual who originated the data. ACAMC will keep and maintain the records for all students in a confidential manner and will stay in compliance with the Family Educational Rights and Privacy Act (FERPA).

Q152. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

In full compliance with the Individuals with Disabilities Education Act (IDEA), Ascent Classical Academy of Moore County ("ACAMC" or "School") is committed to providing a continuum of services in the least restrictive environment that is appropriate to the individual student's needs.

For ACAMC students with disabilities, the goal will be to minimally impact their course schedules. Therefore, students' schedules will be individually designed to ensure the least restrictive environment possible. Specific approaches will be adapted based on the needs of an individual student.

Depending on a student's disability, the School will provide additional support necessary for the student's success. This may include but is not limited to oral testing, extended time, alternative learning formats, additional learning tools, etc. Some students will require one-on-one support, or participation in a small group, where the student works with a special education teacher more directly, outside of the classroom. Other supports may be occupational, physical, or speech therapy. ACAMC will strive to make these situations minimally invasive of the student's daily schedule and learning environment.

Q153. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How



will the school ensure students' access to the general education curriculum?

As described in question 152, Ascent Classical Academy of Moore County aims to provide the least restrictive environment possible in an effort to ensure the full continuum of services. Therefore, ACAMC students will remain in classrooms with their peers as much as possible. The Student Services Director, in coordination with faculty and staff, will work to provide effective accommodations and modifications for students within the classroom. At times, special education teachers will work in conjunction with general education teachers for inclusion support, co-teaching, support in designing lesson plans, and any other needs that need to be addressed.

ACAMC will ensure that classroom teachers use a variety of strategies to allow all students to access the curriculum. The School's teachers will be intentional in lesson plans to ensure students with disabilities provide access to a free and appropriate education. Students in general education should learn the same contents and be held to the same standards; however, students with an IEP or 504 Plan will have appropriate accommodations, and the content, process, or product of instruction may be differentiated accordingly. Throughout the delivery of instruction, teachers will ensure that a student's impairment is not preventing them from learning. Teachers will intervene with additional support or different instruction if a student is not making meaningful progress in the classroom or on the IEP goals.

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

In order to provide a Free and Appropriate Public Education (FAPE) to all students, Ascent Classical Academy of Moore County ("ACAMC" or "School") will comply with all federal and state laws and mandated regulations, including without limitation the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400, et seq.), Section 504 of the Americans with Disabilities Act, and the North Carolina exceptional children laws and regulations for students enrolled in the school. ACAMC will review and set in place strategies to comply with the letter and spirit of any formal 504, ELL, or IEP plans in place for incoming students.

By adhering to the provisions of the IDEA and applicable North Carolina exceptional children laws and regulations, the School will ensure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. ACAMC will also ensure that no student otherwise eligible to enroll will be denied enrollment on the basis of the student's special education or disability status.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



IDEA provides specific guidance for a school and parents to help predictably navigate the IEP process. Ascent Classical Academy of Moore County's ("ACAMC" or "School") approach to complying with its responsibilities and ensuring parents and students receive all of the services required will rely on close cooperation with the parents. The headmaster will attend the appropriate training during the Planning Year. Subject to ongoing legal and policy modification, and the procedures dictated by the state, the following plan represents our approach to IEP readiness.

The Student Services Team (SST) will be primarily responsible for the administration of ACAMC IEP processes for all students, starting with those who enroll in the School with a plan already in place.

Students may not realize academic or behavioral achievement or growth despite classroom level or other tiered interventions. In these cases, the SST will meet with the headmaster, who will work in coordination with the Ascent Classical Academies network academic team, and classroom teachers to review prior interventions, accommodations, and modifications. Upon a parent's request for a special education assessment, the SST will review and discuss the request in light of student records, acquired data, and student performance to agree or deny the request for assessment. If the SST determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent with a clear rationale for such refusal within 15 days of the request. Procedural safeguards, which are specifically identified in the IDEA, will be reviewed with parents during each convening or communication with parents regarding the IEP process.

Initial referrals for evaluation for special education services will be informed by interventions using the MTSS model approach and documented through progress monitoring. If it is in the best interest of the student, and when required by law, the school may form an IEP team individualized to the student. The IEP team will include a parent or guardian, classroom teacher, designated interventionists, the special education coordinator, school psychologist, and a school administrator with decision-making authority. The SST will oversee the process by making sure all timelines and paperwork are documented and collected according to federal and state standards. All components of an initial assessment will follow mandates as required by IDEA and state regulations.

The IEP team will develop an assessment plan describing the types of standardized assessments used to determine the eligibility of students for special education instruction. A variety of standardized assessments will be conducted, within IDEA federal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive, using validated, standardized assessments to prevent misidentification and include evaluation of many areas (cognitive, academic, behavioral, health and development, adaptive, and emotional) as determined by the SST or LEA. All assessments will be given or overseen by a licensed school psychologist.

Following an initial evaluation, the IEP team will meet, ensuring the required team members are present, to discuss results, determine eligibility, and – if the student is eligible – make decisions regarding special education services, related services, goals, accommodations, and placement as part of the IEP program. Once eligibility has been determined, the IEP team will develop a formal IEP document, following a specific and predictable format, that will become the formal record of the evaluation process, the diagnosis of a disability that is preventing access to educational progress, the stated goals of intervention, the



interventions, and the ongoing progress monitoring notes.

Even when a student is eligible for a formal IEP, the School will endeavor to provide the student with the Least Restrictive Environment (LRE) possible while providing the most effective accommodations. The IEP continuum of services begins with services provided in the classroom and ends with the maximum amount of time away from the classroom required. LRE includes special education staff providing services in the classroom environment. The SST or an instructional aide under the SST's guidance may provide small group or individualized instruction based on student's IEP goals. Providing services in the LRE will afford the student access to the curriculum with typical peers and academic interventions within the general education setting. If a student fails to progress academically, more interventions may be provided outside of the classroom.

An electronic IEP program will be utilized, and information will be consistently entered by special education staff. ACAMC will maintain all required special education documentation including Prior Written Notices, standardized assessments, and curriculum-based measures, and will participate in the required assurance processes for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan.)

The School will require classroom teachers and other persons who provide services and accommodations to students with disabilities to be knowledgeable of the content of the students' IEPs. Discipline procedures will include positive behavioral interventions. All personnel who provide required special education services to students with disabilities will meet licensure, certification, or under-supervision-of requirements. If necessary, the school will contract appropriately certified and licensed interventionists. Where applicable, the headmaster and special education coordinator will oversee and manage contracted personnel.

IEP teams meet annually to review and revise the IEP and triennially to reevaluate the student's eligibility for special education. Additionally, IEP meetings can be held as requested by an IEP team member following all federal and state regulations. Parents have the right to revoke special education services according to IDEA mandates.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



A Student Services Director (Director) will be a licensed and qualified Special Education professional who will handle all program administration of special education, support services, and interventions. Additional support faculty and staff will be hired to meet the level of need for students enrolled. Training will be provided beyond general education strategies to ensure that teachers and staff are properly equipped to implement and support the program and students.

Ascent Classical Academy of Moore County ("ACAMC" or "School" will work closely with the sponsor's staff regarding delivering special education programs and services appropriately. Subject to annual negotiation, the school will endeavor to employ at least one licensed and credentialed Special Education Teacher and may purchase additional required special education services. As the School determines its total staffing needs to meet the requirements of all the IEPs on the campus, it will hire or contract for the specific services required, to include areas like speech-language pathologists, occupational therapists, physical therapists, psychologists, etc.

The School will endeavor to employ a special education coordinator who aligns with ACAMC's vision and mission, specifically in the commitment to creating a personalized, systematic, and structured education. The special education coordinator will be responsible for coordinating the school-wide approach to the prevention, identification, layered support, and assessment of students requiring atypical education services, consistent with the goal of providing a FAPE for all students. The School will staff for and provide the appropriate resources based on the needs of the students enrolled at the School.

Roles and Responsibilities

The Student Services Director will supervise and manage all faculty and staff that are hired specifically for special education services. The Director will be responsible for overseeing all student records, schedules, and reporting requirements. Additionally, the staffing schedule will be created by the Director and needs for additional staff will be requested to the headmaster. The Student Services Director will report to the headmaster and provide relevant and requested data regarding the Special Education services being provided to students.

The Student Service Director will also be responsible to communicate with the sponsor for reporting and coordination regarding the Special Education services provided at the School.

Ascent Classical Academies has detailed program guidelines and manuals for all aspects of its student services program available for review.

10.4. Student Performance Standards

Q157. **Describe the student performance standards for the school as a whole.**



Ascent Classical Academy of Moore County ("ACAMC" or "School") holds high standards of its students in both academics and behavior. The School expects its students to achieve at least one year of academic growth per academic year according to the North Carolina Accountability Model.

As outlined in the goals described for Question 122, ACAMC expects the following measures for student performance:

- Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by third grade, and stay at or above grade level through tenth grade.
- The percentage of students, who attend the school for three or more years, found to meet or exceed expectations using the North Carolina end-of-grade assessments for reading, math, and science will meet or exceed geographic district averages in grades 3-8.
- Decrease the gap in the percent of students who meet or exceed expectations among all special populations by 10%, or exceed the geographic district average, by the end of 2028 school year on state approved assessments. The reduction in the gap is the result of increased proficiency of special population subgroups and not a decrease of other groups.
- Students will meet and exceed the state and district standards for College- and Career-Readiness.
- The average ACT score for ACAMC students who attend for three or more years will exceed the geographic district average.
- The graduation rate for students who attend three or more continuous years will be 95% or greater.

ACAMC will accomplish these results by creating a positive learning environment that allows its students to excel. We will challenge students at all levels of learning while maintaining measured growth throughout the school year. The School's teachers will continuously learn about and implement effective strategies and methods to help their students succeed through top-notch, outstanding professional development programs.

Q158. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



Developed using proven classical pedagogy methods and intentional learning environments, the School offers an optimal learning atmosphere for students seeking a content-rich and character-enhancing education. Students are known to their teachers by their names, personality, and unique educational learning styles. Additionally, the School's capacity is intentionally set to 832 students for grades K-12 in order to preserve the educational personalization for the lifetime of the school. However, this structure not only supports students in their learning, but also encourages and assists teachers in the delivery of curriculum.

Because of the classical education structure, teachers are able to engage in thought provoking Socratic discussions, dive deep into content material, and provide instruction for every learning style. When content is delivered through direct instruction and reinforced through kinesthetic, reading and/writing, or visual modes, students are provided an opportunity to not only learn well, but establish trusting, respectful relationships with their teachers through validation of learning needs. Additionally, through the use of their curriculum maps, teachers have the capability to engage in cross-curricular activities which allows for further mastery of content by the students. Vertical and horizontal alignment of coursework will allow students to better grasp the spiraling material and put it to use in practical ways.

The use of **formative and summative assessment** in class, as well as **NWEA MAP testing** throughout the year will give educators a clear indication of how well students are succeeding in the curriculum.

It is through this combination of student success and teacher success methods that the School will be able to provide an education that trains the minds and improves the hearts of young people in classical education while instilling principles of moral character and civic virtue. Ascent Classical Academies (ACA), ACAMC's intended operating partner, has a proven track record of students and teachers thriving in a culture that fosters respect, encourages excellence, and provides individual support. The same culture will be built for the families, teachers, staff, and administration of the School in North Carolina.

Q159. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



The following policy is part of the North Carolina Classical Charter Schools' Family Handbook, posted on the School's website and provided to parents during the enrollment process. Parents must sign agreement to the policies outlined in the Family Handbook as part of the registration process.

Grammar School Students (K-6)

The primary goal at the grammar school level is solid literacy. If a child lacks adequate reading skills, he or she will be unable to progress to more complex studies.

A student may pass to the next grade if he reads just above grade instructional level (2.0 means second year, 0 months, etc.):

- first graders must read at a minimum of a 2.0 instructional level to pass to second grade
- second graders must read at a minimum of a 3.0 instructional level to pass to third grade
- third graders must read at a minimum of a 4.0 instructional level to pass to fourth grade

To avoid loss of reading skills over the summer, a vacation reading program will be instituted. This will consist in reading specified works and completing written assignments. These assignments are due the first day of school and will be evaluated.

In addition to literacy, K-6 students must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year and attained at least a C average. Competence is attained by not only knowing the material but by completing assigned work. Completion of work demonstrates not only the ability of the student in the various subjects but also the mastery of study skills necessary for academic and personal achievement. Students whose grades or skills fall below the requirements of their grade level will be retained. "Borderline" cases will be decided by the teacher and the headmaster.

In addition, students in grades K-2 must achieve mastery of the English phonograms at the following minimum levels:

- Kindergarten: 90% mastery of the first 26 phonograms taught at the kindergarten level. Students should be able to read with fluency the letter sounds in nonsense words. Fluency is approximately 1 word per second.
- First grade: 70% mastery of the 72 English phonograms.
- Second grade: 90% mastery of the 72 English phonograms.

Age is the second criterion for placement in a grade level at Ascent Classical Academies. A student must fall within state guidelines to enter a grade.

Upper School Students (7-12)

It is our goal for parents, teachers and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses.

A student must attain a 1.7 GPA in core courses (English, history, math, science) to pass to the next grade level.



Students who make a C in a single class may re-take that class with the approval of the headmaster. A D in a single class may be a passing grade and may be awarded credit at the discretion of the teacher and headmaster. The student may be required to retake that class based on the recommendation of the teacher and headmaster. Failing a core course will require the student to re-take the class. A student who fails an elective course may retake that course with the approval of the headmaster.

The upper age limit for 9th through 12th graders will be determined by Ascent Classical Academies administration in accordance with North Carolina law.

Special Education Students (All grades)

All students, including those receiving special services and with Individualized Education Plans (IEPs) should be placed at the appropriate grade level. Retention decisions for students with IEPs will be made by a grade placement committee.

This committee will include the parent(s), general education teacher, special education case manager, other pertinent services providers, and a school administrator.

The committee will discuss the multifaceted dynamics that relate to the well-being of the child including academics, progress data, attendance, behavior, and related needs of the child. The committee will discuss how these dynamics currently impact or could impact the child overall. Lastly, the committee will reach a consensus that the student should be retained or promoted to the next grade level.

The meeting will also be recorded as an additional meeting for documentation purposes.

Q160. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.



The School intends to provide an education that exceeds the North Carolina state graduation requirements. Exceeding the state requirements, ACAMC will require four credits of science, one credit of Government, moral and political philosophy, and a senior thesis capstone project. Please refer to the answer provided in Question 137 and Appendix C to review the graduation requirements.

The graduate of Ascent Classical Academy of Moore County ("ACAMC" or "School") emerges from the School not merely as a well-prepared student, but as a cultivated young person of character, intellect, and purpose. Formed by years of rigorous academic study, moral reflection, and engagement with the great ideas and works of Western civilization, the ACAMC graduate exemplifies the classical ideal: a life of virtue in pursuit of truth.

An ACAMC graduate is intellectually well-rounded, having developed a deep knowledge of history, literature, mathematics, science, and the arts. This student has read and wrestled with the seminal texts of the Western tradition – not simply to accumulate information, but to engage in the timeless human conversation about justice, beauty, freedom, and the nature of the good life. The graduate can think logically and speak persuasively, write with clarity and precision, and approach problems with analytical rigor. These intellectual habits are the fruit of a liberal arts education that values truth over trend, depth over immediacy, and wisdom over mere utility.

Yet the ACAMC graduate is not only a scholar, but also a person of integrity. Through the School's emphasis on moral character and civic virtue, the graduate is grounded in a clear understanding of right and wrong and has been guided by the Core Virtues of courage, moderation, justice, responsibility, prudence, friendship, and wonder. This is a young adult who honors commitments, respects the dignity of others, and seeks to lead a life of moral purpose. Whether engaged in academic pursuits, public service, or personal relationships, the ACAMC graduate understands that character is the foundation of a flourishing life and a just society.

The graduate is also civically minded and historically aware. With a firm grasp of the American founding and the philosophical and political traditions that shaped it, the student appreciates the responsibilities of citizenship in a free republic. The ACAMC graduate is prepared not only to live freely, but to protect and preserve the principles that sustain liberty. This sense of civic responsibility is rooted in gratitude – gratitude for the sacrifices of those who came before and for the opportunity to contribute to the common good.

Finally, the graduate of ACAMC is poised to lead a life of purpose. Whether pursuing higher education, entering the workforce, serving in the military, or selecting another meaningful capacity, the graduate possesses both the intellectual tools and the moral compass to navigate the complexities of modern life with confidence and humility. With a mind disciplined by reason, a heart attuned to virtue, and a spirit shaped by wonder, the ACAMC graduate stands ready to lead, serve, and live wisely.

10.5. School Culture and Discipline

Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a



positive academic environment and reinforce student intellectual and social development.



Ascent Classical Academy of Moore County ("ACAMC" or "School") will offer a classical education in the liberal arts and sciences. A well-rounded, liberal-arts curriculum prepares students for self-government, which is the foundation for flourishing in a free society.

The School will use the Core Knowledge sequence in grades K-8, a proven content-rich, cumulative, structured approach developed by Dr. E. D. Hirsch, Jr. This sequence integrates content across subjects by grade-level and builds on previous learning in successive grades. A solid, specific, sequenced, and shared body of knowledge is necessary for all students to prepare for success in higher levels of education and to become informed, productive citizens and future leaders. The demands of this program can and will meet the needs of all students, including those with disabilities, English language learners, and gifted and talented students.

Classical education is language-intensive, based on the idea that, according to great philosophers such as Aristotle, human beings are thinking creatures, and everything they think is expressed through language. Whereas the accomplished speaker and writer will always be able to express ideas to others, the person deficient in language will always be at a disadvantage. To promote the mastery of language first in reading and spelling, ACAMC will use an explicit phonics approach as that offered in the Literacy Essentials program to teach reading and literacy. The school's explicit phonics program is based on the pathbreaking research of Orton and Gillingham and has demonstrated success in also assisting English language learners (ELLs) and students with disabilities through multi-sensory instructional approaches. As with literacy, the school will teach explicit grammar such that students will master and be able expressly to identify the parts of speech in increasingly complex sentences.

Classical education is informed by the concept of the Trivium, the idea that learning builds on itself in successive stages of training the mind. The Trivium consists of three stages: Grammar, Logic, and Rhetoric. Grammar establishes the foundational building blocks of early education with its focus on the learning of facts and rules and patterns of knowledge. For all the talk of "critical thinking" these days, no one can think at all without something to think about and rules to guide one's thoughts. The Logic stage sets students on the course of examining the "why" questions concerning why human beings and natural phenomena and numbers work the way they do and how these subjects relate to each other. In the Rhetoric stage of learning, students draw upon their foundation of knowledge and practiced logic in order to develop and to express rational, responsible arguments in clear, persuasive, and elegant language.

While the Trivium is traditionally seen as sequential, the Ascent Classical Academy philosophy also understands these stages as iterative. In the high school years, when exposed to a new topic, such as chemistry or calculus, students will learn a new vocabulary, or "grammar," and then progress through the logic and rhetoric stages within the subject.

Ascent Classical Academy of Moore County requires a broad core curriculum in literature, history, sciences, math, music and art, and physical training, because in the liberal arts all disciplines are related and reinforce each other. A touchstone of that liberal-arts curriculum is the close reading and intensive discussion of the "great books" of our tradition. Students, prompted by the Socratic questioning of their teachers, will study great, compelling stories as though the characters are real and alive, thus gaining irreplaceable insights into the nature of human character and motivation as well as the love of beauty in a



story well-told.

The study of history will concentrate on human beings' efforts to achieve and to preserve the fruits of civilization – liberty, justice, science, security, prosperity, and the like – despite the inherent challenges of life and the outright opposition of the wayward and malevolent. The study of history will often be told through the words of the actors themselves through reading primary sources. Certain indispensable historical figures, such as Washington and Lincoln, and formative moments, such as the American Revolution and the Civil War, will be considered of signal importance. Geography, chronology, and biography – the building blocks of history – will be studied and mastered from the earliest grades.

Latin instruction is another important component to the literacy program. Because Latin is a highly structured language, students will develop a deeper understanding of the grammar of the English language as well as insights into all languages. Further, since around half of all English words derive from Latin roots, the formal study of Latin and of “word histories” will engender in students a command over words and an appreciation for the force and dignity of language.

Mathematics is an essential part of classical education. Mathematics acts as a universal language in understanding the measurement and order of the physical universe. In addition to the practical aspects of numerical relations, mathematics teaches logic and abstract problem-solving which prepare the human mind for ordered thought. Ascent Classical Academy of Moore County will use Singapore Math in the early grades to ensure students have a solid foundation of math facts and a deep, conceptual understanding of the subject.

As with mathematics, the sciences will be taught by laying a foundation of fact on which will be built a fortress of conceptual understanding. Students in elementary school will be taught the rudiments of sciences normally not studied until high school, such as chemistry and physics, to introduce them early on to the workings of the physical universe – thus inspiring both interest and wonder – and to prepare them adequately for those demanding branches of science in high school. Mastering the terminology and processes of science requires a large amount of lecture on the part of knowledgeable teachers, but from the early grades, students will be called upon to engage in careful observation and exploration of nature and to reason from those observations.

The fine arts are likewise an integral part of the classical curriculum. Sadly, in our present test-driven educational universe the arts have largely been lost along the way. In a classical school, not only do the arts have a prominent place, but they are studied in a way that fully honors and appreciates their methods and elements, their cultural significance, and their cultivation of that magnificent realm known as The Beautiful. Students will learn both art and music every year in grades K-8 and be invited to take further elective courses in high school. Just as the great works of literature and great moments in history are central features of the curriculum, so will be the great compositions in music and the visual arts.

The formal study and discussions of virtue are an integral part of the Ascent Classical Academy program. The cultivation of virtue, coupled with the pursuit of knowledge, in an orderly environment, is essential in developing the hearts and minds of students. The end goal of a classical education is not just the smart man or woman, but the good man or woman. To foster the practice of virtue and the acquisition of good



manners and habits, the school will have a uniform dress code, a closed campus, and a robust code of conduct for all students, teachers, administrators, parents, and staff.

The culture of Ascent Classical Academy of Moore County is shaped by the seriousness of our academic mission. The climate will be one of respect and decorum, which are vital for intellectual development and engagement in the pursuit of truth, beauty, and goodness.

Ascent Classical Academy of Moore County is not reinventing the wheel. Rather, it is replicating the model established and operated by the team at Ascent Classical Academies which launched campuses in Golden, Lone Tree, Windsor, Brighton, and Grand Junction, Colorado, and Rock Hill, South Carolina. Classical charter schools across the nation are in high demand and sought after by parents wanting a solid academic and solid moral foundation for their children.

Q162. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



It is said that good manners and acceptable decorum are caught, not taught. Ascent Classical Academy teachers, administrators, and staff will model the ethos of the School in how they treat students.

Students will be treated with respect and kindness every day. ACAMC teachers will take the time to get to know their students individually and show genuine curiosity about their interests, hobbies, and experiences. Positive relationships with students will be built by showing empathy, understanding, and respect. Teachers will foster a classroom environment where students feel valued, respected, and included, regardless of their background or abilities.

Clear lines of communication will be established with students and their families from day one. Teachers will be explicit concerning their expectations and class policies for behavior, participation, and academic performance. They will encourage students to contribute to creating a positive classroom culture by discussing and agreeing on class rules and norms, in an environment of open communication, responsive to questions and concerns.

The classroom environment will be inviting, clean, organized, and visually appealing. Classrooms will contain posters and images stating virtues and values in engaging visuals.

Our rationale for uniforms also contributes to the creation and implementation of the culture.

Books read by Ascent Classical Academy students will not be chosen randomly. They will be carefully selected instruments that properly shape our students' moral imaginations. The literature read and studied across the subjects will reinforce positive behavior, values, and morals. Students' books, whether time-tested literature, biographies of great scientists or athletic figures, or historical reading, will provide compelling narratives of significant events and meaningful lives. Access to such books is designed to shape our students' imaginations as they learn to feel, wonder, and experience joy that can help them live their lives well.

The administrators and teachers will be trained to expect and help build the school's culture, including expectations of virtues, ethical values, and moral character. The Board will hold the Administrator and Teachers accountable for upholding those expectations.

The School's staff will communicate culture with parents through marketing during the enrollment process and in writing through the Family Handbook.

New students may be admitted throughout the year if the class student maximum limit has not been met. Following October 1, admission will be at the discretion of the headmaster to ensure incoming students are prepared for ACAMC's academic rigor and school culture. The school administration team, including the headmaster and student affairs coordinator, will ensure prospective families are apprised of the school culture and expectations. Once enrolled, new students will be acculturated to ACAMC's environment by the teacher and the student's peers.

Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed



Education Plan of the charter school. Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



Discipline at Ascent Classical Academy of Moore County, ("ACAMC" or "School"), serves the educational mission. The establishment of the culture of ACAMC is not only a necessary condition for educational success, but also a core component of the educational program. The school seeks to draw students out of the youth culture that pervades much of their adolescent lives and into the community of wonder, with each person actively pursuing a habitual vision of greatness illustrated by the best our tradition offers.

The foundation of discipline and order at Ascent Classical Academy of Moore County is the realization that a civilized learning community demands certain fundamental norms of courtesy, ethics, and orderly behavior in order to fulfill its mission. The intent to create an orderly, disciplined community is evidenced by the ACAMC uniform policy, a closed campus, and focus on good character and virtue.

Ascent Classical Academy of Moore County welcomes children into its program with the understanding that they will be on time for class, be properly groomed, complete their assignments, follow rules of good classroom order, be honest, and follow the spirit and letter of the Family Handbook. The handbook will be available to students and parents upon enrollment and posted on the school's website. Parents and students must acknowledge that they have read and understand the expectations set out in the Family Handbook at the beginning of each school year.

Unless there are clear mitigating circumstances, students are responsible and accountable for their actions. Students in the seventh through twelfth grades are entirely capable of living appropriately in the ACAMC culture. Students in the earlier grades will receive more guidance in developing good habits and character, an effort in which parents are also included.

A high premium is placed on the teacher's personal investment in the student and the school resists the practices that depersonalize so many schools. ACAMC does not relate to students principally under the rubrics of rules and regulations; rather, the school emphasizes the dignity of the teachers and students and of a culture marked by strong ethics, legitimate and caring authority, friendliness, compassion, patience, kindness, goodness, truthfulness, and beauty. Within that framework, rules, regulations, and consequences are merely means to an end. Just as the school expects teachers to expend considerable energy into coaching and directing the students to take on the educational goals of the school, ACAMC also expects teachers to encourage students in the face of difficult tasks and to praise them for work well done.

Students who do not live up to these fundamental expectations need to be corrected. In many cases, a verbal correction is sufficient. Faculty may expect this correction to suffice. If it does not, however, further actions may be required.

Ascent Classical Academy of Moore County distinguishes between academic deficiencies (which require an academic response, and are addressed through remedial and corrective action) and nonacademic misbehavior.

Positive Behavioral Intervention and Supports (PBIS)

Positive Behavioral Intervention and Supports (PBIS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Use of PBIS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic and



individualized change. PBIS fits well within a broader framework defined by the school's core virtues – courage, moderation, justice, responsibility, prudence, friendship, and wonder.

PBIS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, instructional pace, and individualized reinforcement. It is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors.

Blending behavioral science, empirically validated procedures, durable systems change, and an emphasis on socially important outcomes, PBIS always involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact.

Why Do We Need PBIS?

- Problem behavior is the single most common reason why students are removed from regular classrooms. Even though students with extreme problem behavior represent only 20% of school enrollment, they can account for more than 50% of behavioral incidents.
- Harsh punishment and zero tolerance policies have not been effective at either improving behavioral climate in schools, or preventing students with problem behaviors from entering the juvenile justice system.
- Three years after being excluded from school, almost 70% of these youth have been arrested.

Failure to implement the Individuals with Disabilities Education Act (IDEA), due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policy makers and school personnel, is unacceptable. Students should not be excluded from school based solely upon inappropriate social behavior. Appropriate services can readily address and modify many of these behaviors, leading to more positive outcomes than simple punishment.

How is PBIS Implemented in School Settings?

PBIS is based on behavioral theory. Problem behavior continues to occur because it is consistently followed by the child getting something positive or escaping something negative. By focusing on the contexts and outcomes of the behavior, it is possible to determine the functions of the behavior, make the problem behavior less effective and efficient, and make the desired behavior more functional. This often involves changing systems, altering environments and teaching new skills, as well as focusing on the problem behavior.

PBIS should be a collaborative effort among parents, teachers, counselors and administrators; all partners should be committed to its implementation. PBIS is more effective when it includes the target individual as well as other significant individuals, such as peers, teachers, and parents.

What Are the Benefits of PBIS?

All students, both disabled and non-disabled, can benefit from PBIS:

- Research conducted over the past 15 years has shown that PBIS is effective in promoting positive behavior in students and schools. Use of PBIS as a strategy to maintain appropriate social behavior will



make schools safer. Safer schools are more effective learning environments.

- Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance.
- Schools that employ system-wide interventions for problem behavior prevention indicate reductions in office discipline referrals of 20-60%.
- Appropriately implemented PBIS can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities.
- A review of research on PBIS effectiveness showed that there was over a 90% reduction in problem behavior in over half of the studies; the problem behavior stopped completely in over 26% of the studies.

Ascent Classical Academy of Moore County will establish a strong proactive Positive Behavior Intervention and Support system to encourage a positive and effective approach to discipline. Through a consistent and effective PBIS system, we expect to:

- Support student achievement.
- Reduce suspension and referral rates.
- Increase attendance.
- Maintain a healthy and positive school climate.
- Components of a School-wide PBIS System
- Administrator support, participation and leadership.
- Common purpose and approach to discipline centered around the school's core virtues.
- Clear set of positive expectations and behaviors.
- Procedures for teaching expected behavior.
- Continuum of procedures for encouraging expected behavior.
- Continuum of procedures for discouraging inappropriate behavior.
- Procedures for ongoing monitoring.

Ascent Classical Academy of Moore County incorporates awareness and discussion around its core virtues throughout the school, curriculum, and instruction. Teachers incorporate the virtues into lectures and discussions with students.

Classroom Management

- Set/Define Expectations

Classroom expectations posted:

- Consistency through students' classes
- Respond to individual needs, strengths, and preferences
- Maintain environment conducive to learning (alter as necessary)
- Teach new skills – replacement to the challenging behavior
- Reinforce positive behavior

Consequence System

- Level One



- Staff Warning
- Teacher or administrator warning
- Verbal reprimand (teacher or administrator)
- Confiscation
- Level Two
 - Notification of parent or guardian
 - Administrator/student conference
 - Detention: before school, after school, or during lunch
 - Assignment of work detail at the school
 - Billing of parent for damages to property
 - In-School alternatives
 - Probation
- Level Three
 - Conference with parent/guardian
 - Suspension as determined by staff
 - Development of expectations contract
- Level Four
 - Out of school suspension
 - Alternative to suspension (Parental attendance at school)
 - Remedial discipline plan
 - Letter of restraint
 - Charges filed or report made to law enforcement officials

Within each Level, consequences may include detention, probation, suspension, and expulsion. These consequences are defined as follows:

- Detention: A teacher, staff member, or an administrator may assign detention. Detention may be served before school, during lunch, or after school. The duration of detention may be between fifteen to sixty minutes, depending on the offense.
- Probation (In School Suspension): The headmaster, or his designee, may assign probation. This may be up to three-days from attending a specific class or all classes. The student will be assigned work from the teacher of the specific class that he/she has been removed. The student will be allowed to reenter the class only after a consultation meeting including the student, parent/guardian, teacher and the principal, or his designee. Depending on the results of the consultation meeting, the probation may become permanent for the remainder of the semester or school year.
- Suspension: Only the headmaster may suspend a student. These suspensions shall last from one to ten days in length. If the suspension is an out of school suspension, the student will not be allowed on campus for the duration of the suspension. The student will not be allowed to return to school until a parent or guardian attends a complete day of class with the student at the end of his suspension term and attends a meeting with the headmaster or his designee. Suspensions may become recommendations for expulsion.
- Expulsion: Only the headmaster may recommend a student for expulsion. The school will follow authorizer policies on expulsion.

Possible Infractions/Violations

In general, students must be polite and attentive or there may be consequences. Infractions and violations



include but are not limited to:

- Interference with the movement of people at an exit, entrance, or hallway of a school building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to School property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving School property without authorization from an administrator.
- Disruption of classes or other school activities while on School property or on public property that is within 500 feet of school property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud, inappropriate, or profane language or any misconduct.
- Interference with the transportation of students in School vehicles.

Discipline of Students with Disabilities

Students with disabilities are neither immune from the Ascent Classical Academy of Moore County disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. ACAMC will comply with the Individuals and Disabilities Education Act (IDEA) in disciplining these students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individualized Education Plans (IEPs), behavioral intervention plan, and this policy. Nothing in this policy shall prohibit an IEP team from instituting consequences for disorderly or unacceptable actions as a part of the student's IEP. The plan shall be subject to all procedural protections established by the IEP process.

All students, including students with disabilities, may be suspended for violations of school policies in the Family Handbook. For suspension of a student with disabilities, a team including student services staff members and the headmaster, will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact or consequences of the behavior. Once the team determines that a behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to non-disabled students. A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be dismissed but will be disciplined in accordance with his or her IEP, any behavioral intervention, and the school's discipline policy.

Title IX and Discrimination

Each ACA school has an appointed Title IX and Discrimination coordinator to review Title IX and discrimination complaints. Information on filing these types of complaints will be posted on the school's website. Title IX coordinators receive specific and relevant training.

Appeal Process



The appeal process follows the parent grievance policy adopted by the governing board and will be posted on the school's website. Ascent Classical Academy makes use of a multi-step appeal process in dealing with student disciplinary matters. First, either the student or his/her parent/guardian corresponds, orally or in writing, with the assistant headmaster. The assistant headmaster has the authority to informally determine routine matters of student discipline without consulting with other members of the administration. The assistant headmaster may choose to speak with whoever proves helpful under the circumstances.

If the situation is not resolved at this first level, then the student or his/her parent/guardian may communicate, orally or in writing, with the headmaster. If, on the other hand, the first step is skipped, then, absent unusual circumstances, the headmaster will direct the student/parent/guardian to first speak with the assistant principal. The headmaster may take any appropriate steps to hear all perspectives on the issue and then provide a plan on how to resolve the appeal. The headmaster may require any person to submit a written statement about the situation.

If the student or his/her parent/guardian is not satisfied with the decision of the headmaster, then they shall submit an appeal to ACA using the online form found on the school's website on the parent grievance page. The full-time ACA staff will review the complaint to determine any violations of law or policy, and decide on the appropriate actions to take.

The final step will be for a complainant to submit another appeal via the online form, indicating all the previous steps have been followed, and request the governing board review a complaint. The governing board chair may decide to refer the complaint to a board committee of two members, the entire board, or to decline to review the appeal. The governing board may call for others to present written statements as well.

If an appeal is referred to the entire board, the appeal will be heard in an executive session of the board unless the parent, guardian, or non-minor student requests the appeal be conducted in an open meeting. At the board meeting, the student/parent/guardian and/or their representative shall have the opportunity to address the board. The board may also choose to hear from any other person. The board shall allot time enough for all sides to be given an adequate hearing. The board shall then deliberate and render a final decision, which is not subject to further appeal.

10.6. Certify

Q164. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- ☒ Yes
- ☐ No

Q165. **Explanation (optional):**



2025 NC CHARTER APPLICATION

NC Public Charters



Section



Nicky Niewinski

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

If approved, a review of courses seems to be necessary to ensure they align with courses required for graduation in NC. For example, our SCOS for math shows Math I, II, III, and IV. ACA shows Algebra and Geometry. English course names also do not align with NCSCOS. There is a great amount of PD before the start of the school year which is great! It appears there are only 2 PD days during the school year. This doesn't seem conducive, especially in the first few years, to ensuring the curriculum is implemented well.



11. Governance and Capacity

11.1. School Governing Body

Q166. [Organization Street Address \(if you have one\)](#)

- [On the Organization Information page, you already provided the mailing address.](#)


11.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.


Q167. [Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.](#)

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of the ...

Applicant Evidence :


Initial Members of the ...

Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

Q168. [Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.](#)



This proposed charter school, Ascent Classical Academy of Moore County (ACAMC), will be part of a charter network known as North Carolina Classical Charter Schools (NCCCS), a North Carolina nonprofit corporation. The governing board of NCCCS will be the holder of the charter and responsible for the governance and oversight of the school.

Ascent Classical Academy of Moore County will operate as an independent business unit under NCCCS, with its own bank accounts and accounting.

The governing board uses the Policy Governance model as described by John Carver in his book *Boards That Make a Difference*. This model of governance provides clarity between the functions of governance and management, with the board exercising its control and oversight by adopting policies, which are executed by staff and contractors. The governing board will oversee and create the educational and operational policies of the school to ensure adherence to the school's stated mission, vision, and philosophy. The implementation of board policies and procedures and daily operations will be the responsibility of the school headmaster and the executive director of the education service provider (ESP).

Mission and Vision Guidance

The mission and vision will guide all the efforts to govern and operate the school. These statements, along with the philosophies described previously, will be guiding principles driving the board's decision-making processes for the students and families served. The mission will be posted prominently throughout the school building, included on all board meeting agendas, and referenced before making any key governance and operating decisions. It will also be included as an important aspect in parent and community communications and documents, such as the family handbook.

Board Governance Overview

In addition to being responsible for achieving the mission and vision, it is the responsibility of the board to oversee the operational, academic, and financial, and viability of the school. The board will focus on governance while the management partner, ACA focuses on day-to-day operations.

Oversight of Operations

As outlined earlier in this section, it is the board's responsibility to ensure the school fulfills its mission. The board will make sure the school has the needed systems, personnel, and resources in place to create an environment conducive to scholarly learning and designed to meet the academic and operational goals. The board will perform the functions essential to governance, including ensuring that students are learning, that funds are appropriately managed, and that the school complies with all charter, state, and federal requirements. If needed, the board will create smaller committees to further address specific topics, such as a finance committee, that will meet and report back to the NCCCS governing board as a whole. Independent legal counsel will assist in reviewing policies and carrying out the board's duties to govern the school.

Annually the board will contract with an independent auditor to ensure fiscal propriety, and may contract with a third-party evaluator of the educational program as necessary for an independent perspective on the performance of our school.



Responsibilities of the governing board include, but are not limited to, the following:

- The board will evaluate all aspects of the school as being consistent with the mission, vision, and philosophy of the school as defined in the approved founding document.
 - The board will approve and evaluate the headmaster annually.
 - The board will operate openly and comply with all statutory requirements of a public governing body.
 - The board is responsible for providing strategic leadership for the school.
 - The board has a fiduciary responsibility to ensure that students receive maximum benefit from the educational resources available.
 - The board is responsible for financial oversight to support the financial stability of the school.
 - The board has final responsibility in all fiscal affairs of the school.
 - The board will provide oversight of the management partner, ACA, to ensure the organization is serving the needs and expectations of the school.
-
- An important role of the governing board is the annual evaluation of the school leader. The school leader, in consultation with the executive director of ACA or his designee, will develop annual goals that align with the direction of the governing board. These goals may vary but will also include operational, academic, and financial measures. Members of the governing board are encouraged to visit the school throughout the year to obtain a first-hand perspective of the school. At the end of the school year, the school leader will provide a self-assessment that will be used in developing the year-end evaluation, that includes the other measures. This evaluation will be presented to the board for review and adoption.
-

ACA and the governing board will use the headmaster evaluation to inform professional development, compensation, retention, and, if necessary, termination. ACA and the governing board will continue working to improve the leader evaluation to ensure it is an effective and valuable process supporting the mission and vision of the school.

When there is a headmaster vacancy at the campus, ACA will begin a search for candidates, a process that may include members of the board. ACA will recommend screened candidates to the board, who will select the headmaster for the campus.

Board Oversight of Academics

In order for the NCCCS governing board to measure progress, it will receive regular reports on student performance and assessments. The board will use this information to assess the school's progress toward the goals specified in the charter. These reports also will include operational information pertinent to student performance such as student count numbers, attrition percentages, student attendance, student discipline, at-risk population, percent of students with an individualized education plan (IEP), and more. School leadership, in conjunction with ACA as appropriate, will provide the board with the information needed to assess all aspects of the school's performance, including:

- Absolute and comparative student performance on internal diagnostic and interim assessments.
- Growth in student learning.
- Current status under state and federal accountability systems.
- College readiness status.



- Vital statistics on the student population, including demographics, enrollment count, and IEP count, as well as the corresponding achievement levels of these subgroups.
- Parent satisfaction and other stakeholder information.
-

The board will review academic reports throughout the year during their public meetings and discuss ways to maintain or improve its program as needed.

When necessary, the board may also contract for a third-party evaluation of ACA to ensure that ACA and school leaders are meeting and exceeding expectations.

Board Oversight of Finances

The board has the fiduciary responsibility for the school. It will be the board's job to closely monitor the school's finances. The board must ensure that the school remains financially viable and operates with sound fiscal practices. The services agreement with ACA to operate the school day-to-day and to provide all necessary services and supports, requires that ACA recommend an operating budget to the board for its review and approval before each school year. This operating budget will set forth in detail the anticipated revenue and expenses of the school in compliance with the charter and applicable law. The board will review and approve the budget and will ensure that it is balanced and appropriate to meet the requirements set forth in the charter agreement and state statute.

The board will approve the annual budget by June 30 each year. This budget will contain the best estimates of student enrollment and specific student characteristics that may drive the budget (such as the number of students needing intervention support or special education services), with an acknowledgement that once enrolled for the school year, factors such as these that influence the budget may differ somewhat from the adopted projected budget. Similarly, the budget included in this application contains best assumptions about the student population and other factors, and may require modification when actual components are known. In the fall, when the school is enrolled and the specific student population and needs are determined, an amended budget will be adopted.

The board will provide regular oversight and feedback on the budget throughout the school year. The board will review financial statements at least each quarter that tells how the school is doing against the budget in detailed categories and will request adjustments to the budget and more information as needed.

Through both the services agreement and board oversight, ACA will be obligated to manage and operate the school in accordance with the budget approved by the board. Expenditures during the academic year shall not deviate materially from the provisions of the approved budget, in accordance with the ACA financial policies. If necessary, the board will review and approve amended budgets based on student need.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.



The governing board is composed of five directors with various backgrounds, to include business, education, military, law, and nonprofits. As the governing board matures, the board may expand to seven members while working to keep a diversity of skills and backgrounds to increase the capacity of the board.

The board's powers and duties are further explained.

Mission and Vision Guidance

The mission and vision will guide all the efforts to govern and operate the school. These statements, along with the philosophies described previously, will be guiding principles driving the board's decision-making processes for the students and families served. The mission will be posted prominently throughout the school building, included on all board meeting agendas, and referenced before making any key governance and operating decisions. It will also be included as an important aspect in parent and community communications and documents, such as the family handbook.

Board Governance Overview

In addition to being responsible for achieving the mission and vision, it is the responsibility of the board to oversee the operational, academic, and financial, and viability of the school. The board will focus on governance while the management partner, Ascent Classical Academies ("ACA") focuses on day-to-day operations.

Oversight of Operations

As outlined earlier in this section, it is the board's responsibility to ensure the school fulfills its mission. The board will make sure the school has the needed systems, personnel, and resources in place to create an environment conducive to scholarly learning and designed to meet the academic and operational goals. The board will perform the functions essential to governance, including ensuring that students are learning, that funds are appropriately managed, and that the school complies with all charter, state, and federal requirements. If needed, the board will create smaller committees to further address specific topics, such as a finance committee, that will meet and report back to the North Carolina Classical Charter Schools ("NCCCS") governing board as a whole. Independent legal counsel will assist in reviewing policies and carrying out the board's duties to govern the school.

Annually the board will contract with an independent auditor to ensure fiscal propriety, and may contract with a third-party evaluator of the educational program as necessary for an independent perspective on the performance of our school.

Responsibilities of the governing board include, but are not limited to, the following:

- The board will evaluate all aspects of the school as being consistent with the mission, vision, and philosophy of the school as defined in the approved founding document.
- The board will approve and evaluate the headmaster annually.
- The board will operate openly and comply with all statutory requirements of a public governing body.
- The board is responsible for providing strategic leadership for the school.
- The board has a fiduciary responsibility to ensure that students receive maximum benefit from the educational resources available.



- The board is responsible for financial oversight to support the financial stability of the school.
- The board has final responsibility in all fiscal affairs of the school.
- The board will provide oversight of the management partner, ACA, to ensure the organization is serving the needs and expectations of the school.

An important role of the governing board is the annual evaluation of the school leader. The school leader, in consultation with the executive director of ACA or his designee, will develop annual goals that align with the direction of the governing board. These goals may vary but will also include operational, academic, and financial measures. Members of the governing board are encouraged to visit the school throughout the year to obtain a first-hand perspective of the school. At the end of the school year, the school leader will provide a self-assessment that will be used in developing the year-end evaluation, that includes the other measures. This evaluation will be presented to the board for review and adoption.

ACA and the governing board will use the headmaster evaluation to inform professional development, compensation, retention, and, if necessary, termination. ACA and the governing board will continue working to improve the leader evaluation to ensure it is an effective and valuable process supporting the mission and vision of the school.

When there is a headmaster vacancy at the campus, ACA will begin a search for candidates, a process that may include members of the board. ACA will recommend screened candidates to the board, who will select the headmaster for the campus.

Board Oversight of Academics

In order for the NCCCS governing board to measure progress, it will receive regular reports on student performance and assessments. The board will use this information to assess the school's progress toward the goals specified in the charter. These reports also will include operational information pertinent to student performance such as student count numbers, attrition percentages, student attendance, student discipline, at-risk population, percent of students with an individualized education plan (IEP), and more. School leadership, in conjunction with ACA as appropriate, will provide the board with the information needed to assess all aspects of the school's performance, including:

- Absolute and comparative student performance on internal diagnostic and interim assessments.
- Growth in student learning.
- Current status under state and federal accountability systems.
- College readiness status.
- Vital statistics on the student population, including demographics, enrollment count, and IEP count, as well as the corresponding achievement levels of these subgroups.
- Parent satisfaction and other stakeholder information.

The board will review academic reports throughout the year during their public meetings and discuss ways to maintain or improve its program as needed.

When necessary, the board may also contract for a third-party evaluation of ACA to ensure that ACA and school leaders are meeting and exceeding expectations.

Board Oversight of Finances



The board has the fiduciary responsibility for the school. It will be the board's job to closely monitor the school's finances. The board must ensure that the school remains financially viable and operates with sound fiscal practices. The services agreement with ACA to operate the school day-to-day and to provide all necessary services and supports, requires that ACA recommend an operating budget to the board for its review and approval before each school year. This operating budget will set forth in detail the anticipated revenue and expenses of the school in compliance with the charter and applicable law. The board will review and approve the budget and will ensure that it is balanced and appropriate to meet the requirements set forth in the charter agreement and state statute.

The board will approve the annual budget by June 30 each year. This budget will contain the best estimates of student enrollment and specific student characteristics that may drive the budget (such as the number of students needing intervention support or special education services), with an acknowledgement that once enrolled for the school year, factors such as these that influence the budget may differ somewhat from the adopted projected budget. Similarly, the budget included in this application contains best assumptions about the student population and other factors, and may require modification when actual components are known. In the fall, when the school is enrolled and the specific student population and needs are determined, an amended budget will be adopted.

The board will provide regular oversight and feedback on the budget throughout the school year. The board will review financial statements at least each quarter that tells how the school is doing against the budget in detailed categories and will request adjustments to the budget and more information as needed.

Through both the services agreement and board oversight, ACA will be obligated to manage and operate the school in accordance with the budget approved by the board. Expenditures during the academic year shall not deviate materially from the provisions of the approved budget, in accordance with the ACA financial policies. If necessary, the board will review and approve amended budgets based on student need.

Q170. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



Members of the founding board include backgrounds and experience in business, executive management and leadership, education, law, politics, and nonprofit management. These individual skills are helpful to increase the capacity and experience of the board, to help ensure the smooth opening, operations, and success of the charter school. As an experienced group of individuals responsible for implementing the program described in this application, the board has decided to engage ACA, an experienced charter operator that had implemented this program, to help navigate and provide additional expert assistance needed for the success of the school.

Members of this governing board include backgrounds in school leadership, administration, and governance. Mark Dillion is a retired Air Force general officer, who has also worked mentoring classical charter school leaders across the United States. Mr. Chris Owens and Mrs. Carolina Kelly has both worked in secondary schools, as teachers and administrators. ACA brings systems and partners to help increase the leadership and governance capacity of the school and board. As mentioned, several members of the board have experience in schools and are able to provide academic oversight of the program, to ensure students are growing and meeting expectations, as well as making progress toward the mission and vision of the campus.

While the governing board is designed to oversee charter schools across the state, Mrs. Kelly and Ariane Mestelle are both residents of Moore County and have been involved in direct parent and community engagement for the past 2-3 years. Their local connections, along with ACA's marketing experience, will be beneficial to ensuring broad segments of the community are aware of the opportunities available at ACAMC.

Q171. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



The structure and composition of the governing board, that includes experienced professionals and parents who are appointed, ensuring alignment to the mission and vision of the school and an understanding of their governance versus operational role is helpful to the success of the school. While extensive detail on the duties and powers of the board have been presented in previous sections, the board has also hired an experienced operator and will be a part of a network of classical school, making this campus part of a community of classical schools. The process the board will use to provide oversight and evaluate the management partner and headmaster have been explained in the previous sections.

Having a board with statewide oversight presents a challenge to balance the voice of parents and community members of a local campus. While the board has two representatives from Moore County, the board desires other mechanisms to ensure parents and other stakeholders are involved in the school.

In the NCCCS model of policy governance, the executive director of ACA is primary contact for all matters, though there is a special relationship with the school leader, whom the board approves for that position, reviews, and may terminate. While there are no employees of the board, the board may also refuse the placement of any ACA staff into the school. While members of the board are welcome and encouraged to participate in the life of the school, they do not have operational authority over school matters, outside of adopting policies.

The board will receive the results of an annual parent satisfaction survey, the results of which are included as a measure for ACA's evaluation. The board has a grievance process for parents and members of the school community to bring issues to the attention of the board. The public is also invited to make public comment at governing board meetings.

The school will have a School Accountability Committee ("SAC"), a volunteer advisory body responsible for monitoring academic progress, school safety, parent satisfaction, and providing other input to the school leader as needed. The SAC is responsible for reviewing the parent survey and presenting findings to the school leader, ACA, and governing board. The SAC is composed of the headmaster, or his designee, at least two faculty members, a community member, and parents of the schools. Parents will always be the largest block of members. The headmaster will appoint local members of the SAC. The chair of this committee will be a parent, selected by the rest of the SAC.

The school and governing board will continue refining and improving its governance to ensure it is best meeting its mission and vision, obligations to the taxpayers of North Carolina, parents and students, and fulfilling its contractual obligations.

Q172.Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



Residents of Moore County organized and submitted an application for Highland Academy two years ago that was, unfortunately, denied. After that, the board of Highland Academy developed a partnership with the Ascent Classical Academy team, who has experience implementing the program they had proposed in 2023.

The goal of the current effort is to establish a successful classical school in Moore County and to also expand access to more classical options to families throughout North Carolina. This will be done under the North Carolina Classical Charter Schools umbrella.

Board members were recruited with a variety of needs in mind – ensuring directors have a variety of backgrounds to ensure a professional board with capacity to oversee this campus, backgrounds in classical education and school leadership, a commitment to providing more families access to high-quality, classical, liberal arts schools, and ties to the local community of Moore County.

When a position is vacant or the board desires to expand, the board will follow its bylaws on how to replace members. Part of this process will be for the remaining directors to assess the skills and other qualifications needed. The board will promote the opportunity to be a part of the board through existing campus communications and through their personal contacts. Applications will be accepted via the board's website. The application will include uploading a resume, a statement on why a candidate wishes to be a part of the governing board, and an educational philosophy statement to include their understanding of, and the reasons for their support for classical education.

Candidates will be interviewed by current board directors to ensure alignment to the mission and vision of NCCCS and that they understand governance and the role of the board. After interviews, the board will decide on what candidates to appoint.

This timeline is unknown, as the board will ensure it has the right candidates. However, the process is likely to take a month or two. Campuses will also provide opportunities for parents and members of the community to be involved. These opportunities will allow school leaders and board members to get to know active parents who may be good candidates.

Q173. Describe the group's ties to and/or knowledge of the target community.

The governing board includes two involved members of the Moore County community. Mrs. Kelly has long-standing family connections in the area and is active in various civic endeavors, to include local school choice initiatives. Mrs. Mestelle owned a business in the area and her husband was in the Air Force, stationed nearby. Mrs. Mestelle and her husband have strong ties into the local military community, a key population the school seeks to serve. Mr. Owens also has friends and connections in Moore County.

In addition to members of the local community being on the statewide governing board, there is a local steering committee of other supporters invested in the success of this campus. The local steering committee has been instrumental in promoting the school to diverse populations in the county and helping spread awareness for the campus.



Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The board has not yet established a strategic calendar that indicates major topics to be covered at various meetings throughout the year. This will be done upon approval of the charter application, as the board will be focused on opening in the fall of 2026. A strategic calendar will be used after the school opens as well, with an outline of when it will review financial reports, review policies, receive academic reports, how it will participate in the budget process, and other key items that needs to be presented to help it guide the staff toward achieving the mission and vision of the school. The board will meet at least once every other month or as required to conduct its business.

Q175. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

The governing board is committed to professional develop and continuous improvement. New board members will be required to participate in a "board fundamentals" training, that will either be conducted by the local charter association or other resources. The board orientation will also include an overview of the NCCCS board agreement, that includes background on the mission, vision, and philosophy of NCCCS schools, as well as expectations of board members, legal obligations on open meetings and open records, how meetings are conducted, and required readings on classical education and charter board governance.

The board will receive quarterly, ongoing training based on feedback from members. These topics will change but include refresher training on legal obligations, how to read and understand financial statements, reviews of key documents, like the bylaws, charter, and CMO management agreement. The ongoing training is required of all members.

Q176. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



The board is committed to upholding high ethical standards and has adopted a conflict of interest policy that all directors must adhere to. Directors will complete a conflict of interest disclosure annually. When a board member has a conflict of interest, as defined in the board policy, they are expected to disclose it. Just because a director has a conflict does not mean that are not allowed to be on the board. Typically, a director with a conflict of interest on a particular item will not be allowed to participate in the board discussion on the item or vote on the matter. In some circumstances, the board may consult its legal counsel to determine who to best navigate a conflict.

If a director believes another director has a conflict of interest that is not disclosed, that director should approach the other asking about the circumstances.

If a director does not willingly disclose a conflict of interest and participates in voting, he may be removed in accordance with the policy and bylaws.

Q177.Explain the decision-making processes the board will use to develop school policies.

In the NCCCS model of policy governance, the board adopts policies that provide guidance on how the school leadership and administration are expected to operate the school. Policies may be adopted to comply with the law, rule, or regulation, or to provide guidance on what the board expects that will achieve the goals of the mission and vision, and improve student outcomes.

The board will look to ACA for suggestions on policies and revisions to existing policies. ACA may consult legal counsel, look to policies from other schools, or use other resources in drafting a policy. As the board expands, it may include a governance committee that includes members of the board, to advise and provide feedback on policy proposals before they come to the board for adoption.

The board intends to have at least two readings on a new policy or revision, unless there is an urgent need to take action. Once a policy is adopted or revised, it will be published online in the board policies.

Q178.Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.



The governing board may use standing and ad hoc committees as it sees fit. The board will have a standing finance committee that includes the board treasurer and members of the ACA team. The finance committee will review financials reports, accounts, and transactions in detail and establish financial performance metrics. The finance committee will be responsible for developing and maintaining the board financial dashboard. Other committees the board may use include a governance committee, facility committee, development committee, and headmaster support and evaluation committee.

The school will have a School Accountability Committee (SAC), a volunteer advisory body responsible for monitoring academic progress, school safety, parent satisfaction, and providing other input to the school leader as needed. The SAC is responsible for reviewing the parent survey and presenting findings to the school leader, ACA, and governing board. The SAC is composed of the headmaster, or his designee, at least two faculty members, a community member, and parents of the schools. Parents will always be the largest block of members. The headmaster will appoint local members of the SAC. The chair of this committee will be a parent, selected by the rest of the SAC.

Q179. Discuss the school's grievance process for parents and staff members.

The board has adopted a grievance policy for parents that is published on its website and is included in the family handbook. When a parent has a grievance, he or she is expected to handle it at the level closest to the problem. Typically, this is notifying the teacher of the issue. If a parent contacts a teacher with an issue and is not satisfied, then he or she may contact the headmaster or dean, depending on the staffing structure at the campus that year. Most issues are expected to be resolved by the headmaster, who I the authority for the campus. In the event a parent is still not satisfied with the grievance, then he or she may file that grievance with Ascent Classical Academies via the school website. The next level in the grievance process is to take the matter to the governing board. The board typically only hears a grievance that involves a violation of policy.

The grievance process for staff and faculty is similar. Staff are expected to address an issue with their immediate supervisor. In the event they are not satisfied, they may bring up their grievance to the headmaster. If a grievance is not addressed by the headmaster, the employee may reach out to the executive director of ACA, who is the final authority for staff grievances.


Q180. Attach as Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

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Applicant Evidence :


ACA Moore Organizati...

Uploaded on **4/25/2025**
by **Derec Shuler Shuler**



Nicky Niewinski


Comments :

Q181. Attach as Appendix H Charter School Board Member Information Form and Resume


- **A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form**

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Resources


2024 Charter School B...

Applicant Evidence :


Appendix H Board Me...

Uploaded on **5/22/2025**
by **Derec Shuler Shuler**

Q182. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- **Background check must include any additional aliases that have been used by the**

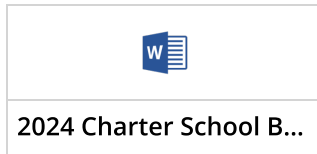


individual.

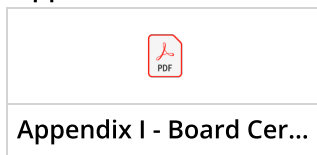
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

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Resources



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by **Derec Shuler Shuler**

Q183. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality
The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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Applicant Evidence :



Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

Q184. Attach Appendix K Articles of Incorporation or Municipal Charter

- **If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.**
- **If the applicant is a municipality, attach a copy of the municipal charter.**

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Applicant Evidence :



NCCCS Articles of Inco...

Uploaded on **4/25/2025**

by **Amy Willis**

11.3. Staffing Plans, Hiring, and Management

Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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Resources



Staffing Chart Templat...

Applicant Evidence :



Q.185 - Staffing Chart ...

Uploaded on **4/25/2025**

by **Amy Willis**

Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



North Carolina Classical Charter Schools ("NCCCS") intends to contract with Ascent Classical Academies ("ACA"), a private company, as its charter management organization ("CMO"). Under a management agreement, ACA is required to provide all staffing to support the School's program. Thus, all faculty, staff, and administrators are private-sector employees of ACA and are assigned to or placed within the School.

The School is committed to ensuring ACA employs only high-quality, classically trained educators who support the mission and vision of the School. These teachers will have a passion for educating children, and a desire to serve every student's educational needs. This commitment and expectation of service and passion for classical education is extended to the administration and staff of the School as well. It is the intent of the School to foster a culture of unity amongst all employees who desire to provide an exceptional education to all students entering the school.

The School will adhere to all state and federal legal requirements regarding qualifications and certifications for all personnel. Background checks will be required per North Carolina statute, and teachers will meet the required qualifications. The governing board of ACASC reserves the right to refuse ACA's proposed placement of any staff, faculty, or administrator.

ACA has a recruiting team on staff that is developing more local sources of teaching talent, as well as continuing its national reach. Partnerships with local liberal arts colleges and programs will be utilized in the acquisition of qualified faculty and staff. ACA's recruiting team includes recruiters who are tied into various platforms such as Handshake, LinkedIn, Indeed, and classical education job boards. Job postings are posted online on the ACA website, as well as the platforms mentioned. Recruiters screen possible candidates with screening questions aligned to the vision and mission, and potential fit with the culture of the school. Those who meet requirements are guided to an application tracking system and hiring platform. Once an applicant uploads the necessary documents the ACA recruiting team and headmaster are notified of the application. Headmasters are responsible for interviewing and hiring of all faculty and staff at the School. ACA also employs third-party hiring and sourcing companies to search for candidates nationwide to fill positions of leadership. Headmasters are interviewed and hired by ACA, and deans are interviewed and hired by the Headmaster with ACA's oversight.

ACA will continue refining and improving its systems, processes, and procedures to ensure each child has an excellent teacher in their classroom.

Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



Ascent Classical Academies has not identified a headmaster for the Moore County school. Pending the availability of funding and a quality candidate, ACA intends to hire and onboard a headmaster in August of Year 0 (the planning year). Below is the current job description.

Introduction to Ascent Classical Academies

At Ascent Classical Academies, our foundational philosophy is rooted in the comprehensive cultivation of the individual, encompassing both the intellect and character within a framework of timeless virtues. Our ethos embodies our dedication to fostering a sense of wonder and the relentless pursuit of wisdom. This philosophy permeates every aspect of our institution, from our rigorous academic curriculum to the harmonious structure of our daily interactions and celebratory traditions.

Ascent Classical Academies embarks on a noble quest, providing our students a well-rounded American classical education and guiding them through an enriching exploration of the Great Books, advanced studies in mathematics and sciences, and the intricacies of Latin language. We also encourage active involvement with the wider community, stewardship of the natural world, immersion in the fine arts, and participation in a variety of extracurricular clubs and athletic competitions. Beyond academic rigor, we are committed to nurturing a transformative and vibrant school culture characterized by joy, mutual respect, and profound engagement.

We are a fellowship of scholars and explorers, united in our quest for what is truly noble, inviting our students to join us in a life pursuing the True, Good, and Beautiful, and the fulfillment of human potential. An education at Ascent Classical Academies extends beyond mere preparation for college and career; it is an entreaty to embrace the most enriched life imaginable - preparing our students to flourish in life and to be good citizens.

Our Core Virtues

These are the cornerstone of what we strive to develop in our students, which are:

- Courage
- Moderation
- Justice
- Responsibility
- Prudence
- Friendship
- Wonder

Ascent Hiring Philosophy

In alignment with our mission and vision, Ascent Classical Academies seeks individuals who are not only aligned with our core virtues but also possess deep subject matter expertise, strength of character, a love for learning, and a commitment to their professional and personal growth. We value humility, the pursuit of excellence, self-discipline, the receptivity to coaching, practical wisdom, and a strong aptitude for engaging



with students. Leadership in the classroom, a collaborative spirit, a robust work ethic, and an enthusiastic, positive attitude are the hallmarks of our team members.

Requirements

The Headmaster position requires at least a bachelor's degree with Master's Degree or PhD preferred. Ascent Classical Academies seeks a leader with significant experience in classical liberal arts education and school leadership, along with 5 years or more classroom experience in a classical setting. Additionally, this leader must possess exceptional organizational skills and experienced management skills. Candidates must pass a background check as required by state law.

Position Specifics

The Headmaster for a New School can present a formidable leadership challenge, requiring an entrepreneur's spirit and energy. Extensive planning, organizing, marketing, and staffing by the headmaster are essential preparatory steps for a good school opening. The school leader must guide his or her campus and build it on the foundation of a solid understanding of the Western and American tradition and the associated Great Books and thinkers which illuminate this underlying philosophy and establish and guide the cultural vision for the school. Being the founding leader of a new school is challenging while also extremely rewarding.

Benefits

- Employee-only coverage for group medical, dental, and vision plan; dependent coverage available
- Health savings account with employee contributions
- Short- and long-term disability and life insurance plans
- Retirement investment account with employer match
- Voluntary benefit options

Ascent Classical Academies seeks faculty members with strong content backgrounds and does not require a teaching license.

Please contact Careers@AscentClassical.org (mailto:Careers@AscentClassical.org) with any additional questions.

Visit <https://ascentclassical.org/careers> (<https://ascentclassical.org/careers>) for more information on Ascent Classical Academies' mission and vision, benefits, and to submit an application. Applications will require a cover letter, unofficial transcripts, and a 400-600 word educational philosophy statement relevant to the value of a liberal, classical education.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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Applicant Evidence :



Question 188 APPENDI...

Uploaded on **4/25/2025**

by **Amy Willis**

Q189. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

In addition to being responsible for achieving the mission and vision, it is the responsibility of the board to oversee the operational, academic, and financial, and viability of the school. The board will focus on governance while the management partner, Ascent Classical Academies ("ACA"), focuses on day-to-day operations. The steering committee will continue working to successfully open the school under the direction of the charter committee as it transitions to the governing board.

In the North Carolina Classical Charter Schools ("NCCCS") model of policy governance, the executive director of ACA is the primary contact for all matters, though there is a special relationship with the school leader, whom the board approves for that position, reviews, and may terminate. While there are no employees of the board, the board may also refuse the placement of any ACA staff into the school. Members of the board are welcome and encouraged to participate in the life of the school, though they do not have operational authority over school matters, outside of adopting policies.

The school and governing board will continue refining and improving its governance to ensure it is best meeting its mission and vision, obligations to the taxpayers of North Carolina, parents and students, and fulfilling its contractual obligations to the sponsor.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



The North Carolina Classical Charter Schools board ("NCCCS" or "Board") will contract with the charter management organization, Ascent Classical Academies ("ACA"), as described earlier in this section.

ACA will not discriminate in employment opportunities or practices based on race, color, religion, sex, national origin, age, disability, pregnancy, genetic information, sexual orientation, marital status, citizenship status, service member status, or any other characteristics protected by law. This applies to all terms and conditions of employment, including but not limited to decisions to hire, place, promote, train, demote, terminate, lay off, recall, transfer, adjust compensation, and address leaves of absence.

Prospective employees will be interviewed first by the headmaster, then screened by ACA Human Resources. If an offer is extended and accepted, ACA HR will conduct a criminal history check as outlined in G.S. 115C-332.

Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment. All employment with ACA will be "at will." Employment can be terminated with or without cause, and with or without notice, at any time, at the option of either the School or the employee, except as otherwise provided by law.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.

Ascent Classical Academy of Moore County offers a competitive compensation package including medical, vision, and dental benefits, employer matching for retirement, and additional optional coverages, for all full-time employees. Below is a list of average projected salaries for personnel in year 1:

- Headmaster – \$95,000
- Assistant Administrator – \$72,000
- Business Manager / Finance Officer – \$52,000
- Student Affairs Coordinator – \$52,000
- Core Content Teachers – \$46,000
- Student Services Director – \$60,000
- Exceptional Children (Special Education) Teachers – \$50,000
- Teaching Assistants – \$33,000
- Clerical – \$38,000
- Custodian – \$35,000

Please refer to the proposed budget provided in the finance section for more information.

Q192. Provide the procedures for handling employee grievances and/or termination.



Until it has its own teacher evaluation process approved for use, Ascent Classical Academy of Moore County ("ACAMC" or "School") will use the ADEPT evaluation system for teacher evaluation.

Teachers and their supervisors will determine goals at the beginning of the academic year. Teachers will have both informal and formal observations throughout the year, both by colleagues and supervisors, to both help coach for improvements and to assess effectiveness. Teachers will receive informal feedback approximately half-way through the school year and a final evaluation that will be considered for continued employment.

The School provides an employee handbook upon hire during onboarding. The employee handbook is always accessible online through the ACA portal. ACA employees will also comply with School-adopted policies and be provided written or electronic copies. Changes are communicated via the employee newsletter, staff meetings, notifications within the human resources self-service portal, and other direct notifications as needed. Faculty and staff are encouraged to communicate with the dean of faculty and headmaster any concerns or questions regarding their positions or any questions or concerns regarding curriculum or pedagogy. ACA's human resources (HR) department will respond promptly to issues involving payroll, benefits, and other employment policy-related questions. ACA HR staffing will be adjusted to meet the needs of the School.

Employees are private employees, and ACA has a grievance process in place that all faculty and staff are expected to follow. Employment is at-will. In the event an employee has a grievance, the proper protocol will be enforced. An employee is first expected to go to their immediate supervisor for resolution. If their immediate supervisor cannot appropriately assist the employee, then the headmaster will become involved. Should the headmaster be unsuccessful in resolving the grievance, ACA will make final efforts to resolve the grievance and determine a final solution.

Supervisors will provide coaching and improvement plans for employees to improve performance before terminating employment. Employees may have verbal warnings, written warnings, and/or formal write-ups and performance plans to document the process of attempting to support and improve practice.

If an educator does meet expectations, the headmaster may terminate employment in coordination with the ACA HR team.

Q193. Identify any positions that will have dual responsibilities and the funding source for each position.

In the first few years of operations, several roles will hold dual responsibilities. Apart from EC and School Nurse funding, all positions are expected to be funded by per pupil revenue.

Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.



Ascent Classical Academy of Moore County ("ACAMC" or "School") will closely monitor the number of students requiring student services throughout the registration process. If needed, the School's headmaster and student affairs coordinator will notify its operator, Ascent Classical Academies ("ACA"), of changes in the special population subgroups and the need for staffing adjustments. In the event additional staff is needed, ACA will present an adjusted budget to the Board for approval.

Following the start of the school year, ACAMC will use data, work samples, and classroom observations to identify those students that would benefit from additional services.

Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Ascent Classical Academy of Moore County ("ACAMC" or "School") is governed by an independent, nonprofit board of directors, which holds ultimate responsibility for ensuring that the School operates in compliance with the North Carolina charter school statute. In fulfillment of its governance responsibilities, the board intends to enter into a formal agreement with Ascent Classical Academies ("ACA"), a charter management organization ("CMO"), delegating operational management – including the hiring and supervision of school personnel – to the CMO.

Pursuant to G.S. 115C-218.90 and related statutes, the board remains responsible for ensuring that the CMO, as its contracted agent, employs individuals who meet the qualifications and licensure requirements established by North Carolina law for charter schools. Although the employees are hired by the CMO rather than directly by the board, statutory obligations related to teacher licensure, administrator qualifications, and background checks remain fully applicable.

Teachers

In accordance with G.S. 115C-218.90(a)(1), at least 50% of teachers employed at the School, including those hired by the CMO, must hold a North Carolina teaching license. All teachers of core academic subjects – English language arts, mathematics, science, and social studies – must be college graduates. The board ensures, through the management contract, that the CMO maintains appropriate records and compliance mechanisms to meet these statutory thresholds and to provide evidence of instructional competence and staff qualifications.

School Administrators

Although charter school administrators are not required by statute to hold specific credentials unless the school board determines otherwise, North Carolina law provides that if a school administrator employed at a public school or at a school receiving public funds is to hold such a position, they must either hold or be eligible to hold the appropriate state license. Through its contract with the CMO, ACAMC ensures that the school's headmaster possesses the experience, leadership capacity, and – where applicable – the credentials needed to successfully operate a public charter school in North Carolina.

Non-Teaching Personnel

Non-instructional staff, including operations managers, student support personnel, and other school-based staff employed by the CMO, are not required to hold state teacher licenses. Nonetheless, the School expects the CMO to hire individuals who are demonstrably qualified for their roles and aligned with the School's mission and classical educational model. Job descriptions, hiring protocols, and evaluation criteria are reviewed by the board to ensure consistency with the terms of the charter and the management agreement.

11.4. Staff Evaluations and Professional Development



Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The charter management organization, Ascent Classical Academies (ACA), will employ and provide teachers to Ascent Classical Academy of Moore County. ACA will be responsible for maintaining license requirements and professional development as required by North Carolina statute.

Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Ascent Classical Academy of Moore County (ACAMC) in coordination with the charter management organization, Ascent Classical Academies (ACA), will provide the majority of professional development (“PD”) for every teacher. Professional development will be research-based and focus on school improvement goals through the analysis of student assessment data and teacher observations. ACAMC understands that in order to provide an excellent classical education, the learning environment for students and the pedagogy of teachers must always be evaluated and improved. Therefore, the School will provide professional development for teachers based on the following criteria:

- Prior to the beginning of the year, each teacher will meet with the headmaster or dean and design a plan for a year of professional growth. This plan will give the teacher the opportunity to express his or her own growth goals. The teacher will have the opportunity to share what they desire for a career path and then goals will be set for the teacher to touch on throughout the academic year. Quarterly meetings will be held in order for the teacher to evaluate progress toward their goals.
- The headmaster and ACA instructional staff will work in coordination with the deans to regularly observe every teacher in their classrooms using a classically- focused assessment tool. This evaluation will be used to identify the need for teacher supports and provide documentation for yearly performance reviews. Every teacher will have the opportunity to read and discuss their evaluations with the headmaster and/or ACA instructional staff.
- Professional development will also be designed to differentiate instruction or address the instructional needs in each classroom. This training will take into account each student’s assessment benchmarks and through-year testing conducted using the Northwest Evaluation Association (“NWEA”) MAPs tool, and regular course assessments to determine their progress through the curriculum. The results of this data will be discussed in professional learning communities per grade level teams, and as a department with the headmaster and/or ACA instructional staff to determine professional development needs.
- Professional development will also be delivered during weekly faculty meeting times, and various in-session professional development days – up to 4 per year.
- Quarterly professional development will include the provision of training by literacy and math specialists in grammar school; in the upper school, the headmaster, deans, and third-party specialists will provide training in the areas of time management, skills concentration, vertical alignments, and Socratic seminar.

A portion of the professional development budget will allow each teacher to select, with headmaster and other ACA input, the best training opportunities outside the predetermined School professional development. A national conference, a local conference, or even a visit to a model school to observe and network with teachers will be considered upon request to the headmaster. In this way, the school supports the teacher’s growth as well as allows them the opportunity to inform and determine their own path.

Professional development days will be planned throughout the course of the year, including two days in the fall to permit any instructional adjustments to address issues identified in benchmarking tests. In mid-spring, after the middle of year testing, there will be a day of professional development to evaluate the data and determine next steps for each student. In the spring there will be one more day to determine and reflect upon strategies employed throughout the year.

The headmaster and ACA instructional staff will determine what courses of professional development need to occur throughout the school year. However, prior to the start of the school year, all teachers will participate in two to three weeks of professional development regardless of tenure. ACASC teachers live by



their convictions that everyone is a lifelong learner, and therefore always have the ability to improve their pedagogical practices. The headmaster and School-level deans will oversee local PD while ACA network staff will also provide expertise and support, to include bringing in other resources shared among campuses.

Prospective employees will be requested to submit proof of their teacher's license during the application process. ACAMC will assist teachers in keeping their licensure and certifications in line with the requirements from NCDPI and SBE policies.

Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



Ascent Classical Academy of Moore County has developed two levels of professional development to support every teacher within the School. The first level provided is from the charter management organization, Ascent Classical Academies, and the second from the School. Through this partnership, ACAMC has the unique capability to not only provide support and development from local resources, but national resources as well. Just as the School's mission is to develop within its students the moral and intellectual skills, habits, and virtues upon which independent, responsible, and joyful lives are built, in the firm belief that such lives are the basis for a free and flourishing republic, so this mission is extended to ACAMC's faculty and staff.

Induction Professional Development

ACA will provide professional development for all faculty and staff prior to the start of every school year. This training will include, but is not limited to, the following:

- Introduction to Ascent Classical Academies, its leaders, structure, and the relationship between the CMO and the local school
- The School's educational program: course fidelity, learning differentiation, course sequences, completing the mission, and culture of scholarship
- The School's unique culture, implementation of classical education, decorum, "restful learning," high expectations and low threat culture, communication, discipline, etc.
- Ascent Classical Academies' human resources and compliance processes
- Ascent Classical Academies' financial and purchasing policies
- Other compliance required trainings

The School's headmaster will direct and provide the following professional development for all faculty and staff prior to the start of every school year. This training will include, but is not limited to, the following:

- ACA writing and math standards
- Classroom procedures
- Crucial Conversations
- MTSS and Special Education Services
- Student Information System
- First Aid/CPR
- Child Find
- Socratic Seminar
- Child Abuse/Neglect Reporting

Through-Year Professional Development

Yearly training will include department-specific professional development allowing the faculty to receive training in their unique discipline, department-driven professional learning communities, and quarterly all-teacher trainings. The headmaster, in coordination with the ACA instructional staff, will determine what opportunities are available for teachers and staff to attend off-site trainings as well throughout the state and nation. Every professional development opportunity will be selected with the purpose of enhancing pedagogy and developing leadership skills.



Professional Learning Communities

Teachers will participate in professional learning communities that will endeavor to meet weekly under a department head. During these professional development periods, teachers will be reading a selection of best practices books, as well as staying abreast of best practices in their fields. Training will be delivered by the department head when needed. Along with the department meetings, once a week the team will interface with the headmaster in a teacher talk time where they will have the undivided attention of their leader for an hour. This timeframe gives voice to all teachers in the school.

Quarterly Professional Development:

During the course of the academic year, teachers will be accountable to attend professional development on-site. Two professional development days will happen in the first semester. The first PD day will take place after school begins and once teachers are established with their classes. This professional development will focus on classroom management and best practices for content delivery, though will also include a faculty discussion on a reading or work of literature.

The second PD day will focus on benchmark tests and student abilities. If students need to be referred, that will take place between the teachers and the MTSS team who will present once again on the process. Teachers will also be instructed as to how to level their classrooms for math practice and literacy reading groups.

The third PD day will take place after the middle of year testing has been completed for specific in-house testing to determine the progress of students. Adjustments to instruction will be made at this point. PD will be differentiated as half of the day will be spent in an area of needed improvement be it math, literacy, or content.

The last PD day will incorporate all that the teachers have learned over the course of the year and any last adjustments that need to be made to ensure student success in a grade. On this PD day, in particular, the promotion/retention team would meet with teachers and collect documentation and parent notifications to set up appointments and discuss the possibility of retention for the following year. This PD time will again be differentiated to provide specific training in an area of need, be it math, literacy, or content.

Beyond quarterly professional development, teachers will be formulating their own professional development plan with their headmasters. This is their time to determine where they want to go with their career and how they want to develop their skill sets. They are given the opportunity to state what they would like to do over the course of the year in their specific areas, such as leading a competition, expanding an offering, working with a club, becoming a master of their own content, etc. They are also assisted in finding opportunities where they can improve their practice, be it professional organizations, associations, conferences, or trainings. Once the teacher has chosen a particular event, the teacher works with the headmaster to arrange for substitute teachers if need be. Once the teacher returns from outside development or training, he or she shares the content with their colleagues in a formatted faculty meeting.

Potential Off-Site Training:



- National Symposium of Classical Education
- Circe Institute Training Conference
- Society for Classical Learning (SCL)
- Singapore Training
- Literacy Essentials Training

ACA has a detailed professional development schedule available for review upon request.



Nicky Niewinski

Comments :

Q199. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Prior to the first day of school, ACAMC teachers will participate in pre-session training on core knowledge, Singapore Math, Socratic Seminars, and instruction in virtue and character development.

ACAMC teachers will receive a minimum of five days of Core Knowledge professional development prior to the first year, participating in the “Getting Started with the Sequence” program. The Headmaster or an administrative delegate will participate in Core Knowledge Coordinator and Leadership Institute workshops. All instructional staff will be taught how to self-assess the implementation of Core Knowledge to identify strengths and areas of improvement. Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. The Sequence guides teachers in what instructional resources must be available to deliver the curriculum completely.

ACAMC will provide ongoing training to establish Singapore Math expertise among teachers. The program must be followed with fidelity to succeed; therefore, teachers will be trained to assess students, place them in the appropriate skill groups, and implement the lessons. Teachers must be able to determine mastery of the material before a student is permitted to move to the next level.

The School will provide thorough training in the Socratic Seminar, a method of teaching is designed to engage students in intellectual discussions by responding to questions using questions (instead of answers). Students read a text, and teachers ask them open-ended questions to stimulate discussion. ACAMC teachers will learn to formulate questions that will encourage critical thinking, the analysis of meaning, and how to teach students to express ideas with clarity and confidence. They will learn how to train students in Socratic Seminar discussions and the teaching of diverse learners.

Q200. Describe the expected number of days/hours for professional development throughout



the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The School will provide at least 90 hours of professional development for faculty yearly. Additionally, a minimum of 80 hours is expected in team collaboration, self-development, and planning yearly. The ACA home office instructional staff and headmaster will arrange for teachers to meet weekly in professional learning communities without conflict with their teaching schedules, selected specific days throughout the year for continued professional development while students are not in the building, and for any off-site training. The headmaster will ensure appropriate substitutes are available when teachers are off-campus for development opportunities. All training will be evaluated through yearly faculty surveys and noted in teacher files to be evaluated during observations.

11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q201. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



Ascent Classical Academies ("ACA"), the charter management organization ("CMO"), recognizes the School's immediate and long-term success relies on its ability to adequately serve the families of Moore County. Through partnership with the local steering committee who began this work in January 2023, Ascent Classical Academy of Moore County ("ACAMC" or "School") is benefited by the experience of established community leaders, educators, and parents who desire this new choice for their community. The CMO also offers full-service marketing and enrollment support, bringing ample experience in opening and operating classical charter schools in multiple states and communities.

The School's **marketing plan** is omnichannel, offering a consistent message and experience throughout the parent journey, from initial interest through attendance in Fall 2026 and beyond.

The **target audience** is parents of children ages three through 15, or preschool through eighth grade. As a public school and school of choice, ACAMC will enroll any child in the district regardless of background.

The self-reported census data for Moore County indicated all families who participated claim English as the primary language spoken at home, but this does not account for multi-lingual families or those who did not participate in the census. As such the School's website includes a translator enabling families to read content in one of the ten most common languages spoken in North Carolina, English, Spanish, Vietnamese, Chinese, Korean, Russian, Arabic, French, German, Gujarati, and Hindi. Additionally, the School's main parent flyer has been translated to Spanish and Vietnamese.

Ascent Classical Academy of Moore County is the first proposed ACA network school in North Carolina. As part of the larger Ascent Classical network, the School's brand is well established. Ascent Classical Academies is a registered trademark and includes a robust library of photography, illustrations, and other visual media. The proposed mascot for the school is the Highlanders, based on the heavy Scottish influence and former Highlands Charter School initiative which transitioned to Ascent Classical Academy of Moore County.

The School promotes its opening and brand through a **website**, <https://www.moorecounty.ascentclassicalnc.org> (<https://www.moorecounty.ascentclassicalnc.org>), **Facebook page**, <https://www.facebook.com/ascentclassical.moorecounty> (https://www.facebook.com/ascentclassical_moorecounty), **Instagram account**, https://www.instagram.com/ascentclassical_moorecounty (https://www.instagram.com/ascentclassical_moorecounty), and shared **network LinkedIn and YouTube accounts**. As the primary source of information for the school, the website is prioritized to offer prospective parents a complete understanding of the ACA culture and clear calls to action for joining the interest list, contacting the ACA team, or finding an upcoming information meeting. The site utilizes SEO strategies to ensure optimal organic and paid search placement.

Prior to the planning year, ACAMC primarily employs **digital advertising, paid and organic**, through Google Ads (search, display network, and YouTube), Meta Advertising (Facebook and Instagram), Spotify Advertising (streaming broadcast), and email marketing. The primary geographic target for these channels is a 30-mile radius of downtown Southern Pines.

During year 0 or the planning year (2025-2026), the School will implement a mixed media strategy including



outdoor advertising, additional **local broadcasting**, **direct mail**, and event sponsorship, to compliment the continued digital advertising mentioned above.

Print materials for ACAMC include a general flyer, bookmark, kindergarten flyer, coloring bookmark and booklet for children, decals, and more. Event materials include a tablecloth, pop-up banners, literature and curriculum samples exhibiting the academic program, and three-dimensional objects aligned with the curriculum. Additional shared network resources include photo back-drops, pop-up banners, flags, tents, and promotional items. All materials direct viewers to the school's website through a standard URL, or trackable short-URL or QR code.

A key component of the School's marketing plan focuses on **community outreach**. ACAMC is supported by a robust steering committee who is committed to securing a tuition-free classical school for their community. This group, along with several other volunteers, will continue to represent the school at community events until its opening and as needed afterwards. In partnership with the regional board and ACA leadership, including the headmaster, the steering committee will also secure and nurture partnerships with local elected officials and business leaders. These partnerships are aimed at ensuring the School reaches as many people as possible through new opportunities to spread word about the school's opening.

Finally, the School will utilize **press releases** as a routine method of reaching the wider public audience. In addition to posting these releases on the school's website and social media channels, ACA will distribute each release to local news affiliates and stakeholders. Important milestones, including the charter approval, finalization of a location, hiring of a headmaster, and application opening, will trigger paid releases to guarantee the news reaches a wide audience.

ACA will continuously monitor marketing efforts and adjust as necessary to ensure all enrollment and recruiting goals are met.

Q202. Describe how parents and other members of the community will be informed about the school.



One of the foundational philosophies of Ascent Classical Academy of Moore County ("ACAMC" or "School") is the commitment to the right and responsibility of parents to direct the education and upbringing of their children. Ascent schools are partners in those efforts. While this school will be a part of a larger network of North Carolina classical schools, it is an asset and belongs to the local community with its own culture and traditions.

To develop the desired school culture and community, the School is open to and welcomes parents, both as volunteers and visitors. Studies demonstrate children whose parents are involved in their schools have greater achievement. While volunteering is not required, it is strongly encouraged. Volunteering may be done in many ways before and after the school opens, including planning and executing outreach events.

Historically, the most effective source for building interest in Ascent Classical Academies ("ACA") schools relies on relationships. We measure the effectiveness of our advertising and other efforts from initial interest (current stage) through application, registration, and attendance. Organic sources – specifically, word of mouth and referrals – convert from interest to attendance at a higher rate than paid sources such as digital advertising.

As noted in the marketing plan, the School utilizes an omnichannel approach to ensure every step a prospective parent experiences offers consistent messaging. Through a combination of advertising and outreach, ACAMC aims to ensure parents have every opportunity to receive the information needed to engage further with the School.

Prior to this application, ACA staff worked closely with parents and leaders in the Moore County area to establish both a need for new choice and desire for the classical model.

ACA will continue coordinating with the steering committee members and other volunteers to foster partnerships with daycares, churches, community centers, libraries, rotary clubs, real estate agents and other local organizations to spread the word about the school. The School will maintain a presence at community events across the region including the School Choice Expo, Grace at the Park, Cinco de Mayo in Robbins, Carthage Buggy Festival, and more, through the school's opening and until it reaches capacity.

Through this continued focus on integrating the school within the community, ACA will maximize the relational aspect of gaining interest that translates to a robust opening cohort.

Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



To date, Ascent Classical Academy of Moore County ("ACAMC" or "School") has collected submissions from the parents of more than 550 students for its opening year. This number is especially positive given that neither a facility nor a headmaster has been announced. The School is confident there is sufficient community interest for this program based on a standard practice of securing 50% of opening enrollment interest 12 months prior to opening. From the charter management organization, Ascent Classical Academies' ("ACA" or "CMO"), experience, these numbers go up significantly when: 1) a charter contract is finalized; 2) a location is announced, and 3) a school leader is announced.

The School will continue its presence at local events through the summer of 2026, encouraging continued growth and retention of interest. Funds raised by the steering committee and volunteers will help the School produce promotional items to distribute at events.

As soon as is reasonable given the pending approval for this application, the School will announce its intended location.

ACA will open its application no later than November 1, 2025, and aims to hire a headmaster no later than November of the planning year, enabling him or her to lead both student and faculty recruiting efforts.

In addition to community events, ACA will hold special events for local pastors, daycare leaders, kindergarten parents, real estate agents and more during Fall 2026.

Though advertising efforts are continuous during the planning year, a significant push is planned for November through February, prior to the enrollment lottery. By the enrollment lottery in February 2026, ACA aims to secure 1,024 applications; at least two times the number of budgeted students for the 2026-2027 school year.

Following the enrollment lottery, marketing efforts shift to include focus on retention of existing interest through the school's opening in August 2026. Registration will begin in March 2026 and continue as long as the school has empty seats available. Before opening registration, ACA aims to secure 100% of seats accepted with waitlists of 25% capacity in every grade.

The parent audience will be split into two groups – registered and prospective. The wider community and prospective parents will still receive email marketing geared toward enrollment, including invitations to prospective parent information meetings and events. Registered parents will begin receiving a retention campaign focused on keeping parents engaged until the first day of school. This retention campaign includes campus-wide events and grade-level events during the summer to enable families to meet before school begins. From experience, ACA expects no less than 80% of registered students will attend.

Q204. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



Enrollment takes place at Ascent Classical Academy of Moore County ("ACAMC" or "School") without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws. Prior to enrollment, the School will engage in a variety of recruitment methods and marketing (as described in question 201) with the goal of reaching a diverse segment of the community, to ensure there is equal access to information about the school. Additionally, the School is targeting organizations and groups that represent and serve disadvantaged communities to ensure this option is known to a diverse community. Examples include the non-English programs at Saint Juan Diego-Robbins Catholic Church, Grace in the Park, Christ Community Church, Vietnamese Baptist Church, Un Poco Spanish Immersion Program at Our Savior Lutheran Church, and Sonshine Learning Center at First Baptist Church.

Q205. What established community organizations would you target for marketing and recruitment?

Members of the local committee and the proposed management partner Ascent Classical Academies (ACA) will continue reaching out to local organizations including:

- Local daycare and preschool programs
- Local libraries
- Local youth sports organizations including National Athletic Village and programs offered through local municipalities
- Moore County Literacy Council
- A.R.E. Group (Moore Buddies Mentoring)
- Sandhills Community Action Program
- Salvation Army of the Sandhills
- Boys and Girls Club of the Sandhills
- Rotary Clubs: Pinehurst, Southern Pines, The Sandhills, Carthage, Northern Moore
- Lions Clubs: North Moore, Aberdeen, Vass
- Moore County Chamber of Commerce
- Moore County Economic Development Partnership
- Junior League of Moore County
- Moms for Liberty – Moore Chapter
- Moore Republican Women
- Democratic Women of Moore County

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



Ascent Classical Academy of Moore County ("ACAMC" or "School") primarily communicates with parents through its school website, social media channels, email communications, community events, and print distribution.

Prior to registration, all subscribers will receive emails every 2-4 weeks to keep them informed about important deadlines and milestones in the School's opening progress.

Registered parents will receive communications every 1-2 weeks beginning in April 2026 to prepare them for the school's opening. The planning year retention campaign includes school-wide and grade-level events to offer parents an opportunity to meet the headmaster, staff, and other families.

Monthly parent information meetings, virtual and in-person, will be held in various locations across the target area to ensure families have equal opportunity to meet ACAMC staff and ask questions about the program. While most communication methods are digital, the School will also offer application and registration events where families may work with ACAMC staff to submit their forms or complete paper versions.

The School will also utilize press releases to share information with the wider public about the application opening, deadline to enter the enrollment lottery, and other important milestones.

Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

As mentioned in section 11.5, Ascent Classical Academy of Moore County ("ACAMC" or "School") respects the responsibility and right of parents to direct the education and upbringing of their children. To support this important partnership and develop a strong community of supporters, the School is open to and welcome parents, both as visitors and volunteers.

Studies demonstrate children whose parents are involved in their schools have greater achievement. While volunteering is not required, it is strongly encouraged. Volunteering may be done in many ways, including helping in the office, acting as a playground/recess/lunch monitor, or coaching.

Parents and guardians will be asked to read and agree to the Family Handbook during registration prior to each school year. The policies and guidelines outlined in the handbook serve as a cornerstone for setting expectations about the culture desired at ACAMC.

Additionally, parents, family members, and community members will be invited to engage with a School Accountability Committee ("SAC"), a volunteer advisory body responsible for monitoring academic progress, school safety, parent satisfaction, and providing other input to the school leader as needed. Since the governing board is expected to hold charters for multiple schools across North Carolina, the organization will seek directors from across the state who are aligned to the mission and vision and who have the experience and capacity to be effective directors. Parents, family members, and community members are welcome to seek appointment/election in one of the available seats.



Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Ascent Classical Academy of Moore County ("ACAMC" or "School") is committed to serving not only the families within its school community, but the wider community across Moore County.

In addition to monthly parent information meetings, the School will offer several programs for community members to visit campus and learn more about the program, including:

- School tours
- Free speaking events featuring experts in classical pedagogy, parenting, and more
- Invitations to fine arts performances and athletics events

Current parents are invited to plan, host, and attend the events above in addition to several other opportunities to engage in the school community:

- Volunteer opportunities to support in and out of the classroom, help with beautification projects, chaperone field trips, assist with special projects/events, and more
- Bi-annual surveys allow parents to provide anonymous feedback about their experience with the School
- Attend poetry recitations, fine arts performances, or award ceremonies each quarter
- Monthly events with headmaster
- Parent-teacher conferences each semester
- Faculty-led book clubs for parents and guardians

11.7. Admissions Policy

Q209.Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.



☒ Yes

☐ No

Q210. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Enrollment at Ascent Classical Academy of Moore County ("ACAMC" or "School") takes place without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws. The enrollment priorities and weighting described further in this section are in accordance with South Carolina code §115C-218.45.

The content-rich curriculum, instructional style, and culture at ACAMC contribute to creating a learning environment where children with various needs and backgrounds can thrive. To attract and serve families not otherwise served with quality education options, the School offers a weighted lottery, where students eligible for the Free and/or Reduced Lunch (FRL) program are given a weight within their lottery category. This is intended to increase the chances for FRL-eligible children to obtain an offer through the lottery. The Governing Board will set the weight of the preference based to student demographics.

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



Within the time limits and priorities described below, students shall be enrolled at Ascent Classical Academy of Moore County ("ACAMC" or "School") in two rounds.

First Enrollment Round (Lottery)

The First Enrollment Round will be conducted by random lottery consistent with all applicable laws and guidance.

Lottery Overview

In the event interest in a grade exceeds its capacity, enrollment is determined by a random lottery. All completed applications turned in by the deadline will be eligible for the lottery and are randomly selected. Should there be more lottery applicants than available seats, students are randomly assigned waitlist numbers. The School does not carry its enrollment list over from year to year and students not selected in the lottery will be eligible to reapply the following year.

Lottery Application Process

The headmaster will determine, based upon the total number of students currently enrolled, how many enrollment openings are available for each grade level. Class size may be approximately 25-32 students per class with two to four classes per grade, totaling 50 to 118 students per grade. Classes may be over-enrolled by two students per class to account for natural attrition.

Applications are processed online and any prospective families without online access may come to the school to apply or use a terminal at a public library. Parents may submit an application for their child anytime during the enrollment period for the appropriate grade level for their child and only for the upcoming school year. Only full-time students will be accepted.

Applications must be complete and submitted by the deadline listed on the school's website. Applications received after the deadline will be added to the end of the waitlist in the order they are received.

Lottery Mechanics

When the number of eligible applicants exceeds the space available in a particular grade to which admission is sought; a process of random selection shall be conducted. Random selection will occur when the priority list of applicants has been exhausted. The School's lottery is conducted considering the following priority statuses, as allowable by state statute: 1) Staff Preference; 2) Sibling/Household Preference; 3) Military Preference; and 4) All other applicants.

General Lottery

Once priority seats have been filled, the School holds a general lottery as previously referenced. The lottery will be held no later than the last day of February, and seats will be assigned randomly. At the conclusion of the lottery for each grade level, applicants will be ordered on a waitlist for each grade. If there are fewer spots than the number of applicants, then applicants will receive an offer for enrollment in the order in which their applications were received.



Second Round Enrollment

The Second Round Enrollment period opens as soon as the First Round is closed to new applications. Applicants applying in the Second Round will be offered open seats or placed on a waitlist on a first-come, first-served basis, after the First Round lottery is conducted and waitlists are established.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

Ascent Classical Academy of Moore County's enrollment and lottery policies adhere to state statute §115C-218.45. The governing board or North Carolina Classical Charter Schools reserves the right to make changes according to federal, state, and local law.

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



Time Frame and Public Notice

The First-Round application period will take place from October through February. Grade-level lists will be compiled no later than the second Monday following the close of the First-Round application deadline. Once a name is drawn, the parents will be notified via email and given 96 hours to accept or decline the seat.

This offer is only for the grade level the parents applied to for their child. If the parents cannot be contacted because they failed to make notification changes in their email or phone number, they shall be removed from the lottery pool.

If a parent declines an opening offered to their child, that child's name is withdrawn from the application pool and the parents may choose to reapply at a later date.

If a student is offered a seat after August 1, the parent must respond within 48 hours or that child's name is withdrawn from the application pool. Parents may choose to reapply to be put back into the applicant pool.

Openings at the School will be advertised at school information meetings, on websites, public newsletters, and posted in schools. ACAMC does not discriminate in recruiting and will reach out broadly to the entire community, including households that do not speak English as a primary language, students with disabilities, and other underserved groups to inform of early enrollment list availability. While the School is unable to request demographic data in applications, it will strive to ensure its marketing efforts are broad in order to reflect the demographics of the local school district and nearby schools.

Lottery Priorities

The School's lottery is conducted considering a number of different priority statuses.

- **Priority 1: Staff Preference:** Children or grandchildren of persons employed full time by the School, board of directors, or EMO/CMO will receive priority for admission. These children will be allowed to remain in the school regardless of whether or not the parent/guardian remains employed by the school. The total number of students enrolled under the Staff preference combined will not exceed 15% of the school's population. If there are fewer spots than the number of priority applicants, then a separate lottery is held for these applicants with priority status. Any student falling under the Staff preference who is not eligible for priority due to exceeding the 15% threshold, will be designated to the next highest applicable priority level.
- **Priority 2: Sibling/Household Preference:** It is the intent of ACAMC to support whole families and create a cohesive and inclusive school community. Siblings of enrolled students will receive priority for admission if their applications are received by the designated deadline. Families may also apply for household priority. Household priority is given when a child, who is not a sibling, lives with a currently enrolled or admitted family. In this situation, custody papers or other legal documentation must be provided to claim priority. Siblings of multiples, such as twins or triplets, will be grouped together within their respective priority category.
- **Priority 3: Military Preference:** ACAMC allows a preference to children whose parent or guardian is on active military duty.



- Priority 4: All other applicants.

Enrollment Deadline

The School will only accept new students after with approval of the campus headmaster.

Re-Enrollment for Current Students

Families with children currently attending the school do not need to enter the lottery each year but they must do two things to secure their seat for the following year.

Each December parents or guardians of students currently enrolled in the school will receive a form asking if they are planning on returning the following year and if so, how many children they would like to reenroll. This information helps determine how many seats are available for the lottery. Failure to return the forms by the deadline may result in the loss of a student's seat for the following year. This step is NOT the registration for the following school year. Additional steps must be taken to secure a seat for the following year.

All currently enrolled students must be re-registered between March 1 and June 30 for the next school year. A student is not fully registered until this step is complete.

The School will notify currently enrolled families of the registration process via e-mail and in writing via the school newsletter at the end of each school year. School staff will offer several reminders via e-mail. The school is not required to make individual reminder calls.

It is the sole responsibility of the parent or guardian to keep his or her e-mail and phone numbers updated as well as follow the registration process and meet the required deadlines. If a parent or guardian fails to make the deadline and fails to notify the admissions director, the seat will be offered to the next person on the waitlist. The parent or guardian may choose to have the student's name added to the bottom of the waitlist.

Grounds for Denial of Admission

Subject to the school's responsibilities under applicable federal, state and local laws, the following will constitute grounds for denial of admission to the school:

1. Failure to meet an age requirement. Kindergarten students must be 5 years old by September 1. Six-year-olds will be placed in first grade absent extenuating circumstances.
2. Having been expelled from any school district in the preceding twelve months.
3. Failure to comply with state immunization laws, including providing documentation of an exemption.
4. Falsification of application or enrollment documents.

Complete Registration Process

After being offered a seat at the school, parents or guardians will be required to complete additional steps to complete their registration, including notifying their current school of their acceptance of a seat at the School and authorizing their child's records be transferred to the School.



This deadline will be established by the headmaster, or designee, and communicated to parents or guardians. If parents or guardians do not inform their previous school and authorize the release of their child's records by the deadline, they may forfeit their seat, and it will be offered to the next child on the waitlist.

North Carolina Classical Charter Schools retains ownership of its Enrollment Policy and may update it as needed, to include ensuring compliance with federal grant guidelines. The policy will include strict prohibitions on discrimination and meet all applicable laws.

References to "parents" in this policy also apply to legal guardians.

Pre-Admission Activities

Once a parent/guardian has accepted a seat at the School, they will be required to complete registration before attendance. Among other information, the registration packet requests parents to provide the state-required information to confirm a student's age, residency, immunization records, grade level, and more. ACAMC requires families to agree to its Family Handbook during registration which details the policies included in this application.

Withdrawals and Transfers

Families who withdraw a student will be asked to complete a Withdrawal Survey for the school to collect and analyze data regarding withdrawals. Ascent Classical Academy of Moore County will provide all relevant and required documents to the student's new school within five business days of receiving a transfer form from the child's new school. If a family chooses to later re-apply to ACAMC after a withdrawal, they must complete a new application and participate in the lottery process again.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q215. Explanation (optional):

Section



Nicky Niewinski

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Professional development outlined in this section does not seem to align with the submitted school calendar. The organizational chart seems to indicate the headmaster is a direct report to the Executive Director/Superintendent yet is evaluated by the board. It does not appear the Executive Director/Superintendent is evaluated by anyone. May need to consider adjusting this or clarifying the structure.



12. Operations

12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Ascent Classical Academy of Moore County understands that transportation can be a barrier to some families who wish to attend the school. While ACAMC does not expect to offer transportation in its first several years, it will work to connect and facilitate options for families.

The school may engage with platforms like GoTogether, allowing our families to leverage technology in organizing carpools and walk groups. School administration approves who has access to the platform, ensuring that only parents and authorized guardians can arrange pooling options.

The school will continue surveying families currently attending and those interested in attending the school to determine what transportation options are best for families. ACAMC will continue looking at where families are coming from and identify concentrations of families to continually assess its capacity to expand options and add other services.

12.2. School Lunch Plan

Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision,



describe the methodology the school will use to determine eligibility.

Ascent Classical Academy of Moore County recognizes the many benefits of offering a healthy lunch to students. Not only does it improve academic performance, but a good lunch can also reduce absenteeism due to hunger or illness. ACAMC will not participate in the federal Child Nutrition Program. Other Ascent Classical Academies schools have engaged with private caterers to provide nutritious lunches to students at the school. ACAMC expects to take this same approach. As with other ACA schools in alignment with policy, the school intends to support students eligible for the free-and-reduced lunch program with financial assistance for meals at school.

12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q218. Attach Appendix L: Insurance Quotes

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/24/2025**
by **Derec Shuler Shuler**

12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in



G.S. 115C 218.75.

Q220. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Please refer to the attachment for ACAMC's start-up plan.

Applicant Evidence :



Q.221 ACAMC New Sch...

Uploaded on **4/25/2025**

by **Amy Willis**

Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



The Board realizes that starting a new charter school requires a lot of planning, hard work, and perseverance. It expects the major challenges to include start-up funding and hiring a qualified Headmaster.

Ascent Classical Academies ("ACA"), the charter management organization, will work closely with the Board and steering committee to secure private funds, grants, or a line of credit to cover expected start-up costs including, but not limited to, the headmaster salary, marketing and outreach expenses, furniture/curriculum/technology orders, and contracted vendors.

As North Carolina does not offer a state-level charter school grant, ACA will apply for the federal CSP CMO grant in the next cycle. If the school is awarded grant funding or secures adequate private funding, ACA intends to hire the headmaster early in the planning year. The organization has experience sourcing school leader candidates and providing adequate training to ensure the academic program is implemented consistently and the school meets all compliance and operations requirements.

12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



ACAMC has a signed letter of intent on a parcel of land in Moore County. The plan is to purchase this parcel and install modular buildings on the site, as the school builds up its enrollment and constructs permanent buildings.

The school has engaged an owner's representation firm, LCK, Inc, based in the Carolinas with an office nearby in Charlotte. LCK manages approximately \$1 billion in projects annually and have extensive experience with K-12 charter school. LCK has expertise in site due diligence and acquisition, approvals and permitting, team procurement, and project oversight. LCK will lead the process to successfully open the school in the fall of 2026.

The timeline to complete the campus project assumes a charter approval by September of 2025. Major milestones to complete the project by July 2026 include:

- Completion of the land purchase - Q3, 2025
- Procurement of the civil engineering and architectural team – Q3, 2025
- Site design and cost estimating – Q4, 2025
- Zoning, planning, and permitting – late Q1, 2026
- Construction – Q2/Q3, 2026
- Final inspection and certificate of occupancy – July 2026

These dates have been included in the school's start-up plan provided in section 12.5. ACA has been in contact with a manufacturer of modular buildings that meet educational use code requirements and prospective units are currently available in North Carolina. All facilities will meet code requirements, to include ADA.

Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



The school proposes to build a new school campus on a 16 acres site for which it has a signed letter of intent. The school will be built in two or three phases using a program plan developed with an architect meeting the expected enrollment plan.

The first phase will handle the maximum number of students the school intends to enroll in Year 3, 640 students. The current facility plan includes 75 square feet per student which includes instructional, administration, support, and circulation spaces. The Phase 1 capacity is 48,000 square feet, broken down as follows:

- General classrooms - 16 at 800-850 square feet
- Two art rooms
- Two music rooms
- 1 wet science lab
- Cafeteria/multi-purpose space
- Student services spaces with offices and small break out rooms
- Administrative spaces
- Gym
- Storage

The school will have an outdoor play space available in Phase I.

Phase II will be completed for Year 4 of the school and built to handle the full capacity of 832 students at 62,400 square feet.

A detailed program plan for Phase I and Phase II is available for review. Depending on market conditions and costs, the school may break down Phase II described here into Phases II and III.



Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

The facility needs for the campus are included in the Question 224. The school has a program plan for its complete build out in permanent buildings, to be completed no later than a Phase III.

The spaces needed on opening or in Phase II, include:

- General classrooms - 16 at 800-850 square feet
- Two art rooms
- Two music rooms
- 1 wet science lab
- Cafeteria/multi-purpose space
- Student services spaces with offices and small break out rooms
- Administrative spaces
- Gym
- Storage

Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

Construction costs continue to fluctuate and increase, along with the cost of financing. Newly built facilities meeting educational occupancy codes now exceed \$300 per square foot in many markets. The school is proposing to open in modular units that may be purchased or leased (this is still to be determined based on a number of factors to be considered in the due diligence phase).

The school has included 20% of operating revenue for facility costs. The year over year costs will be structured in a way to make the project affordable for the school as it builds its enrollment.

Q227. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.



In the event the school requires a temporary option, such as church (which is typically close to E-occupancy code requirements), the school will consider any code required upgrades and tenant improvement costs in negotiating a lease. The school is currently working to identify actual contingency locations at this time.

The school will also consider the need to change its enrollment plan, program, and grade configuration to fit in the allowable space, keeping the state informed in case a contract amendment or approvals are required. Specific changes will depend on the temporary space though the ACA team is able to adjust the program accordingly.

The school will ensure the facility meets all codes to obtain the required certificate of occupancy.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Members of the board bring a wide range of executive experience, to include project management. Since the board is responsible for governing and oversight to ensure the facility acquisition and development is done to open the campus in the fall of 2026, it has hired ACA to assist in this work. ACA has been working to put together the facility project team as described in previous section. The board will actively monitor the progress of the project and receive reports from ACA and the owner's representative engaged for the project. ACA will also be contingency planning to create backup options in the community as part of the board's risk management.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
☐ No

Q230. Explanation (optional):

Section



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

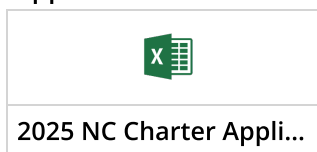
Q230.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

This question is not applicable as the budget does not include non-public revenue. The school does intend to apply for the CSP and conduct fundraising, that is not reflected in the budget.

Q231.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use: Excel 2021 or later (PC and Mac) Excel for Microsoft 365 Subscriptions (PC and Mac Versions) Excel Online"**

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Applicant Evidence :



Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

13.2. Budget Narrative



Please include additional information that explains the assumptions used in the 5-year budget.

Q233. How was the student enrollment number projected?

The student enrollment was determined by considering the size of the community, the amount of interest in the school, the availability of similar options, and the percentage of students attending charter schools. Having interest at 50% of intended enrollment 12 months out is considered a positive milestone. ACAMC currently has over 100% interest more than 16 months from the intended opening. The expected growth and size of this campus is a smaller model for an ACA K-12 campus.

ACA uses a maximum class size of 32 students per class, a size that staff handle well due to the use of direct instruction and focus on an orderly environment. When fully built out, there will be two sections per grade, or 64 students across 13 grades, K-12.

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Detailed information on community interest and outreach are included in this application. ACAMC believes there is demand for this campus and it will meet enrollment projections based on the size of the community, the amount of interest in the school, the lack of availability of similar options, waitlists for other schools of choice in the area, and the percentage of students attending charter schools. The current interest in the school is also a positive factor. Based on ACA's experience, when the charter is approved, a location is announced, and a headmaster is announced, the school will see jumps in interest and solidifying parent commitment.

Q235. Provide the break-even point of student enrollment.

The school is able to operate with as few as 200 students. Enrollment this low would result in many changes in the school and operations that are discussed in Question 236. This is not a desired scenario and the school will work to solidify its enrollment as early as possible.

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



The school has many options to address lower enrollment to ensure it operates with a balanced budget. The first year is usually the greatest unknown with subsequent years being more stable and aligned to projections. As the school gets closer to beginning each school year, the administration will know its likely enrollment. The school is able to adjust its section configuration and staffing earlier in the year. These are the most effective changes the school can make. The school will reduce spending and spread out its purchases along with renegotiating agreements with vendors that are priced based on student count.

ACA, the CMO, is very invested in the success of the campus and will be flexible on how it collects its management fee, and may also offer a line of credit at commercially reasonable terms, with the consent of the board. ACA has other partners in the charter finance space who may be resources for additional support as a last resort.

In the event earned revenues are not received when anticipated, the school will carefully manage its cashflow. Depending on the circumstance, a late payment from another government entity may be good security to obtain a short-term line of credit.

Q237. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The financial model included in the application does not include any non-state, county, or local revenue. The school does intend to apply for a CSP grant and the CMO will also apply for a CSP developer grant to benefit this campus.

One of the members of the local steering committee has a background in development in the community and the school intends to organize campaigns for capital and operational fund raising and support via the Ascent Classical Foundation. ACA may also be willing to extend a line of credit to the school to help with any unexpected needs. These opportunities are not included in the financial model and will be additional revenue for the school.

Q238. Provide the student to teacher ratio that the budget is built on.

The school model is built on a maximum of 32 students in a class with a shared teacher's assistant in grades K-3. Based on experience with the direct instruction model and the focus on classroom order and discipline, this is manageable configuration. The overall student to staff ratio is approximately 15:1 across the grades. The school also welcomes parent volunteer in the school to help teachers. The school will meet any required ratios.

Q239. Describe the board's individual and collective qualifications and capacity for



implementing the financial plan successfully.

Members of the founding board have backgrounds and experience in business, executive management and leadership, finance, education, law, politics, and nonprofit management. These individual skills are helpful to increase the capacity and experience of the board, to help ensure the smooth opening, operations, and success of the charter school. As an experienced group of individuals responsible for implementing the program described in this application, the board has decided to engage ACA, an experienced charter operator that had implemented this program, to help navigate and provide additional expert assistance needed for the success of the school.

Mark Dillion is a retired Air Force general officer, who has also worked mentoring classical charter school leaders across the United States. Mr. Dillon has been responsible for managing and overseeing large budgets. Mr. Chris Owens and Mrs. Carolina Kelly have both worked in secondary schools, as teachers, administrators, and board members. Mrs. Mestelle has a business background and has been involved in financial management as well. ACA brings systems and partners to help increase the leadership and governance capacity of the school and board. As mentioned, several members of the board have experience in schools and are able to provide financial oversight of the program, to ensure students are growing and meeting expectations, as well as making progress toward the mission and vision of the campus.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

This scenario is always a big unknown until the last minute, since the school does not screen or review any special needs before offering students a seat in the school. Students with high needs can have a big impact on the budget. The school will work to establish a special education reserve in the early years to be able to provide for students with higher needs. The school will also work with the state to ensure it's maximizing its IDEA funding. The school will work to establish access to a line of credit to fund unexpected needs and otherwise adjust its spending across budget categories to meet its obligations.



Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The school will work with ACA to handle its business operations and financial management. The school has already established this partnership, with details described in the CMO section of this application. The governing board will engage an auditor independently of ACA, who will be selected by the board via a request of proposal.

The board will actively monitor the financial management of the school by adopting financial policies that ACA will follow, having an active finance committee that reviews detailed financial information, to include account statements and transactions. The board will receive a financial report at their meetings, that include a dashboard with key metrics. The board may assess the performance of ACA as a partner to ensure they are following policies and meeting compliance obligations.

Q242.Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

The school intends to contract for various services, to include exceptional children instructional support and custodial services. The school will follow the procurement policies adopted by the board, that include spending thresholds and various approval authorities, and differences in procurement when using federal funds.

Depending on the expected value of a contracted service, the school will either contact several vendors for quotes for services or issue an RFP, that will be posted on its website and sent to recommended vendors (various charter associations have recommended vendors that are a useful starting point).

The school will evaluate the services available from responsive vendors and the cost of those services. A decision will be made based on the scope of services and pricing by the appropriate spending authority, which includes the headmaster, ACA staff, or board.

Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The budget model is based on experience and assumptions from other ACA classical charter schools and aligned to the mission and academic program offered by the school. ACA commits significant resources to professional development in the components of its academic program, to include training in Literacy Essentials, Singapore Math, Core Knowledge, Institute of Excellence in Writing, and Socratic discussion from Cana. The budget reflects training and material procured from these vendors and classroom furniture more suitable for direct instruction or Socratic instruction, depending on the grade level.

At startup, the budget does not include the operation of a transportation program, due to resource constraints. However, see the transportation plan on how the school will support the transportation needs of families.

While the exact costs of the facility is not yet known, the budget includes 20% of revenue as the expected cost. Best practice metrics for facilities are 15-18% of revenue, though this guideline has been increasingly difficult to achieve in the opening years of a new school due to market cost increases and interest rates.

Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The school aims to build up its cash reserves to have 90 to 120 days cash on hand. This is a prudent goal, aligned to S&P and Moody's rating guidance, that will help the school obtain financing for future phases of its facility build-out and provide a cushion for any unexpected events.

The school will achieve this goal by budgeting conservatively. The first year is the highest risk year, though the school will aim to have at least 3% of expenditures as its ending fund balance. The school will aggressively work to build up its fund balance early to be in a better position to build out its campus.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The school will look to a developer or funder to finance its opening campus. ACA will be working to source financing for a land purchase. The school will also look for working capital as part of any facility financing. The expected facility structure will be for the school to lease its facilities from a nonprofit building entity using the credit of the school.

Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

The school is not currently expecting any assets from other sources though may have options from other ACA campuses. These assets are not incorporated in the budget, so are not applicable at this time.

13.3. Financial Compliance



Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

NCCCS has financial policies that have been vetted by charter school auditors that address internal controls, segregation of duties, asset protection, and accurate record keeping. The school and ACA are required to follow these policies, which will be overseen by the board and finance committee. Controls will be tested annually during the audit as well.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are no known related party transactions.

Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

The school does not yet have an auditor and has not yet investigated potential firms. The NCCCS board will issue a request for proposal (RFP) for bids. The RFP will be posted on the school website and will also be sent to firms recommended by partners in the NC charter community.

13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q250. Explanation (optional):

Section



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.

Comments :




14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 2

Resources



2025 Charter School R...

Applicant Evidence :



2025 NCCCS Charter S...

Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

Section



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☒ Yes

☐ No

Q254. Give the name of the third-party person or group:

Ascent Classical Academies

Q255. Fees provided to the third-party person or group:

None

Section



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

☒ I understand

Resources



2025 Payment Form.pdf

Section



Nicky Niewinski

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Signature Page.docx

Applicant Evidence :



NCCCS Signature Page...

Uploaded on **4/25/2025**
by **Derec Shuler Shuler**

Q258. Board chair, please digitally sign your application here.
Signature

Section



Nicky Niewinski

Ratings

Exceeds
the
Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.

Final Status

☐ Reject ☐ Approve

Approver Comments

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	K-8		512
Year 2	K-9		576
Year 3	K-10		640
Year 4	K-11		704
Year 5	K-12		768

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

Year 5

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	5	1%
Asian	5	1%
Black or African American	77	15%
Hispanic	77	15%
Native HI or Pacific Islander	0	0%
Two or More Races	31	6%
White	317	62%
EDS Subgroups		
Economically Disadvantaged Students	154	30%
Students with Disabilities	10	2%
English Language Learners	20	4%
Students Experiencing Homelessness	10	2%
Total number of students:	512	

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Ascent Classical Academies North Carolina.

2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Derec Shuler.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 180 Kidder Lane

City: Hendersonville State: NC Zip Code: 28792-0461 County: Henderson

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>Ascent Classical Academies</u>	<u>619 12th St, #1490 Golden CO, 80401-1108 United States</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. ☒ The corporation will have members.

b. ☐ The corporation will not have members.

7. ☒ Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. ☒ Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (720) 728-6300

Number and Street: 180 Kidder Lane

City: Hendersonville State: NC Zip Code: 28792-0461 County: Henderson

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 20th day of April, 2024.

Ascent Classical Academies0
Incorporator Business Entity Name

Derec Shuler
Signature of Incorporator

Derec Shuler Executive Director
Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☐ Charitable
- ☒ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**STATE OF NORTH CAROLINA
DEPARTMENT OF THE SECRETARY OF STATE**

**STATEMENT OF CHANGE OF REGISTERED
OFFICE AND/OR REGISTERED AGENT**

Pursuant to §55D-31 of the General Statutes of North Carolina, the undersigned entity submits the following for the purpose of changing its registered office and/or registered agent in the State of North Carolina.

INFORMATION CURRENTLY ON FILE

The name of the entity is: Ascent Classical Academies North Carolina

The street address and county of the entity's registered office currently on file is:

Number and Street: 180 Kidder Lane

City: Hendersonville State: NC Zip Code: 28792-0461 County: Henderson

The mailing address *if different from the street address* of the registered office currently on file is:

Number and Street: 180 Kidder Lane

City: Hendersonville State: NC Zip Code: 28792-0461 County: Henderson

The name of the current registered agent is: Derec Shuler

NEW INFORMATION

1. The street address and county of the new registered office of the entity is:
(complete this item only if the address of the registered office is being changed)

Number and Street: 4030 Wake Forest Rd Ste 349

City: Raleigh State: NC Zip Code: 27609 County: Wake

2. The mailing address *if different from the street address* of the new registered office is:
(complete this item only if the address of the registered office is being changed)

Number and Street: 4030 Wake Forest Rd Ste 349

City: Raleigh State: NC Zip Code: 27609 County: Wake

3. The name of the new registered agent and the new agent's consent to appointment appears below:
(complete this item only if the name of the registered agent is being changed)

NC Registered Agent LLC (2047868)

Verified via email

Type or Print Name of New Agent

** Signature & Title*

4. The address of the entity's registered office and the address of the business office of its registered agent, as changed, will be identical.

5. This statement will be effective upon filing, unless a date and/or time is specified: _____

This is the 17 day of April, 2025.

Ascent Classical Academies North Carolina

Entity Name

Derec Shuler

Signature

Derec Shuler - CEO

Notes: Filing fee is \$5.00. This document must be filed with the Secretary of State.

Type or Print Name and Title

* Instead of signing here, the new registered agent may sign a separate written consent to the appointment, which must be attached to this statement.

BUSINESS REGISTRATION DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

Revised July 2017

Form BE-06

State of North Carolina
Department of the Secretary of State

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

SOSID: 2830555
Date Filed: 4/21/2025 8:32:00 AM
Effective: 7/1/2024
Elaine F. Marshall
North Carolina Secretary of State
C2025 108 01290

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Ascent Classical Academies North Carolina

2. The text of each amendment adopted and date adopted is as follows (*state below or attach*):

The name of the Corporation shall be changed to "North Carolina Classical Charter Schools, Inc." Date amendment was adopted 7/1/2024

3. (*Check a, b, and/or c, as applicable*)

a. ☐ The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*)

b. ☒ The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. ☐ Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

4. These articles will be effective upon filing, unless a date and/or time is specified: 7/1/2024

This the 18 day of April, 2025.

Ascent Classical Academies North Carolina

Name of Corporation

Derec Shuler

Signature

Derec Shuler - Executive Director

Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

**REVISED BYLAWS
OF
NORTH CAROLINA CLASSICAL CHARTER SCHOOLS**

Revised Effective April 18, 2025

BYLAWS
OF
NORTH CAROLINA CLASSICAL CHARTER SCHOOLS

ARTICLE I.

OFFICES

Section 1.1 Business Offices. The initial principal office of North Carolina Classical Charter Schools (the “Corporation”) shall be as stated in the articles of incorporation. The Corporation may at any time and from time to time change the location of its principal office. The Corporation may have such other offices, either within or outside North Carolina, as the governing Board (the “Board”) may designate or as the affairs of the corporation may require from time to time.

Section 1.2 Registered Office. The registered office required by the North Carolina Nonprofit Corporation Act (the “Nonprofit Act”) to be maintained in North Carolina may be changed from time to time by the Board or by the officers of the Corporation, or to the extent permitted by the Nonprofit Act by the registered agent of the Corporation, provided in all cases that the street addresses of the registered office and of the business office or home of the registered agent of the Corporation are identical

ARTICLE II.

MEMBERS

Section 2.1 Members. The sole member of the Corporation shall be Ascent Classical Foundation (the “Member”).

Section 2.2 Rights of Sole Member. Notwithstanding any other provision herein and subject to any conditions or restrictions set forth in law or in any charter contract(s) for the operation of a charter school, the Member shall have the following rights to the extent consistent with applicable law:

(a) The Member shall have the right to approve any amendments to these Bylaws or the Articles of Incorporation that are proposed by the Board, which approval right shall not be unreasonably withheld.

(b) The Member shall have the authority to approve the directors selected to serve on the Board as set forth in Article III and to nominate an alternative to any director that it does not approve.

(c) The Member shall have the right to remove any director upon a majority vote of the Member, in the event that prior written notice is provided to the Corporation by the Member that such director has acted inconsistently with the mission and vision of the Corporation, and after such director has been given a prior opportunity to refute the claim at a

meeting of the Member. The Member also shall have the right to nominate and individual to fill the seat of the director removed.

(d) The Member shall have the right to approve any decision by the Board regarding the disposition of all or substantially all of the Corporation's assets or of one or more charter schools operated by the Corporation, any merger and its principal terms and any amendment of those terms, and any election to dissolve the Corporation.

(e) The Member shall have the right to inspect and copy records of the Corporation.

Section 2.3 Approval of Actions. If the Member has the right to or is required to approve an action of the Corporation, as provided herein, the Member shall evidence its approval by a written certification stating that the Member approved the action. The action will not be considered approved until the Member's written approval certification is received by the Corporation.

Section 2.4 Annual Meeting. An annual meeting of the Member shall be held annually for the purpose of appointing directors and for the transaction of such other business as may properly come before the meeting. If the day fixed for the annual meeting shall be a legal holiday in the State of North Carolina, such meeting shall be held on the next succeeding business day. If the appointment of directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the appointment shall be held at a special meeting of the Member as soon thereafter as conveniently may be.

Section 2.5 Special Meetings. Special meetings of the Member may be called by the chair of the Board.

Section 2.6 Place of Meeting. The Board may designate any place, either within or without the State of North Carolina, as the place of meeting for any annual meeting or for any special meeting called by the Board. If no designation is made or if a special meeting be otherwise called, the place of meeting shall be the registered office of the Corporation in the State of North Carolina; but if the Member shall meet at any time and place, either within or without the State of North Carolina, and consent to the holding of a meeting, such meeting shall be valid without call or notice, and at such meeting any corporate action may be taken.

Section 2.7 Notice of Meetings. Notice of any special meeting of the Member stating the date, time and place of the meeting shall be given at the Member's business or residential address at least five days prior thereto by the mailing of written notice by first class, certified or registered mail, or at least twenty four hours prior thereto by personal delivery or private carrier of written notice or by telephone, facsimile, electronic transmission, e-mail, or any other form of wire or wireless communication (and the method of notice need not be the same as to each director). Written notice, if in a comprehensible form, is effective at the earliest of: (i) the date received; (ii) five days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed; and (iii) the date shown on the return receipt, if mailed by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee. Oral notice is effective when communicated in a

comprehensible manner. If transmitted by facsimile, electronic transmission, e-mail, or other form of wire or wireless communication, notice shall be deemed to be given when the transmission is complete.

Section 2.8 Informal Action by Member. Any action required by law to be taken at a meeting of the Member, or any action which may be taken at a meeting of the Member, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Member entitled to vote with respect to the subject matter thereof.

Section 2.9 Quorum. The Member holding one-tenth of the votes which may be cast at any meeting shall constitute a quorum at such meeting. If a quorum is not present at any meeting of Member, a majority of the Member present may adjourn the meeting from time to time without further notice.

Section 2.10 Proxies. No Member may vote or act by proxy at any meeting of the Member(s).

Section 2.11 Manner of Acting. A majority of the votes entitled to be cast on a matter to be voted upon by the Member present or represented by proxy at a meeting at which a quorum is present shall be necessary for the adoption thereof unless a greater proportion is required by law or by these bylaws.

ARTICLE III.

GOVERNING BOARD

Section 3.1 General Powers. Except as otherwise provided in the North Carolina Charter School Act of 1996 (the "Act"), the Nonprofit Act, the articles of incorporation or these bylaws, and as otherwise specified herein, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed by, its Board.

Section 3.2 Qualifications, Number, Classification, Election and Tenure.

(a) Qualifications. Qualifications for board membership shall include but not be limited to: (i) enthusiasm for the Corporation, its mission, and conviction in its purpose; (ii) commitment to professional development; (iii) special skills to address specific needs of the charter schools operated by the Corporation; (iv) willingness to accept and support decisions democratically made; and (v) ability to represent the charter schools operated by the Corporation and classical education to the community.

(b) Number. The number of initial directors of the Corporation shall be three. The number of directors shall never be fewer than three nor more than eleven, as determined by the Board, in accordance with the Act, from time to time. Any action of the Board to change the number of directors or the manner of their appointment, whether expressly by resolution or by implication through the election of additional directors, shall constitute an

amendment of these bylaws changing the number of directors, provided such action otherwise satisfies the requirements for amending these bylaws as provided in the North Carolina Nonprofit Corporation Act, the Act, the articles of incorporation, or these bylaws.

(c) Classification. At the first meeting of the Board, classification of the directors shall be made by dividing them into three classes, each class to be as nearly equal in number as possible. The term of office of the directors of the first class shall expire at the end of the first annual meeting of the Board held after such classification. The term of office of the directors of the second class shall expire at the end of the second annual meeting of the Board thereafter. The term of office of the directors of the third class shall expire at the end of the third annual meeting of the Board thereafter. Except as set forth in this Section 3.2(c), the term of each director shall be three years.

(d) Appointment and Tenure. At each annual meeting of the directors after the classification described in Section 3.2(c), the directors of the Board shall be selected, in accordance with these Bylaws and applicable law, to hold office until the end of the third succeeding annual meeting. Each director selected shall hold office until such director's term expires and thereafter until such director's successor shall have been selected and qualified, or until such director's earlier death, resignation or removal. Directors may be selected for an unlimited number of terms.

(e) In addition to the directors selected pursuant to this Article III, as long as the Corporation maintains a relationship with Ascent Classical Academies or another education service provider, Ascent Classical Academies or such education service provider may appoint one additional, non-voting director, to the Board.

Section 3.3 Resignation; Removal; Vacancies. Any director may resign at any time by giving written notice to the chairman or to the secretary of the Corporation. A director's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A director shall be deemed to have resigned in the event of such director's incapacity as determined by a court of competent jurisdiction. Any director may be removed at any time, with or without cause, by the affirmative vote of two-thirds of the other directors then in office or by the Member pursuant to Section 2.2. In the event a director has two unexcused absences from two regular meetings of the Board in a fiscal year, they may be removed by majority vote of the other directors then in office. Any such vacancy shall be filled pursuant to the process by which the departing director was selected for the unexpired term of such director's predecessor in office. A vacancy that will occur at a specified later date may be filled before the vacancy occurs, but the new director may not take office until the vacancy occurs.

Section 3.4 Regular Meetings. A regular annual meeting of the Board shall be held at the time and place within North Carolina, as determined by the Board, for the purpose of the transaction of such business as may come before the meeting. The Board may provide by resolution the time and place within North Carolina, for the holding of additional regular meetings. The Board will attempt to hold the annual meeting around the same time each year.

Section 3.5 Special Meetings. Special meetings of the Board may be called by or at the request of the chairman, executive director of a contracted education service provider, or any three directors. The person or persons authorized to call special meetings of the Board may fix the time and place within North Carolina, for holding any special meeting of the Board called by them.

Section 3.6 Notice of Meetings. The Corporation shall notify all directors of meetings no less than five days prior to the holding of the meeting.

(a) Requirements. Notice of any special meeting of the Board stating the date, time and place of the meeting shall be given to each director at such director's business or residential address at least five days prior thereto by the mailing of written notice by first class, certified or registered mail, or at least twenty-four hours prior thereto by personal delivery or private carrier of written notice or by telephone, facsimile, electronic transmission, e-mail, or any other form of wire or wireless communication (and the method of notice need not be the same as to each director). Written notice, if in a comprehensible form, is effective at the earliest of: (i) the date received; (ii) five days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed; and (iii) the date shown on the return receipt, if mailed by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee. Oral notice is effective when communicated in a comprehensible manner. If transmitted by facsimile, electronic transmission, e-mail, or other form of wire or wireless communication, notice shall be deemed to be given when the transmission is complete.

(b) Waiver of Notice. A director may waive notice of any meeting before or after the time and date of the meeting stated in the notice. Except as otherwise provided in this Section 3.6(b), the waiver shall be in writing and signed by the director entitled to the notice. Such waiver shall be delivered to the Corporation for filing with the corporate records, but such delivery and filing shall not be conditions of the effectiveness of the waiver. A director's attendance at or participation in a meeting waives any required notice to that director of the meeting unless: (i) at the beginning of the meeting or promptly upon the director's later arrival, the director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and does not thereafter vote for or assent to action taken at the meeting; or (ii) if special notice was required of a particular purpose pursuant to the Act or these bylaws, the director objects to transacting business with respect to the purpose for which such special notice was required and does not thereafter vote for or assent to action taken at the meeting with respect to such purpose.

Section 3.7 Deemed Assent. A director of the Corporation who is present at a meeting of the Board when corporate action is taken is deemed to have assented to all action taken at the meeting unless (i) the director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting; or (ii) the director contemporaneously requests the director's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or (iii) the director causes written notice of the director's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before the adjournment thereof or by the Corporation promptly after the adjournment of

the meeting. Such right of dissension or abstention is not available to a director who votes in favor of the action taken.

Section 3.8 Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board, and the vote of a majority of the directors present in person at a meeting at which a quorum is present shall be the act of the Board, unless otherwise required by the Act, the articles of incorporation or these bylaws. If less than a quorum is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present.

Section 3.9 Voting by Proxy. No director may vote or act by proxy at any meeting of directors.

Section 3.10 Compensation. Directors shall not receive compensation for their services as such; however, by resolution of the Board, the reasonable expenses of directors of attendance at board meetings may be paid or reimbursed by the Corporation. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the corporation in any other capacity.

Section 3.11 Committees. By one or more resolutions adopted by the vote of a majority of the directors present in person at a meeting at which a quorum is present, the Board may designate from among its members one or more committees, each of which, to the extent provided in the resolution establishing such committee, shall have and may exercise specific delegated authority of the Board, except as prohibited by law. The delegation of authority to any committee shall not operate to relieve the Board or any member of the Board from any responsibility or standard of conduct imposed by law or these bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these bylaws or by law for the Board unless the board or the committee itself determines otherwise.

Section 3.12 Advisory Committees. The Board may from time to time form one or more advisory boards, committees, auxiliaries or other bodies composed of such members, having such rules of procedure, and having such chair, as the Board shall designate. The name, objectives and responsibilities of each such advisory board, and the rules and procedures for the conduct of its activities, shall be determined by the Board. An advisory board may provide such advice, service, and assistance to the Corporation, and carry out such duties and responsibilities for the Corporation as may be specified by the Board; except that, if any such committee or advisory board has one or more members thereof who are entitled to vote on committee matters and who are not then also directors, such committee or advisory board may not exercise any power or authority reserved to the Board by law, the articles of incorporation or these bylaws. Further, no advisory board shall have authority to incur any corporate expense or make any representation or commitment on behalf of the Corporation without the express approval of the Board or the chair of the Corporation.

Section 3.13 Meetings by Electronic Communication. Members of the Board or any committee thereof may participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may hear

each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

Section 3.14 Open Meetings. So long as the Corporation is operating one or more public charter school(s) in North Carolina, the Board shall conduct its meetings in compliance with the N.C. General Statutes §143-Article 33C et. seq. and any additional open meetings requirements.

Section 3.15 Informal Action by Directors. Any action required by law to be taken at a meeting of the directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing for the action so taken is signed by all the directors entitled to vote with respect to the subject matter thereof, to the extent permitted by applicable law.

ARTICLE IV.

OFFICERS AND AGENTS

Section 4.1 Designation and Qualifications. The officers of the Corporation shall be a chair, secretary and treasurer, appointed by the Member to the extent consistent with applicable law. Additional officers, including a vice-chair, an executive director, a controller, a public relations officer, assistant secretaries and assistant treasurers, also may be appointed, as considered necessary or useful. One person may hold more than one office at a time, except that no person shall hold simultaneously the offices of chair and vice-chair. No officer shall execute, acknowledge or verify any instrument in more than one capacity. Officers need not be directors of the Corporation. All officers must be natural persons who are twenty-one years of age or older.

Section 4.2 Election and Term of Office. The Member, shall appoint the officers at or in conjunction with its annual meeting. If the election and appointment of officers shall not be held at or in conjunction with such meeting, such election or appointment shall be held as soon as convenient thereafter. Each officer shall hold office from the end of the meeting at or in conjunction with which such officer was elected or appointed until such officer's successor shall have been duly elected or appointed and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 4.3 Compensation. The compensation, if any, of each officer shall be as determined from time to time by the Board, or by an officer or a committee to which such authority has been delegated by the Board. To the extent reasonably feasible, the person or persons determining compensation shall obtain data on the compensation of officers holding similar positions of authority within comparable organizations, shall set the compensation based on such data and an evaluation of the officer's performance and experience as related to the requirements of the position, and shall document the basis for the determination, including the comparison data used, the requirements of the position, and the evaluation of the officer's performance and experience. No officer shall be prevented from receiving a salary by reason of the fact that the officer is also a director of the Corporation. However, no payment of compensation (or payment or reimbursement of expenses) shall be made in any manner so as to

result in the imposition of any liability under either section 4941 or section 4958 of the Internal Revenue Code.

Section 4.4 Removal. Any officer or agent may be removed by the Member at any time, with or without cause, but removal shall not affect the contract rights, if any, of the person so removed. Election, appointment or designation of an officer or agent shall not itself create contract rights.

Section 4.5 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the Member and the chair of the Board. An officer's resignation shall take effect upon receipt of such notice unless the notice specifies a later effective date, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. An officer shall be deemed to have resigned in the event of such officer's incapacity as determined by a court of competent jurisdiction. A vacancy in any office, however occurring, may be filled by the Member, for the unexpired portion of the term. If a resignation is made effective at a later date, the Member may permit the officer to remain in office until the effective date and may fill the pending vacancy before the effective date with the provision that the successor does not take office until the effective date, or the Member may remove the officer at any time before the effective date and may fill the resulting vacancy.

Section 4.6 Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the Member, the chair, the Board or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

(a) Chair. The chair shall, subject to the direction and supervision of the Board: (i) preside at all meetings of the Board; (ii) see that all resolutions of the Board are carried into effect; and (iii) perform all other duties incident to the office of chair and as from time to time may be assigned to such office by the Board. The chair shall be an ex-officio member of all standing committees and may be designated chairperson of those committees by the Board.

(b) Vice-Chair. The vice-chair, if any, shall assist the chair and shall perform such duties as may be assigned by the chair or by the Board. The vice-chair shall, at the request of the chair, or in the chair's absence or inability or refusal to act, perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions on the chair.

(c) Secretary. The secretary shall (i) keep the minutes of the proceedings of the Board, the Member, and committees of the Board or the Members; (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (iii) be custodian of the corporate records and of the seal of the Corporation; and (iv) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to such office by the chair or by the Board. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.

(d) Treasurer. The treasurer shall (i) have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board; (ii) receive and give receipts and acquittances for moneys paid in on account of the Corporation, and pay out of the funds on hand all bills, payrolls and other just debts of the Corporation of whatever nature upon maturity; (iii) unless there is a controller, be the principal accounting officer of the Corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the Board statements of account showing the financial position of the Corporation and the results of its operations; (iv) monitor compliance with all requirements imposed on the Corporation as a tax-exempt organization described in section 501(c)(3) of the Internal Revenue Code; (v) upon request of the Board, make such reports to it as may be required at any time; and (vi) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to such office by the chair or the Board. Assistant treasurers, if any, shall have the same powers and duties, subject to the supervision by treasurer.

Section 4.7 Surety Bonds. The Board may require any officer or agent of the Corporation to execute to the Corporation a bond in such sums and with such sureties as shall be satisfactory to the Board, conditioned upon the faithful performance of such person's duties and for the restoration to the Corporation of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the Corporation.

ARTICLE V.

FIDUCIARY MATTERS

Section 5.1 Indemnification.

(a) Scope of Indemnification. The Corporation shall indemnify each director, officer, employee and volunteer of the Corporation to the fullest extent permissible under the laws of the State of North Carolina, and may in its discretion purchase insurance insuring its obligations hereunder or otherwise protecting the persons intended to be protected by this Section 5.1. The Corporation shall have the right, but shall not be obligated, to indemnify any agent of the Corporation not otherwise covered by this Section 5.1 to the fullest extent permissible under the laws of the State of North Carolina.

(b) Savings Clause; Limitation. If any provision of the Act or these bylaws dealing with indemnification shall be invalidated by any court on any ground, then the Corporation shall nevertheless indemnify each party otherwise entitled to indemnification hereunder to the fullest extent permitted by law or any applicable provision of the Act or these bylaws that shall not have been invalidated. Notwithstanding any other provision of these bylaws, the Corporation shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with the qualification of the Corporation as an organization described in section 501(c)(3) of the Internal Revenue Code, or

that would result in the imposition of any liability under either section 4941 or section 4958 of the Internal Revenue Code.

Section 5.2 General Standards of Conduct for Directors and Officers.

(a) Discharge of Duties. Each director shall discharge the director's duties as a director, including the director's duties as a member of a committee of the Board, and each officer with discretionary authority shall discharge the officer's duties under that authority (i) in good faith; (ii) with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and (iii) in a manner the director or officer reasonably believes to be in the best interests of the Corporation.

(b) Reliance on Information, Reports, Etc. In discharging duties, a director or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: (i) one or more officers or employees of the Corporation whom the director or officer reasonably believes to be reliable and competent in the matters presented; (ii) legal counsel, a public accountant or another person as to matters the director or officer reasonably believes are within such person's professional or expert competence; or (iii) in the case of a director, a committee of the Board of which the director is not a member if the director reasonably believes the committee merits confidence. A director or officer is not acting in good faith if the director or officer has knowledge concerning the matter in question that makes reliance otherwise permitted by this Section 5.2(b) unwarranted.

(c) Liability to Corporation. A director or officer shall not be liable as such to the Corporation for any action taken or omitted to be taken as a director or officer, as the case may be, if, in connection with such action or omission, the director or officer performed the duties of the position in compliance with this Section 5.2.

(d) Director Not Deemed to Be a "Trustee." A director, regardless of title, shall not be deemed to be a "trustee" within the meaning given that term by trust law with respect to the Corporation or with respect to any property held or administered by the Corporation including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

Section 5.3 Conflicts of Interest.

(a) Definition. A conflict of interest arises when any "responsible person" or any "party related to a responsible person" has an "interest adverse to the Corporation." A "responsible person" is any individual in a position to exercise substantial influence over the affairs of the Corporation, and specifically includes, without limitation, directors and officers of the Corporation. A "party related to a responsible person" includes his or her extended family (including spouse, ancestors, descendants and siblings, and their respective spouses and descendants), an estate or trust in which the responsible person or any member of his or her extended family has a beneficial interest or a fiduciary responsibility, or an entity in which the responsible person or any member of his or her extended family is a director, trustee or officer or has a financial interest. "An interest adverse to the Corporation" includes

any interest in any contract, transaction or other financial relationship with the Corporation, and any interest in an entity whose best interests may be impaired by the best interests of the Corporation including, without limitation, an entity providing any goods or services to or receiving any goods or services from the Corporation, an entity in which the Corporation has any business or financial interest, and an entity providing goods or services or performing activities similar to the goods or services or activities of the Corporation.

(b) Disclosure. If a responsible person is aware that the Corporation is about to enter into any transaction or make any decision involving a conflict of interest, (a “conflicting interest transaction”), such person shall: (i) immediately inform those charged with approving the conflicting interest transaction on behalf of the Corporation of the interest or position of such person or any party related to such person; (ii) aid the persons charged with making the decision by disclosing any material facts within the responsible person’s knowledge that bear on the advisability of the Corporation entering into the conflicting interest transaction; and (iii) not be entitled to vote on the decision to enter into such transaction.

(c) Approval of Conflicting Interest Transactions. The Corporation may enter into a conflicting interest transaction provided :

(i) The material facts as to the responsible person’s relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board or to a committee of the Board that authorizes, approves or ratifies the conflicting interest transaction, and the Board or committee in good faith authorizes, approves or ratifies the conflicting interest transaction by the affirmative vote of a majority of the disinterested directors on the Board or committee, even though the disinterested directors are less than a quorum; and

(ii) The conflicting interest transaction is fair as to the Corporation.

Section 5.4 Liability of Directors for Unlawful Distributions.

(a) Liability to Corporation. A director who votes for or assents to a distribution made in violation of the Act or the articles of incorporation of the Corporation shall be personally liable to the Corporation for the amount of the distribution that exceeds what could have been distributed without violating the Act or the articles of incorporation if it is established that the director did not perform the director’s duties in compliance with the general standards of conduct for directors set forth in Section 5.2.

(b) Contribution. A director who is liable under Section 5.4(a) for an unlawful distribution is entitled to contribution: (i) from every other director who could be liable under Section 5.4(a) for the unlawful distribution; and (ii) from each person who accepted the distribution knowing the distribution was made in violation of the Act or the articles of incorporation, to the extent the distribution to that person exceeds what could have been distributed to that person without violating the Act or the articles of incorporation.

Section 5.5 Loans to Directors and Officers Prohibited. No loans shall be made by the Corporation to any of its directors or officers. Any director or officer who assents

to or participates in the making of any such loan shall be liable to the Corporation for the amount of such loan until the repayment thereof.

ARTICLE VI.

RECORDS OF THE CORPORATION

Section 6.1 Minutes. The Corporation shall keep as permanent records minutes of all meetings of the Board or the Member, a record of all actions taken by the Board or Member without a meeting, a record of all actions taken by a committee of the Board in place of the Board on behalf of the Corporation, and a record of all waivers of notices of meetings of the Board or any committee of the Board or Member.

Section 6.2 Accounting Records. The Corporation shall maintain appropriate accounting records.

Section 6.3 Records In Written Form. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Section 6.4 Records Maintained at Principal Office. The Corporation shall keep a copy of each of the following records at its principal office:

- (a) The articles of incorporation;
- (b) These bylaws;
- (c) Resolutions adopted by the Board relating to the characteristics, qualifications, rights, limitations and obligations of the Member or any class of Member;
- (d) The minutes of all meetings of the Member, and records of all action taken by the Member without a meeting, for the past three years;
- (e) A list of the names and business or home addresses of the current directors and officers;
- (f) A copy of the most recent corporate report delivered to the North Carolina secretary of state;
- (g) All financial statements prepared for periods ending during the last three years;
- (h) The Corporation's application for recognition of exemption and the tax-exemption determination letter issued by the Internal Revenue Service; and
- (i) All other documents or records required to be maintained by the Corporation at its principal office under applicable law or regulation.

ARTICLE VII.

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 7.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the chair, vice-chair, and the secretary or treasurer may execute the same and may affix the corporate seal thereto.

Section 7.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Board otherwise than in the ordinary and usual course of the business of the Corporation, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 7.2 Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 7.3 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

ARTICLE VIII.

MISCELLANEOUS

Section 8.1 Fiscal Year. The fiscal year of the Corporation shall commence on July 1 and end on June 30 of each year.

Section 8.2 Conveyances and Encumbrances. Property of the Corporation may be assigned, conveyed or encumbered by such officers of the Corporation as may be authorized to do so by the Board, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the Corporation shall be authorized only in the manner prescribed by applicable statute.

Section 8.3 Designated Contributions. The Corporation may accept any contribution, gift, grant, bequest or devise that is designated, restricted or conditioned by the donor, provided that the designation, restriction or condition is consistent with the Corporation's

general tax-exempt purposes. Donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Corporation shall reserve all right, title and interest in and to and control over such contributions, and shall have authority to determine the ultimate expenditure or distribution thereof in connection with any such special fund, purpose or use. Further, the Corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used exclusively to carry out the Corporation's tax-exempt purposes.

Section 8.4 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any subsequent federal tax laws.

Section 8.5 Principles of Construction. Words in any gender shall be deemed to include the other gender; the singular shall be deemed to include the plural and vice versa; the words "pay" and "distribute" shall also mean assign, convey and deliver; and the table of contents, headings and underlined paragraph titles are for guidance only and shall have no significance in the interpretation of these bylaws.

Section 8.6 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 8.7 Amendments. These bylaws may be altered, amended or repealed and new bylaws may be adopted by the affirmative vote of a majority of the Board at any regular or special meeting of the Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings.

(END)

SERVICE PROVIDER AGREEMENT

This Service Provider Agreement (this “Agreement”) is entered into and effective as of July 1, 2026 (the “Effective Date”), by and between Ascent Classical Academies, a Colorado nonprofit corporation (the “Contractor”), and North Carolina Classical Charter Schools, a North Carolina nonprofit corporation (the “Corporation”). For purposes of this Agreement, the Contractor and the Corporation together may hereafter be referred to as the “Parties”.

RECITALS

WHEREAS, the Corporation operates or seeks to operate one or more nonprofit public charter schools located in North Carolina (each, a “Charter School” and, collectively, the “Charter Schools”), pursuant to charters (the “Charters”) issued by The North Carolina Department of Public Instruction (“NCDPI”);

WHEREAS, the Corporation is overseen by its board of directors (the “Board”) and is operated by such employees and contractors as the Board may employ or retain from time to time in its sole discretion;

WHEREAS, the Corporation, by and through the Corporation’s Board, desires to ensure that the North Carolina Classical Charter Schools system is compliant with state law, is professionally managed and operated in accordance with the requirements of the Charter and as an Ascent Classical Academies academic system, and that its operations and educational programs are a true and full replication, to the greatest extent possible under applicable law, of the Ascent Classical Academies high-performing schools proven model;

WHEREAS, the Contractor has demonstrated expertise in the professional operation and management of non-profit charter schools, including but not limited to the Services (as defined below) and is organized to provide or make provisions for the professional operation and management of charter schools and such other activities as are necessary, incidental, or appropriate in connection therewith;

WHEREAS, the Contractor desires to provide the Services (as defined below) to the Corporation for all non-profit charter school campuses operated by the Corporation and in accordance with applicable law;

WHEREAS, the Board, on behalf of the Corporation, desires to engage the Contractor to provide exclusive management services for all Charter Schools granted a Charter by the NCDPI; and

WHEREAS, the Corporation and the Contractor desire to enter into this Agreement, to establish the obligations and responsibilities of each party with respect to the operation and management of the Corporation’s Charter Schools, as set forth below.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Corporation and the Contractor mutually agree as follows:

AGREEMENT

ARTICLE I

INCORPORATION OF RECITALS

1.1 Incorporation of Recitals. The recitals listed above are incorporated into and made a part of this Agreement for all purposes.

ARTICLE II TERM

2.1 Initial Term. This Agreement is effective as of the Effective Date and shall continue until June 30, 2036, unless otherwise restricted by law or earlier terminated as provided in Article VIII below (the “Initial Term”).

2.2 Renewals. Upon expiration of the Initial Term, this Agreement shall automatically renew for three (3) additional five (5) year “Renewal Term(s)” (collectively with the Initial Term, the “Term”) unless either Party provides written notice of nonrenewal at least 180 days prior to the end of the Initial Term or subsequent Renewal Term, or unless terminated earlier in accordance with the provisions of this Agreement or applicable North Carolina law. If any Term is renewed for a Renewal Term pursuant to this Section, the terms and conditions of this Agreement shall be the same as the terms and conditions in effect immediately prior to such renewal, subject to the adjustments set forth in Section 7 (Fees) below and any amendments required by state or federal laws, rules, and regulations. If either Party provides timely notice of its intent to not renew this Agreement, then unless otherwise terminated earlier in accordance with its terms, this Agreement shall terminate on the expiration of the Initial Term or any Renewal Term; *provided*, however, that as of the time of each such renewal, the term of the Agreement (taking into account such renewal) shall never exceed the lesser of (a) 30 years, or (b) eighty (80) percent of the remaining weighted average reasonably expected economic life of the properties managed pursuant to the Agreement.

2.3 IRS Safe Harbor. It is the intent of the Parties that this Agreement constitute a management contract of the type described in I.R.S. Rev. Proc. 2017-13, 2017-6 I.R.B. 787 (Feb. 6, 2017). Corporation

ARTICLE III RESPONSIBILITIES OF THE CORPORATION

3.1 The Corporation’s Responsibilities. During the Term, the Corporation shall be responsible for the following:

3.1.1 Development and Implementation of Mission and Charter School Policies. The Board shall be exclusively responsible for the operational, fiscal, and academic policies of the schools. The Board shall exercise good faith in considering the recommendations of the Contractor, including but not limited to, the Contractor’s recommendations regarding policies, rules, and regulations for each Charter School.

3.1.2 Charter Oversight. The Board shall oversee this Agreement and the Corporation shall retain ultimate responsibility for complying with the terms of the Charters.

3.1.3 Contractor Access. The Corporation will ensure the Contractor has unfettered access to all personnel, data, reports, financials, and other information necessary for the Contractor to fully and properly perform its responsibilities and the Services set forth in this Agreement.

3.1.4 Review and Approval of Annual Budget. The Board shall consider in good faith any proposed Annual Budgets (as defined in Section 4.3) for the Charter Schools, including any amendments thereto, and shall not approve any Annual Budget that materially hinders the Contractor's ability to deliver the Services set forth in this Agreement. The Corporation's Board shall ensure each expenditure or obligation of the Corporation's funds is made in compliance with Board policy, the Board-adopted Annual Budget, and applicable federal and state law.

ARTICLE IV RESPONSIBILITIES OF THE CONTRACTOR

4.1 Services. During the Term, the Contractor shall provide, and the Corporation shall accept, the Corporation with the services set forth in this Article 4 and in Exhibit A (collectively, the "Services"):

4.1.1 Academic Development and School Management.

4.1.1.1 Curriculum. The Contractor shall provide the Corporation with curriculum, policies, procedures, manuals, curricula, curriculum maps, lesson plans, training videos, pilot projects, templates, resources, services, strategies, improvements, and other materials to supplement the Corporation's program of instruction in the Charter Schools. The Contractor's academic curriculum and supplements shall support the North Carolina Department of Public Instruction ("NCDPI") and other applicable state standards. The Corporation shall, and shall cause its employees, independent contractors, consultants, agents and other related parties to, at all times, exclusively use, follow, preserve, and promote the Contractor's materials provided under this Section, including the terms and conditions of Article XI (Intellectual Property) below and any separate license agreement(s) entered into between the Parties.

4.1.1.2 Academic Support. The Contractor shall consult with the Corporation on the Corporation's academic program and student achievement results by: (i) consulting with the Corporation on the implementation and delivery of curriculum and instruction, including the Contractor's curriculum; (ii) analyzing current student achievement data; and (iii) consulting with the Corporation and providing technical assistance with strategies to improve student achievement results throughout the North Carolina charter schools and endeavoring to meet and exceed state standards.

4.1.1.3 Online/Distance Learning. To the extent that any Force Majeure Event and related circumstances disrupt the Corporation's ability to provide in-person learning, the Contractor shall consult with and assist the Corporation in providing distance learning to its students, as allowed by applicable state and federal laws and regulations. A separate statement of

work (as outlined in Section 4.8 below) for jointly or cooperatively operating distance/online learning may be entered into between the parties on a cost-allocation basis compliant with North Carolina law.

4.1.1.4 School Management. Corporation delegates all operational responsibility to the Contractor who shall manage the day-to-day operations. The Contractor shall consult with the Corporation on matters of state and federal compliance, student discipline, parent relations, and strategic school operations. The Contractor shall develop and maintain a parent-student handbook, code of conduct and discipline guidelines, and other school management-related policies and procedures compliant with local, state, and federal law.

4.1.1.5 Implementation and Promotion of the Ascent Classical Mission. The Contractor has developed specific strategies that support the Charter School's mission to implement an Ascent Classical program and system of schools in North Carolina by designing and implementing practices that fulfill those strategies. Notwithstanding anything to the contrary elsewhere in this Agreement, the Corporation shall, and shall cause all of its employees, contractors, consultants, agents, and other related parties to, at all times implement and maintain strict fidelity to the Contractor's Charter School Mission through accountability measures, including a thorough appraisal process (e.g., a validation process including, but not limited to, observations, audits, support, mentoring, guidance, evaluations, and corrective action). In the event the Corporation fails any accountability measures, the Contractor shall work with the Corporation's Board to implement the appropriate remedial actions. The Contractor shall also consult with the Corporation to coordinate compliance with all North Carolina school accountability systems.

4.1.1.6 Good Faith Implementation. The Corporation's Board shall ensure all of its employees, contractors, consultants, agents, and other related parties are trained and aligned to implement and promote the Contractor's mission, strategies, and goals.

4.1.1.7 Human Resource Administration. The Contractor shall provide human resource services for all teachers, paraprofessionals, administrators, and other staff members and education professionals (collectively, the "Contractor Employees"), and all the Contractor staff and personnel assigned by the Contractor to provide services at each Charter School. Specifically, the Contractor shall: recruit, hire, discipline, promote, terminate, and otherwise make management decisions regarding the Contractor Employees. Perform all human resource management and benefits administration services as is necessary for the Contractor Employees, including:

4.1.1.8 Negotiate and contract with a certified professional employer organization to handle paying, withholding, and transmitting payroll taxes; providing unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving the Contractor Employees; *provided*, however, the Corporation shall be solely responsible for funding the cost of salary, wages, and premiums paid, as provided for in the Annual Budget, no less than five (5) business days prior to any payroll cycle. Corporation will fund a payroll reserve of 115% of monthly payroll costs from the previous three (3) months, that will be reconciled quarterly. The Corporation shall at all times support Contractor regarding payroll operations.

4.1.1.9 Submit health insurance coverage options for the Contractor Employees to the Board for its consideration and procurement of such policy terms and limitations as approved by the Board. The Corporation shall be solely responsible for paying the cost of such health insurance coverage, as provided for in the Annual Budget, at the time the insurance premiums are due.

4.1.1.10 Manage compliance with federal, state, and local labor and employment laws applicable to the Contractor.

4.1.1.11 Contractor Employees, including but not limited to, the Immigration Reform and Control Act of 1986; the Internal Revenue Code (“Code”); the Employee Retirement Income Security Act (“ERISA”); the Health Insurance Portability and Accountability Act (“HIPAA”); the Family Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act (“COBRA”); the Uniformed Services Employment and Reemployment Rights Act of 1994; and as set forth in the Patient Protection and Affordable Care Act (“ACA”).

4.1.1.12 Manage compliance with all provisions of the ACA applicable to the Contractor Employees, including the employer shared responsibility provisions relating to the offer of “minimum essential coverage” to “full-time” employees (as those terms are defined in Code §4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations.

4.1.1.13 Actions in Accordance with the Corporation’s Exempt Status and Charter. To the extent applicable, the Contractor agrees that, in providing the Services pursuant to this Agreement, the Contractor will not act in a manner that will threaten to terminate the Corporation’s tax-exempt status, as described in Internal Revenue Code Section 501(c)(3) or the Corporation’s Charter.

4.2 Deposits, Banking, Lines of Credit. The Corporation shall select depository institutions accounts for all funds received by the Corporation, and all funds received by the Corporation shall be deposited in such accounts. All interest and investment earnings on the Corporation’s deposits shall accrue to the Corporation. The signatories on such accounts shall include representatives of the Contractor and the Corporation. The Contractor shall have access to all bank accounts, lines of credit, and other financial accounts as necessary to perform the Services outlined in this Agreement. Corporate Board approval shall not be withheld. Notwithstanding the foregoing, the Corporation reserves the right, with ten (10) days’ prior written notice, to review the previous month’s invoices and payments. All indebtedness, and any fees, costs, and interest associated with credit card, line of credit or other debt or operational financing shall be borne solely by the Corporation. Contractor and Corporation will execute Deposit Account Control Agreements on Corporation accounts, that Corporation will not unreasonably withhold approval.

4.3 Annual Budget. The Contractor shall provide the Board with an annual proposed budget, along with any amendments or modifications the Contractor deems necessary or advisable, for the Board’s approval (together the “Annual Budget”).

4.4 Account Management. The Contractor shall supervise, manage, disburse and account for all revenues consistent with the Annual Budget, this Agreement, the Charter, and applicable law. Revenues shall be used to pay for the fees or expenses associated with the Corporation's operations. Upon ten (10 days' prior written request, the Contractor shall provide the Corporation with accurate and complete documentation of all revenues and expenses. The Contractor agrees to comply with the Corporation's Signature Authority Policy (if any), as amended by the Board from time to time, in the management of the Corporation's bank accounts, lines of credit or other financial accounts.

4.5 Use of Charter School Funds. Any costs or expenses paid by or charged to the Corporation shall be limited to those costs specific to the Corporation and shall not include any costs or expenses incurred on behalf of the Contractor's other clients.

4.6 Availability of Funds. The Contractor shall only be required to perform the Services to the extent that there are sufficient and timely revenues available to make payments in accordance with the terms of the Annual Budget, unless such budget shortfalls are caused by or arise from the Contractor's own negligent or intentional acts or omissions. Management Fees and payroll costs may be transferred to Contractor immediately upon receipt by Corporation.

4.7 Place of Performance. Unless prohibited by applicable law or the Charter, the Contractor reserves the right to perform the Services, other than instruction, such as purchasing, administrative functions, and professional development, at a location of its choosing, including off-site.

4.8 Additional Services; Statement of Work. As referenced in this Agreement, certain additional services provided by the Contractor in addition to the Services may be recommended by the Contractor for approval by the Corporation's Board. The costs for such additional services, shall be charged separately and directly to the Corporation and Corporation shall pay costs for such additional services at time of billing. . The Corporation recognizes that the Contractor possesses the time, expertise, negotiating power and the ability to procure such additional services beyond the time, expertise, negotiating power and ability available to the Corporation. In procuring such reimbursable additional services, the Contractor is exercising and utilizing its time, expertise, negotiating power and ability, which in and of itself is a valuable service provided for the Corporation.

4.9 Subcontracts. The Contractor reserves the right to subcontract any and all aspects of the Services; *provided*, however, that the Contractor shall not subcontract the oversight of the educational program except with the prior written approval of the Board.

ARTICLE V PERSONNEL & TRAINING

5.1 Personnel. The Contractor shall recruit, select, hire, employ, and assign qualified personnel and support staff for each Charter School ("Personnel"). The Contractor shall have the responsibility and authority to evaluate, transfer, discipline, and terminate Personnel, consistent with the Annual Budget, Charter, and applicable law. Personnel shall be either employees or contractors

of the Contractor and shall be paid pursuant to the Annual Budget. The Contractor shall be responsible for its employees.

5.2 School Director. The Contractor shall recruit, select, hire, and assign one or more qualified administrators for each Charter School (each, a “Headmaster”). The Contractor shall have the responsibility and authority to evaluate, transfer, discipline, and terminate the Headmaster for any Charter School. The Headmaster shall be an employee of the Contractor and shall be paid pursuant to the Annual Budget. The Headmaster shall work with the Contractor on the day-to-day management and operation of each Charter School. The Contractor shall remove the Headmaster from a Charter School if the Board is reasonably dissatisfied with such Headmaster’s performance. However, absent compelling circumstances, the Board shall provide the Contractor and the Headmaster six (6) months to correct the basis for the Board’s reasonable dissatisfaction.

5.3 Teachers. The Contractor shall recruit, select, hire, and assign qualified Teachers for each Charter School (“Teachers”) All teachers shall be employed by the Contractor for such purposes as inclusion in the compensation and employee benefit plans of the Contractor, payroll administration, and other employment policies and practices. The Contractor shall provide training in its methods, curriculum, educational program and philosophy, and technology to all Teachers on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as the Contractor determines reasonable and necessary under the circumstances.

5.4 Background Checks and Qualifications. The Contractor shall comply with applicable law regarding background checks, unprofessional conduct searches, and certification/licensure, as applicable, for all persons working at each Charter School and for all persons who may be reasonably expected to have unsupervised access to and care, custody, or control of any Charter School student. The cost of background checks shall constitute a reimbursable expense pursuant to Section 7.2 and Exhibit A.

5.5 Signatory Authority. The Corporation grants signatory authority to the Contractor’s representatives set forth in Section 5.5.1 below for the purposes of the hiring and firing services described elsewhere in this Article V. The representatives listed below shall be the only representatives with the prescribed signatory authority unless otherwise approved by the Board in a duly authorized resolution of the Board approving the same.

5.5.1 Contractor Representatives:

- (a) Chief Executive Officer;
- (b) Chief Operating Officer; and
- (c) Chief Financial Officer.

ARTICLE VI
RELATIONSHIP OF THE PARTIES

6.1 Independent Contractor. In the performance of its duties hereunder and in relation to the Corporation, the Contractor shall be and act as an independent contractor and provide the Services in accordance with the terms and conditions of this Agreement. Nothing contained in this Agreement shall be deemed or construed to create a partnership, joint venture, employment relationship, or to otherwise create any liability for one party with respect to any indebtedness, liabilities, or obligations of the other party except as otherwise may be expressly set forth herein. The Corporation acknowledges that the Contractor may perform services substantially similar to the Services for other clients and that such performance does not constitute a conflict with the Corporation or the terms of this Agreement.

6.2 Designation of Agents. Subject to its discretion, the Corporation hereby authorizes the Contractor to communicate with and negotiate on behalf of the Corporation with all local, state, and federal agencies.

6.3 Sales and Use Taxes. Payments of sales and use taxes shall be the sole responsibility of the Corporation, and refunds for such taxes shall accrue solely to the Corporation.

6.4 Parties' Intent to Form a Qualified Management Agreement. The Parties intend for this Agreement to be a management contract that does not result in private business use, as set forth in applicable federal laws, rules, and regulations (a "Qualified Management Agreement"). If the Internal Revenue Service or any court of competent jurisdiction determines that, at any time during the Initial Term or any Renewal Term of this Agreement, any provision, or the application of any provision, of this Agreement would disqualify this Agreement from being a Qualified Management Agreement, then that provision shall be deemed to be stricken from this Agreement and the remaining sections of this Agreement shall continue in full force and effect. If the provision to be stricken is an essential provision and cannot be stricken from this Agreement (i.e., the provision relates to the Fee or the Term), then this Agreement is automatically terminated as of the date the Parties discovered this Agreement no longer qualifies as a Qualified Management Agreement. In the event of termination under this Section 6.4, the Parties may negotiate a new agreement that minimally disrupts the schools under terms that would qualify the new agreement as a Qualified Management Agreement.

ARTICLE VII ARTICLE VI. CONSIDERATION

7.1 Fee for Services. In consideration of the Contractor's performance under this Agreement, including providing the Services, the Corporation will pay the Contractor an annual fee in an amount equal to 14% of total revenues of the Corporation (the "Fee"). In order to ensure accuracy in the paid amount, promptly following the end of each of the Corporation's fiscal years, the Parties shall use the Corporation's audited financial statements to reconcile the Fee owed by the Corporation under this Agreement against the Fee actually paid by the Corporation. This reconciliation will be reviewed and confirmed by the Contractor's independent auditor or other financial expert agreed upon by the Parties. If the Corporation has underpaid the Fee, the Corporation shall pay the additional amount owed to the Contractor within 10 days following such determination. If the Corporation has overpaid the Fee, the Contractor shall refund the overpaid amount to the Corporation within 10 days following such determination.

7.2 Expenses. The Corporation shall be responsible for all expenses for the operation of each Charter School, including, but not limited to, all expenses set forth in the Annual Budget, and the Contractor shall have no obligation to pay such expenses from its own funds. The Contractor shall be reimbursed for all actual costs and expenses incurred in connection with its performance under this Agreement. The Corporation shall pay all reimbursements owed to the Contractor within thirty (30) days following receipt of an invoice from the Contractor. Without limiting the foregoing, in addition to the Fee, the Corporation shall pay Direct Expenses and reimburse or permit Pass Through Expenses (as each of those terms is defined in **Exhibit A**), for all costs and expenses incurred, without limitation. For those expenses that are payable directly by the Corporation, the Corporation shall authorize and establish a Corporation account for which appropriate Contractor representatives shall be authorized by the Corporation as permitted signers on the account and shall fund such account on a quarterly basis, or on a basis consistent with the Corporation's anticipated schedule for receipt of local, state, and federal revenues, with sufficient funds to permit the Contractor to pay Direct Expenses for the Corporation's legitimate and ordinary operating expenses such as utility bills and office supplies.

7.3 Notice and Timing of Payments. Failure to pay invoices in a timely manner shall be considered a material breach of this Agreement and therefore the Contractor may terminate this Agreement pursuant to Article VIII.

7.4 Taxes. The Corporation shall be responsible for withholding and timely remitting all applicable sales, use, and excise taxes, and any other similar taxes, duties, and charges of any kind imposed by any federal, state, or local governmental on any amounts payable by the Corporation hereunder. All such taxes, duties, and charges currently assessed, or which may be assessed in the future, that are applicable to the services provided by the Contractor under this Agreement are for the Corporation's benefit, and the Corporation agrees to pay such taxes in full and as and when due. Notwithstanding the same, when lawful and able, the Contractor shall use the Corporation's sales tax exemption certificate to avoid paying such taxes in the first instance.

7.5 Interest. In the event the Corporation fails to pay any fee, cost, expense, or reimbursement due to the Contractor, and unless otherwise stated in this Agreement, all unpaid amounts shall be subject to an interest charge at the annual rate as provided by North Carolina code.

ARTICLE VIII TERMINATION

8.1 Termination. In addition to any other termination rights provided herein, this Agreement may be terminated as follows:

8.1.1 If the North Carolina legislature or any other source of public funding fails to appropriate funds for the operation of charter schools, or of the Corporation specifically, then this Agreement shall terminate on the last date that funds are appropriated for the operation of the Corporation's Charter Schools.

8.1.2 If the Corporation's Charter is revoked, suspended, expired, surrendered, or not renewed by the Authorizer, this Agreement shall terminate on the date such Charter expires or is otherwise terminated, as applicable.

8.1.3 If the Corporation commits any breach or Corporation Default (as defined below), and such breach or Default remains uncured after the end of the Corporation Cure Period, the Contractor may elect to immediately terminate the Agreement, which termination shall be effective as of the date specified in the written notice delivered to the Corporation. A "Corporation Default" under this Agreement means: (i) any failure by the Corporation to perform any obligation or duty required of the Corporation by this Agreement or by any license of or related to intellectual property entered into between Parties, including the duty to make all required payments to the Contractor thereunder in a timely manner; (ii) the filing, by or against the Corporation, of a filing or petition to have the Corporation adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law; (iii) the Corporation's material breach of the Charter as defined under state law and rule; or (iv) the threatened or actual revocation, surrender, or non-renewal of the Charter. If a Corporation Default occurs, the Corporation shall have thirty (20) calendar days after it becomes aware of the existence of the event underlying the Corporation Default to cure (the "Corporation Cure Period").

8.1.4 If the Contractor commits any breach or Contractor Default (as defined below), and such breach or Default remains uncured after the end of the Contractor Cure Period, the Corporation may elect to waive the Contractor Default or terminate this Agreement, which termination shall be effective as of the date specified in the written notice delivered to the Contractor. A "Contractor Default" under this Agreement means: (i) any failure by the Contractor to perform a material obligation or duty required by this Agreement; (ii) the filing, by or against the Contractor, of a filing or petition to have the Contractor adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law; or (iii) the Contractor's material breach of the Charter as defined under state law or rule and determined, with all appeal rights exhausted, by a court of competent jurisdiction. If a Contractor Default occurs, the Contractor shall have sixty (60) calendar days after it becomes aware of the existence of the event underlying the Contractor Default to cure (the "Contractor Cure Period").

8.1.5 Any termination for a Corporation Default or Contractor Default shall be effected by written notice of termination to the breaching or non-compliant party. If any Party files suit to challenge or enforce termination, and unless prohibited by law or otherwise mutually agreed upon in writing by the parties hereto, this Agreement shall remain in full force and effect until a final resolution via mediation, settlement, or judgment in trial court is obtained.

8.1.6 Upon any termination or expiration of this Agreement for any reason, the Corporation shall promptly pay all fees and expense reimbursements owed to the Contractor that are due and payable as set forth herein up to and through the effective expiration or termination date.

8.2 Removal of Personal Property. Upon termination or expiration of this Agreement, the Contractor shall have the right to remove equipment and other assets owned or leased by the Contractor. Assets owned by the Contractor shall remain the property of the Contractor. Assets owned by the Corporation shall remain the property of the Corporation. Assets leased by the

Corporation directly from a third party shall remain subject to the leasehold interest of the Corporation and the ownership interest of the lessor/owner.

8.3 Non-Solicitation. The Corporation agrees that during the term of this Agreement and for a period continuing for two (2) years after its termination, the Corporation will not directly or indirectly solicit, recruit, attempt to solicit, hire, or recruit, any employee or contractor of the Contractor that has provided services to the Corporation or any vendor or subcontractor of the Contractor that has provided services to the Corporation during the twenty-four months prior to the date of the Agreement's termination. Should the Corporation violate the restrictive covenant in this Section 8.3, in addition to any other remedies or relief available to the Contractor in connection with such violation, the obligations hereunder shall run for a period of two (2) years from the first date the Corporation ceases to be in violation of such obligation.

ARTICLE IX

CONFIDENTIALITY; FINANCIAL AND STUDENT RECORDS; INFORMATION SECURITY; RECORDKEEPING

9.1 Confidentiality. From time to time during the Term of this Agreement, either Party (as the "Disclosing Party") may disclose or make available to the other Party (as the "Receiving Party") information about its personnel and students (including educational records and personally identifiable information), business affairs, services, confidential intellectual property, trade secrets, third-party confidential information, and other sensitive or proprietary information, whether orally or in written, electronic, or other form or media, and whether or not marked, designated, or otherwise identified as "confidential" (collectively, "Confidential Information"). Notwithstanding anything to the contrary herein, Confidential Information shall not include information that, at the time of disclosure and as established by documentary evidence: (i) is or becomes generally available to and known by the public other than as a result of, directly or indirectly, any breach of this Section 9.1 by the Receiving Party or any of its Representatives; (ii) is or becomes available to the Receiving Party on a non-confidential basis from a third-party source, provided that such third party is not and was not prohibited from disclosing such Confidential Information; (iii) was known by or in the possession of the Receiving Party or its Representatives before being disclosed by or on behalf of the Disclosing Party and such knowledge and possession can be verified; (iv) was or is independently developed by the Receiving Party without reference to or use, in whole or in part, of any of the Disclosing Party's Confidential Information; or (v) is required to be disclosed under applicable federal, state, or local law, regulation, or a valid order issued by a court or governmental agency of competent jurisdiction. The Receiving Party shall: (A) protect and safeguard the confidentiality of the Disclosing Party's Confidential Information with at least the same degree of care as the Receiving Party would protect its own Confidential Information, but in no event with less than a commercially reasonable degree of care; (B) not use the Disclosing Party's Confidential Information, or permit it to be accessed or used, for any purpose other than to exercise its rights or perform its obligations under this Agreement; and (C) not disclose any such Confidential Information to any person or entity, except to the Receiving Party's Representatives who need to know the Confidential Information to assist the Receiving Party, or act on its behalf, to exercise its rights or perform its obligations under the Agreement. The Receiving Party shall be responsible for any breach of this Section 9.1 caused by any of its Representatives. At any time during or after the Term of this Agreement, at the

Disclosing Party's written request, the Receiving Party shall promptly return, and shall require its Representatives to return to the Disclosing Party all copies, whether in written, electronic, or other form or media, of the Disclosing Party's Confidential Information, or destroy all such copies and certify in writing to the Disclosing Party that such Confidential Information has been destroyed. In addition to all other remedies available at law, the Disclosing Party may seek equitable relief (including injunctive relief) against the Receiving Party and its Representatives to prevent the breach or threatened breach of this Section 9.1 and to secure its enforcement.

9.3 Financial and Student Records.

9.3.1 All financial records and educational records, including student records, are records of the Charter Schools and the Charter holder and shall be maintained by the Corporation as considered herein, which includes maintaining a copy of such records within the State of North Carolina. The Contractor and its designated representatives shall adhere to all federal and state laws and regulations protecting the confidentiality of student records including but not limited to the provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state freedom of information and/or open records laws. The Corporation hereby designates the Contractor and its duly authorized employees and agents as (i) "school officials" with legitimate educational interests in the schools and students, and (ii) as a contractor providing institutional services and functions solely for the purpose of entitling such individuals access to education records under FERPA, 20 U.S.C. § 1232g, and 34 C.F.R. § 99.31. The Contractor shall also assist the Corporation in making any additional disclosures to other schools within the Contractor's management in accordance with 34 C.F.R. §§ 99.31 through 99.39.

9.3.2 Notwithstanding the foregoing, the Contractor may only use the Corporation's information contemplated in this Section 9.3 for purposes within the scope of the Agreement and no other purposes. Upon termination of this Agreement, the Contractor shall have the right to make copies of all financial records, to the extent permitted by law, and shall also have the right to engage an independent audit firm to complete an audit, in accordance with Generally Accepted Accounting Principles, and the Corporation shall comply with all such requests. The cost of such an audit shall be borne by the Contractor. The Contractor shall maintain all records related to the Services separately from any other records of the Contractor.

9.4 Record Keeping. The Parties understand that records related to the Corporation, regardless of source of origin or where located/stored, are public records and government documents for all purposes under state law, and that the Corporation is a local government entity for purposes of records and subject to the North Carolina Public Records Law ("NCPRL"), FERPA, PPRA, and other applicable law. The Parties agree to maintain, retain, disclose, withhold, and dispose of the Corporation's records in accordance with these and other applicable laws and regulations, and to further act as follows:

9.4.1 To the extent the Contractor creates public records on behalf of the Corporation or the Corporation provides public records to the Contractor pursuant to this Agreement ("Corporation Records"), the Corporation hereby retains full responsibility for the disposition and safekeeping of such records and the Contractor shall act to safe-keep all

Corporation Records pursuant to applicable law and regulation, and subject to the Corporation's superior right of ownership, immediate access to, control over, and possession of all such records.

9.4.2 In accordance with applicable law and regulation, the Contractor will maintain accurate records related to the Contractor's services to the Corporation (including but not limited to student, attendance, academic, and financial records). Original Corporation Records shall generally be maintained by the Corporation at the campuses' physical locations or in another appropriate and secure physical location authorized by the Board and within North Carolina.

9.4.3 The Contractor shall maintain all records relating to its management services under this Agreement separate and apart from any other Contractor records.

9.4.4 The Contractor will separately track costs and maintain cost control records pertaining to the Corporation's operations in accordance with applicable standards.

9.4.5 The Corporation shall provide the Contractor with a Board approved document retention and safekeeping plan that complies with applicable North Carolina law and ensures the Corporation maintains the right of immediate access to, control over, possession of the Corporation Records (if such are in the Contractor's custody or control).

9.4.6 The Parties shall provide the Corporation's Board and the Authorizer with access to the Corporation Records in accordance with North Carolina law and Charter contract.

ARTICLE X INDEMNIFICATION & INSURANCE

10.1 Indemnification of the Contractor. The Corporation shall indemnify, defend, save, and hold the Contractor and its affiliates and all of their respective directors, officers, employees, members, managers, owners, subcontractors, and agents harmless from and against any and all claims, demands, losses, suits, or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of (i) the Corporation's operation of each Charter School, (ii) the Corporation's performance under the Charter, (iii) the Corporation's employment of any employees performing services for the Corporation, (iv) any breach or noncompliance by the Corporation with any agreements, covenants, warranties, or undertakings of the Corporation contained in or made pursuant to this Agreement or any other agreements entered into by the Parties in connection herewith, (v) any uncured breach or default by the Corporation under this Agreement or the other agreements entered into by the Parties in connection herewith, or (vi) the Corporation's negligent or willful acts or omissions. In addition, the Corporation shall pay as incurred and in advance of the final disposition of any proceeding all expenses legal expenses and other costs incurred by the Contractor in defense of any demand, claim, or suit for which indemnification may be available under this Section 10.1, without regard as to the Contractor's ultimate right to indemnification hereunder.

10.2 Indemnification of the Corporation. The Contractor shall indemnify, defend, save, and hold the Corporation and all of its directors, officers, employees, officers, subcontractors, and agents harmless from and against any and all claims, demands, losses, suits, or other forms of liability (including penalties equal to the total amount of employment taxes not collected or not

accounted for and paid over as well as interest, penalties, and reasonable attorney's fees and costs, and sales and use or other taxes accrued) that may arise out of, or by reason of (i) any material uncured breach or noncompliance by the Contractor with any agreements, covenants, warranties, or undertakings contained in or made pursuant to this Agreement, or (ii) any misrepresentation or breach of the representations and warranties of the Contractor contained in or made pursuant to this Agreement. In addition, the Contractor will reimburse the Corporation for all legal expenses and other costs incurred by the Corporation in defense of any demand, claim, or suit for which indemnification may be available under this Section 10.2.

10.3 Limitations of Liabilities. The Corporation acknowledges its obligation to affirmatively mitigate any damages and shall assert all immunities, statutory limitations of liability, and other applicable defenses in connection with any claims arising from its operations and shall not waive any immunities or limitations without the prior written consent of the Contractor.

10.4 Survival. The indemnification obligations contained in this Article X shall survive any termination or expiration of this Agreement.

10.5 Insurance Coverage. At all times during the Term of this Agreement, each Party at their own expense shall procure and maintain adequate insurance coverages for errors and omissions, directors and officers, liability, automobile, umbrella, and property loss with limits commensurate for charter schools and management companies operating in North Carolina, as well as worker's compensation insurance in compliance with and to the extent required by federal, state, and local law. Each Party shall name the other Party as a named additional insured on any such policy of insurance and provide evidence of same to the other Party within thirty (30) days of this Agreement.

10.5.1 Cancellation. Each insurance policy required herein shall provide for not less than ten (10) days' prior written notice to the other party in the event of cancellation or material change of coverage. To the maximum extent permitted by its insurance policies, each Party, for the benefit of the other Party, waives any and all right of subrogation which might otherwise exist (and the certificate required herein shall indicate such waiver of subrogation).

ARTICLE XI INTELLECTUAL PROPERTY

11.1 Contractor's Intellectual Property. For purposes of this Agreement, the term "Contractor's IP" means all current and future curricula, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, analyses, reports, policies, procedures, trademarks, copyrights, trade secrets, trade names, and all other protectable interests, developments, and improvements of or associated with the Contractor, including without limitation other information or materials that have been or will be authored, originated, discovered, and invented by or for the Contractor and of which the Contractor is deemed to be the sole author and originator. The Parties agree that the Contractor shall have and retain all right, title, and interest in and to the Contractor's IP and that the Contractor shall have all rights to apply for, register, obtain, and own any and all copyrights, trademarks, service marks, trade names, patents and/or other exclusive proprietary registrations or forms of ownership. Both during and after any Term of

this Agreement (including any amendments, modifications, or restatements hereto), the Contractor shall retain the right to sell and/or license any of the Contractor's IP. In the event the Corporation is held, for any reason, to have any right title, or interest in or to any of the Contractor's IP, whether or not copyrighted or copyrightable, trademarked or registerable, patented or patentable, the Corporation hereby unconditionally and irrevocably, for no additional consideration, transfers and assigns such right, title, and interest in and to the Contractor as an essential part of the consideration for this Agreement. The Corporation further agrees that it shall, within five (5) days after receipt of a written request from the Contractor, execute a written instrument for the purpose of waiving its rights, if any, to attribution for any of the Contractor's IP under Section 106A(a) of The Copyright Act of 1976 (17 USC Sec. 101, 1976) or any succeeding law.

11.2 License to Use Contractor's IP. Concurrently with the execution and delivery of this Agreement, the Parties shall enter into an agreement whereby the Contractor grants to the Corporation a revocable, non-exclusive, non-transferable license to use the Contractor's IP and any materials created by the Corporation which are derivative of the Contractor's IP, solely in connection with the operation of each Charter School for which the Contractor provides the Services under this Agreement (the "IP License"). The IP License shall terminate upon any termination or expiration of this Agreement. During the Term and following any expiration or termination of this Agreement, the Corporation shall not exploit or assist any third party to exploit any of the Contractor's IP for commercial or other purposes.

11.3 Derivative Works. The Parties acknowledge that to the extent any materials created by the Corporation are derivative of the Contractor's IP, use of such derivative materials during the Term is subject to the IP License, and any license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

11.4 No Transfer or Sale. The Corporation acknowledges and agrees that the Contractor is not transferring or selling, and the Corporation is not receiving, purchasing, or acquiring, any intellectual property or proprietary rights in or to all or any portion of the Contractor's IP.

ARTICLE XII REPRESENTATIONS, WARRANTIES, AND COVENANTS

12.1 Representations, Warranties, and Covenants of the Contractor. The Contractor hereby represents and warrants to the Corporation, as of the Effective Date, that:

12.1.1 The Contractor is a duly organized and validly existing nonprofit corporation incorporated under the laws of the State of Colorado, is in good standing, and is and will remain authorized to conduct business in the State of North Carolina for the duration of the Term.

12.1.2 To the best of its knowledge, the Contractor has the right and authority under applicable North Carolina law to execute, deliver, and perform this Agreement, and to incur the obligations provided for hereunder. This Agreement has been duly authorized and executed by the Contractor and constitutes the legal and validly binding obligation of the Contractor, enforceable against the Contractor in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and

other laws of general applicability relating to or affecting creditors' rights and general principles of equity.

12.1.3 The Contractor's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions required for its execution of and performance under this Agreement.

12.1.4 The Contractor agrees to comply with any terms and conditions duly imposed by the Charter or the Authorizer with respect to any covered Charter School.

12.1.5 The Contractor will use its reasonable efforts to ensure that the educational program complies with and will continue to comply with the Charter and other laws and regulations applicable to the Corporation's Charter Schools.

12.1.6 The Contractor possesses the knowledge, skill, and experience necessary to perform the Services and will do so with a reasonable degree of quality and attention to detail, and in a timely matter.

12.1.7 To the best of its knowledge, and except as has been disclosed to the Corporation, the Contractor is not subject to any pending or threatened actions, suits, or proceedings that would prohibit the Contractor from executing, delivering, and performing this Agreement.

12.1.8 To the best of its knowledge, the Contractor is not subject to any debarment or other order by any state or federal agency, preventing it from performing its work pursuant to this Agreement. If the Contractor ever has actual knowledge that it is under review or investigation by any state or federal agency, it shall promptly advise the Corporation of such matter and keep the Corporation informed of any results of such review.

12.1.9 The Contractor agrees that it is not entitled to and will not take any tax position that is inconsistent with being a service provider to the Corporation with respect to the facilities.

12.2 Representations, Warranties, and Covenants of the Corporation. The Corporation hereby represents and warrants to the Contractor as of the Effective Date that:

12.2.1 The Corporation is a duly organized and validly existing nonprofit corporation incorporated under the laws of the State of North Carolina, is in good standing, and is and will remain authorized to conduct business and to operate charter schools in the State of North Carolina for the duration of the Term.

12.2.2 To the best of its knowledge, the Corporation has the right and authority under applicable North Carolina law to execute, deliver, and perform this Agreement, and to incur the obligations provided for hereunder. This Agreement has been duly authorized and executed by the Corporation and constitutes the legal and validly binding obligation of the Corporation, enforceable against the Corporation in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and

other laws of general applicability relating to or affecting creditors' rights and general principles of equity.

12.2.3 The Corporation's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions required for its execution of and performance under this Agreement.

12.2.4 The Corporation has received, and fully maintains, tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

12.2.5 The Corporation will maintain, extend, and renew its corporate existence under the laws of North Carolina and will not do or permit anything to be done that would imperil its tax-exempt status under Section 501(c)(3) or its ability to operate charter schools in North Carolina.

12.2.6 The Corporation currently holds Charters in good standing as authorized by the Authorizer and will do everything necessary to extend, renew, and maintain the Charters in good standing with Authorizer throughout the Term, and will neither do nor fail to do anything that would imperil the Charters.

12.2.7 The Corporation is authorized under all applicable laws and regulations to contract with a private entity to perform the Services and to fulfill its obligations under and to perform the terms of this Agreement. The Corporation is authorized to begin performing under this Agreement as of the Effective Date.

12.2.8 The Corporation is not subject to any pending or, to the best of its knowledge, threatened, actions, suits, or proceedings that would prohibit the Corporation from executing, delivering, and performing this Agreement or operating charter schools.

12.2.9 The Corporation is not subject to any debarment or other order by any state or federal agency preventing it from performing pursuant to this Agreement. If the Corporation ever becomes aware that it is under review or investigation by any state or federal agency or authority, it shall promptly advise the Contractor of such matter and keep the Contractor informed of any results of such review.

12.2.10 The Corporation shall provide written notice to the Contractor not later than ten (10) days following the enactment of any changes to the Charters or the Corporation's corporate structure and shall immediately forward to the Contractor any communication the Corporation receives from the Authorizer.

12.3 Disclaimer of Warranty. The Contractor makes no warranties, express or implied, as to any matter whatsoever, including with regard to any equipment, materials, or supplies purchased on or behalf of or for use at the Corporation, including, without limitation, the condition of any such item, its merchantability, or its fitness for any particular purpose. Notwithstanding the foregoing, the Contractor shall use commercially reasonable efforts to enforce any existing manufacturer warranties on all equipment, materials, or supplies purchased on behalf of or for the use of the Corporation.

ARTICLE XIII MISCELLANEOUS

13.1 Supersedure. This Agreement, and any exhibits or attachments hereto or thereto, supersedes and replaces any and all prior agreements and understandings, written or oral, between the Corporation and the Contractor regarding the subject matter contained herein.

13.2 Entire Agreement. This Agreement, any exhibits or attachments hereto, and any IP license between the Parties shall constitute the full, entire, and complete agreement between the Parties. All prior representations, understandings, and agreements, whether written or oral, are superseded and replaced by this Agreement and any IP license between the Parties. This Agreement may only be altered, amended, or modified through the voluntary, mutual, written consent of the parties.

13.3 Force Majeure. Notwithstanding any other section of this Agreement, neither Party shall be liable or responsible to the other Party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other Party), when and to the extent such failure or delay is caused by or results from the following force majeure events (each, a “Force Majeure Event”): (a) acts of God; (b) flood, fire, earthquake, or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest; (d) government order or law; (e) action by any governmental authority; (f) national or regional emergency; (g) strikes, labor stoppages or slowdowns, or other labor disturbances; (h) pandemic; and (i) other similar events beyond the reasonable control of the Party impacted by the Force Majeure Event (the “Impacted Party”). The Impacted Party shall give timely notice to the other Party stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized which may include locating and arranging substitute services if necessary. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable.

13.4 Dispute Resolution. In the event that any dispute, controversy or claim between the Parties arises out of or relates in any way to this Agreement (a “Dispute”), the Parties shall have any and all remedies available to them under the terms of this Agreement or otherwise provided at law or in equity, including, without limitation, the right of injunctive relief, the right to damages, including exemplary damages, and the right to liquidated damages set-off or forfeiture. Except in the instance where injunctive relief or other actions in equity are sought, in the event of a Dispute, the Parties agree to first have their respective executive leaders attempt to resolve the Dispute in good faith. If executive leadership cannot resolve the Dispute in a timely manner, then the Parties’ respective boards of directors may work through an informal mediation process the Parties mutually agree to. Notwithstanding the foregoing, either Party may submit the Dispute to formal mediation before a mutually agreeable, independent, third-party mediator. Any formal mediation shall take place in North Carolina. Each Party shall bear its own costs and attorneys’ fees incurred in mediation. Exhaustion of the mediation process required above shall precede any legal action by either Party.

13.5 Governing Law. The laws of the State of North Carolina shall govern this Agreement, its construction, interpretation, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement. In the event the dispute resolution alternatives required by Section 13.4 above are exhausted and fail, the Parties agree that the courts located in North Carolina shall have jurisdiction over such Dispute.

13.6 Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one and the same agreement.

13.7 Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below or such other address as either Party may designate by notice from time to time in accordance herewith. Notice may be given by: (i) certified or registered mail, postage prepaid, returns receipt requested, (ii) electronic transmission (e-mail), or (iii) personal delivery. Notice will be deemed to have been given three (3) days after mailing or on the date of personal delivery or on the date of the electronic transmission if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the Parties are:

If to the Corporation:

North Carolina Classical Charter Schools
ATTN: Board Chair
nc.boardchair@ascentclassical.org

If to the Contractor:

Ascent Classical Academies
ATTN: Derec Shuler
PO Box 1490
Golden, CO 80402
legal@ascentclassical.org

13.8 Assignment. This Agreement may be assigned by Contractor with the consent of the Corporation, which shall not be unreasonably withheld.

13.9 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

13.10 Severability. The invalidity of any of the covenants, phrases, or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement. To the extent that any of the services to be provided by the Contractor are found to be an invalid delegation of authority by the Corporation, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

13.11 Successors and Assigns. Subject to compliance with Section 13.8, this Agreement shall be binding upon and inure to the benefit of the Contractor and the Corporation and their respective successors and assigns.

13.12 No Third-Party Beneficiary Rights. This Agreement is made for the sole benefit of the Corporation and the Contractor, and their successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

13.13 Headings. The headings in this Agreement are for convenience and reference only and in no way define, limit, or describe the scope of the Agreement and shall not be considered in the interpretation of this Agreement or any provision hereof.

13.14 Survival of Termination. Sections 8, 9, 10, 11 of this Agreement shall survive termination of this Agreement.

13.15 Adequate Consideration. Each Party hereto acknowledges that consideration for this Agreement consists only of the terms set forth in this Agreement, and agrees that such consideration is sufficient, fair, reasonable, and not excessive.

13.16 Independent Counsel. Each Party to this Agreement acknowledges that it has had the benefit of advice of competent legal counsel or the opportunity to retain such counsel with respect to its decision to enter into this Agreement. The signatures affixed to this Agreement represent that the Parties are entering into this Agreement freely and without coercion by any other party or non-party hereto.

13.17 Indebtedness. No indebtedness of any kind incurred or created by any Charter School shall constitute indebtedness of the state or its political subdivisions, and no indebtedness of any Charter School shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

13.18 Non-Disparagement. Neither Party, nor any of its directors or executive officers, shall make or cause to be made, directly or indirectly, any statements or representations, including but not limited to, communications made electronically, whether oral or written, to any third party or person that disparage, are inimical to, damage the reputation of, or which in any manner may interfere with the personal or business affairs or relations of the other party. The Parties understand and agree that this non-disparagement provision extends to any newspapers, television programs, blogs, tweets, postings or other communications on internet message boards or social media websites. For purposes of this paragraph, a disparaging statement or representation is any communication which, if publicized to another, would cause or tend to cause the recipient of the communication to question the business condition, integrity, competence, good character, or the quality of the products or services of the person or entity to whom the communication relates.

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, the undersigned have executed this Service Provider Agreement as of the Effective Date.

**Ascent Classical Academies, a Colorado
nonprofit corporation,**

Name:

Title:

**North Carolina Classical Charter Schools , a
North Carolina nonprofit corporation**

Name:

Title:

EXHIBIT A

OPERATIONAL, ACADEMIC, FINANCIAL, AND COMPLIANCE SERVICES

The Contractor will provide the following Services (Operational Services, Academic Services, Financial Services, and Compliance Services) to the Corporation:

Operational Services

Site Management. Subject to the Contractor's right to restructure its management and staff, in its sole and absolute discretion, the typical site management at a school will include but is not limited to:

- Overall management of each Charter School's academic program
- Overall management of the school sites
- Overall management of each Charter School's physical plant and day to day operations

Technology and IT Services

- Design overall technology and IT system and strategy
- Assure alignment of technology purchases with technology strategy
- Provide staff training on technology and IT systems
- Design overall data collection system, select and/or create database systems and security systems, and assure compatibility
- Manage IT staff at all Charter School sites
- Conduct research on future growth of technology, IT services, and equipment, and implement changes and improvements
- Design, host, and maintain a website for the Corporation, which shall include the Corporation related announcements, Board communications, donations section, calendar, and any additional information deemed necessary by either party.
- At the Corporation's sole expense, the Contractor shall procure cyber security and anti-virus systems and shall install and maintain such systems, including ensuring regular back-ups of all critical data, disaster recovery and data recovery, as well as ransomware protection. The Contractor shall train staff regularly on ransomware, cyber security, and related issues as necessary.

Costs and expenses of the IT services provided at each Charter School site either by contract or by the Contractor employees and other direct costs related to technology and IT systems (e.g. computer and other technology repairs, software installation, internet connection maintenance, etc.) are not included in the Fee and shall be paid for pursuant to the Annual Budget.

Grant Coordination and Fundraising

- Identify, apply, and manage relevant grant opportunities (or outsource the same)
- Write and administer all grants
- Manage fundraising for the Corporation
- Manage fundraising for special projects and needs

- Contract with outside fundraisers and/or provide fundraising staff at each Charter School as required

Costs and expenses for (i) services provided by outside fundraisers; (ii) expenses for fundraising staff at each Charter School; and (iii) fundraising costs including, but not limited to, the costs of printing brochures, hosting events and travel, are not included in the Fee and shall be paid solely from the Corporation funds pursuant to the Annual Budget.

Maintenance

- Coordinate and supervise building maintenance and repair
- Overall management of maintenance staff, including grounds and custodial staff

Costs and expenses related to contracting for building and asset maintenance and repair are not included in the Fee and shall be paid for pursuant to the Annual Budget.

Public Relations and Marketing

- Develop public relations strategies for each Charter School
- Prepare and distribute press releases for the Corporation
- Conduct regular outreach efforts for the Corporation
- Engage firms for public relations (“PR”) or marketing services as required
- Oversee the development of a coherent brand identity for the Corporation and an effective marketing plan to promote ongoing enrollment. Such work may include the use of internet, social media, public announcement, print and email advertising.

Costs and expenses for services provided by PR firms are not included in the Fee and shall be paid pursuant to the Annual Budget.

Health and Safety Services

- Assist the Corporation in identifying and supporting the health- and safety-related needs of all enrolled students
- Disseminate, update, and maintain a health services handbook for all appropriate personnel
- Design and deliver comprehensive health- and safety-related training for health services staff in order to assist the Corporation in remaining in compliance with state and federal regulations regarding student health and safety
- Assist the Corporation in complying with local, state and federal reporting requirements and student care
- Periodically audit the Corporation to validate alignment with the policies and procedures recommended by the Contractor
- Assist the Corporation in complying with requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, and mandatory reporting of child abuse or neglect

Costs and expenses for health and safety services are not included in the Fee and shall be paid pursuant to the Annual Budget.

Other

- Maintain and update the Corporation's corporate files
- Provide support for Board meetings, as required
- Prepare state required annual reports and annual reports for each charter school authorizer
- Propose school calendars that meet state requirements for Board approval
- Provide time (bell) schedules for all Charter Schools
- Prepare and provide the Board with status reports on the Corporation's operational performance in relation to the most recent SC Charter School Performance Framework at least quarterly or upon seven (7) days' written request by the Corporation.
- Select and engage attorneys, to be paid for by the Corporation, to provide services to the Corporation in connection with the operation of each Charter School or its performance of the Charter
- Manage and oversee the Corporation's food services mission statement
- Assist the Board in implementing and maintaining the Corporation's mission statement. Any changes to the mission statement shall be subject to the review and approval of the Board and the North Carolina Department of Public Instruction.

Academic Services

Enrollment and Enrollment Maintenance

- Manage and oversee operations related to student application processes, enrollment, registration, wait-list, application lottery management, withdrawals, attendance, and student records
- Create manuals and timelines for policies and procedures and staff training related to the application process, enrollment, registration, wait-list management, withdrawals, attendance, retention and student records
- Conduct market analysis (demand for each Charter School's services)
- Conduct student retention analysis
- Prepare periodic enrollment reports for the Board
- Maintain student information systems
- Contract with database system providers, update and solve database problems
- Conduct data entry training for site staff
- Supervise data entry
- Supervise data uploads
- Supervise PowerSchool legal compliance

Costs and expenses related to contracting for database systems, maintenance, and repair are not included in the Fee and shall be paid pursuant to the Annual Budget.

Curriculum

- Design and publish policies and procedures related to Board approved middle school grade promotion and high school graduation requirements
- Design and administer each Charter School's internal syllabi audit system (the audit system includes the curriculum alignment with SCDOE standards), manage the system, and supervise the process of the Corporation course audits
- Design and manage each Charter School's student and school progress assessment system, manage the system, and train the teachers and administrators to use the system
- Supervise the administration of required SCDOE assessments
- Curriculum will be paid for by the Corporation, and the Contractor will manage the implementation of the curriculum.

Costs and expenses related to external tests for students including but not limited to MAPS, PSAT, ACT, EOCs, EOGs, SAT, AP exams, and the costs of external training related to these exams, are not included in the Fee, and shall be paid pursuant to the Annual Budget.

Academic/Human Resources Services

Teachers

- Conduct teacher recruiting, hiring, onboarding, supervision, and termination. Background checks on teachers, all employees, third party personnel, and volunteers
- Conduct in house teacher training programs in subject content, classroom management, assessment design, developmental psychology, and federal and state/Authorizer compliance, including special education compliance
- Arrange training by outside experts and coordinate off-site individual teacher training and professional development activities
- Plan instructional staffing levels
- Conduct regular teacher evaluations
- Supervision of teachers by Charter School

Director Policies and Procedures

- Draft policy and procedure manuals, forms (including teacher offer letters, applications, enrollment and similar forms, policies, and procedures for all aspects of school operations) and management procedures for Board approval.

Costs and expenses related to policy and procedure development are not included in the Fee, are the sole financial responsibility of the Corporation, and shall be paid in accordance with the Annual Budget.

Professional Development and Training

- Oversee the design and delivery of training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable

laws. Non-instructional personnel shall receive such training as the Contractor determines reasonable and necessary. Such training and development shall be consistent with the guidelines released by the state.

Costs and expenses related to professional development and training are not included in the Fee, are the sole financial responsibility of the Corporation, and shall be paid in accordance with the Annual Budget.

Exceptional Student Services (“EC”)

- Assist the Corporation in understanding state and federal EC laws, including the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Americans with Disabilities Act (the “ADA”), and SCDOE rules and regulations
- Create and recommend policies and procedures for Board approval and supervise operations related to the identification and provision of services to students with special needs in compliance with federal and state laws and regulations, including required reporting and audits
- Create and recommend EC policies and procedures
- Supervise operations related to identifying and providing educational services to EC
- Recruit and supervise licensed EC staff at all school sites
- Supervise data collection and provide relevant data for state monitoring and EC audits
- Identify and provide educational services to students with special needs, in compliance with federal and SC laws and regulations, including state required reporting
- Find, contract, and supervise licensed SPED staff at all school sites
- Supervise data collection and provide relevant data for monitoring and Exceptional Student Services (EC) audits
- Provide, develop, maintain, and enhance policies, procedures, curricula, curriculum maps, pacing guides, and a specialized program of instruction in accordance with applicable law and evidence-based best practices, to be used to educate exceptional students

Costs and expenses related to resources provided to EC students and EC services are not included in the Fee, are the sole financial responsibility of the Corporation, and shall be paid in accordance with the Annual Budget.

Section 504 of the Rehabilitation Act of 1973 and Subsequent Amendments

- Assist the Corporation in understanding state and federal laws relating to Section 504, and suggest policies and procedures to the Board that will assist the Corporation in complying with such laws.

Complaint Resolution

- Offer assistance and guidance related to formal complaints filed against the Corporation and the Contractor concerning the schools, including, but not limited to,

complaints filed with the Office of Civil Rights, the Department of Justice, the state, each charter school authorizer, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, the Department of Labor, the Office of Administrative Hearings, and other such agencies. The Contractor shall notify the Corporation, in writing, of any additional costs or expenses determined to be necessary to provide these complaint resolution service, and the Corporation shall approve the same prior to the Contractor providing such services.

- The Contractor shall immediately notify the Corporation of any of all notices or complaints from Office of Civil Rights, the Department of Justice, the state, each charter school authorizer, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, the Department of Labor, the Office of Administrative Hearings, the Internal Revenue Service, any law enforcement agency, or other such agencies.

Other

Prepare and provide the Board with status reports on the Corporation's status on academic performance at least quarterly or upon seven (7) days' written request by the Corporation.

Financial Services

- Prepare, for the Board's consideration and vote, a proposed budget each year for presentation to the Board at a Board meeting at a time and date selected and scheduled by the Board. Authority to approve a budget shall ultimately remain with the Board.
- Prepare and deliver to the Board reports which shall include an accounting and detailed statements of all revenues received, from whatever source, with respect to the Corporation; detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Corporation by the Contractor, whether incurred on-site or off- site; and reports on the Corporation's status on the financial performance in relation to the most recent SC Charter School Performance Framework. Such financial reports shall be provided to the Corporation at least quarterly or upon seven (7) days' written request by the Corporation.
- Prepare such other financial statements as required by and in compliance with the Charter, North Carolina Law, the Code, and other applicable state and federal laws and regulations, including such documentation and support as needed by the Corporation during an annual audit of the Corporation's financial statements by an independent certified public accountant retained by the Corporation. The cost of the audit shall be the responsibility of the Corporation, as provided for in the budget.
- Prepare such other reports on the finances and operation of the Corporation as requested or required by the state, the Board, or each charter school authorizer.
- Provide advice regarding contracts including, but not limited to facilities, curriculum, and purchase and sales agreements. In addition, the Contractor shall provide advice related to forecasting of future fiscal needs for the Corporation.
- Maintain all vendor files and make available upon request to the Board.
- Coordinate, lead, and otherwise conduct negotiations with vendors or other third parties at the written direction of the Board.

- Subject to the Corporation's timely, complete, and accurate reporting of data to the Contractor, disburse payroll expenses and any other expenses as authorized in advance by the Corporation in writing. The Corporation may authorize in writing one or more the Corporation Employees to disburse payment for expenses; such authority shall be subject to the limitations set forth by the Corporation.
- Coordinate the preparation and filing of all necessary tax returns for the Corporation by an accountant with expertise in tax filings for tax-exempt charter schools. The Board will be required to contract with an independent auditor for this service. The Board shall have a direct contractual relationship with the auditor for consultation, review, approval, and for all matters related to the audit. The Contractor shall ensure the Corporation's Board has an opportunity to review and approve the Corporation's Form 990 prior to filing.
- Manage accounts payable and accounts receivable, including:
- Management and supervision of all accounts payable and the Corporation's bank account and lines of credit, including the direct payment of the Corporation's bills and expenses by the Contractor on behalf of the Corporation from the Corporation's bank accounts.
- The Corporation shall reimburse shall pay expenses for the operation of each Charter School, including, but not limited to, all expenses included in the Annual Budget, through either of two methods, as determined by the Contractor: (1) such expenses may initially be paid by the Contractor and invoiced to the Corporation for reimbursement to the Contractor ("Pass Through Expenses"); or (2) the Contractor may pay such expenses directly from the Corporation's bank accounts ("Direct Expenses"). All Pass Through Expenses and Direct Expenses are in addition to the Fee but shall not exceed the Annual Budget without prior Board approval. Direct Expenses shall be authorized and permitted for any of the Corporation's ordinary and recurring operating expenses, including without limitation, utility bills, the Corporation Employees' salaries, supplies, building maintenance and repair, equipment maintenance and repair.

Compliance Services

The Contractor shall manage compliance in all areas delegated to it under this Agreement, and may refer matters to outside counsel for the Corporation as appropriate, including but not limited to, the following:

- All aspects of the Charter contracts
- Local, state and federal reporting requirements and student care including requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, and mandatory reporting of child abuse or neglect
- Legal compliance

INTELLECTUAL PROPERTY LICENSE AGREEMENT

This Intellectual Property License Agreement (the “Agreement”) is made and entered into as of August 30, 2024, by and between Ascent Classical Academies, a Colorado nonprofit corporation (the “Licensor” or “Contractor”), and North Carolina Classical Charter Schools, a North Carolina nonprofit corporation (the “Licensee” or “Corporation”). For purposes of this Agreement, the Contractor and the Corporation together may hereafter be referred to as the “Parties”.

RECITALS

WHEREAS, Licensor is the owner of certain intellectual property, including but not limited to trademarks, logos, trade dress, name, marketing materials, training materials, curriculum, educational materials, and other copyrighted materials (collectively, the “Licensed Materials”), including but not limited to the trademarks and service marks set forth on Schedule 1 whether registered or unregistered, including the listed registrations and applications and any registrations which may be granted pursuant to such applications set forth on Schedule 1 (the “Licensed Marks”);

WHEREAS, Licensee has entered into a Service Provider Agreement with Licensor (the “Service Provider Agreement”) to manage the operations of Corporation’s Schools;

WHEREAS, in connection with the Service Provider Agreement, Licensor desires to grant Licensee a limited, non-exclusive, non-transferable, and revocable license to use the Licensed Materials strictly in accordance with the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein, the parties hereto agree as follows:

1. GRANT OF LICENSE

1.1 General License. Subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a limited, non-exclusive, non-transferable, revocable, non-sublicensable license to use the Licensed Materials solely in connection with the management and operation of Corporation’s schools (the “Licensed Activity”) during the term, or any renewal thereof, of the Service Provider Agreement (the “Term”) in the state of North Carolina (the “Territory”).

1.2 Trademark License. Subject to this Agreement's terms and conditions, Licensor hereby grants to Licensee during the Term a limited, non-exclusive, non-transferable, revocable, non-sublicensable license to use the Licensed Marks on or in connection with the goods and services set forth in Schedule 1 (collectively the “Licensed Goods and Services”) in the Territory.

1.3 Copyright License. Subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee during the Term a limited, non-exclusive, non-transferable, revocable, non-sublicensable license in the Territory, solely to reproduce, display, transmit, and distribute Licensed Works in any and all formats and media whether now or hereafter known or devised and by any and all technologies and means of delivery whether now or hereafter known or devised for purposes allowed under the Service Provider Agreement. The "Licensed Works" are defined as all current and future curricula, print and electronic textbooks, instructional materials,

marketing materials, lesson plans, teacher guides, workbooks, tests, analyses, reports, policies, procedures, and any derivative works created therefrom.

1.4 Reservation of Rights. Licensor hereby reserves all rights not expressly granted to Licensee under this Agreement. Without limiting the foregoing, all rights granted to Licensee under this Agreement are subject to Licensor's reserved right to use the Licensed Materials in its respective business, including in connection with the promotion, advertising, provision, and sale of goods and services similar to or competitive with the management and operation of schools anywhere in the world.

1.5 Territorial Restrictions. Licensee shall not:

a. conduct advertising of Licensed Activity in, or specifically aimed at, any jurisdiction outside the Territory;

b. promote, advertise, distribute, provide, conduct, or sell any Licensed Goods and Services or Licensed Activity outside the Territory;

c. use any Licensed Material outside of the Territory in any capacity or for any purpose.

1.6 Scope of Use. The Licensed Materials shall be used by Licensee exclusively for the purposes outlined in the Service Provider Agreement. Any use of the Licensed Materials outside the scope of the Service Provider Agreement is strictly prohibited.

2. Use of the Licensed Materials

2.1 No Other Marks. Apart from the Licensed Marks, no other trademark or logo may be affixed to, or used in connection with, the Licensed Services without prior written consent from Licensee.

2.2 Trademark Notices. Licensee shall ensure that all Licensed Goods and Services provided by Licensee and all other materials carrying the Licensed Marks, be marked with the appropriate trademark notices as set forth in the Brand Manual/Use Guidelines in accordance with Licensor's instructions.

2.3 Copyright Notices. Licensee shall ensure that its use of the Licensed Works is marked with the appropriate copyright notices specified by Licensor in a prominent position in the order and manner provided by Licensor. Licensee shall abide by the copyright laws and what are considered to be sound practices for copyright notice provisions in the Territory. Licensee shall not use any copyright notices that conflict with, confuse, or negate the notices Licensor provides and requires hereunder.

2.4 Compliance with Licensor's Directions. The Licensed Works may be displayed or used only in the form and in such manner as specifically approved in writing by Licensor in advance.

2.5 Business Names and Domain Names. Without the Licensor's consent, the Licensee shall not use the Licensed Materials (and, in the case of Licensed Marks, any mark confusingly similar thereto), individually or in combination, as part of (a) its corporate or trade name, or (b) any domain name. Upon termination of the Service Provider Agreement, any such consent provided in this Section 2.5 is revoked, and Licensee must cease any use of the Licensed Materials and any confusingly similar variant thereto as part of (a) its corporate or trade name, or (b) any domain name. Any costs associated with modifications resulting from the cessation of use of the

Licensed Materials as part of (a) its corporate or trade name, or (b) any domain name shall be borne solely by the Licensee.

3. OWNERSHIP AND RIGHTS

3.1 Ownership. Licensee acknowledges and agrees that Licensor is the sole and exclusive owner of all rights, title, and interest in and to the Licensed Materials, including but not limited to all intellectual property rights, copyrights, and trademarks therein, and including any modifications, improvements, or derivative works made thereto by Licensee.

3.2 Goodwill in Licensed Marks. Licensee acknowledges that (a) Licensor is the owner of all goodwill related to the Licensed Marks, and (b) all use of the Licensed Marks under this Agreement and any goodwill accruing from such use will inure solely to Licensor's benefit. If the Licensee acquires any rights in the Licensed Material, Licensed Marks, Licensed Works, or any related intellectual property, by operation of law or otherwise, the Licensee hereby irrevocably assigns such rights to the Licensor without further action by any of the parties. Licensee shall not dispute or challenge, or assist any Person in disputing or challenging, Licensor's rights in and to the Licensed Material or the Licensed Materials' validity.

3.3 No Transfer of Rights. Except for the limited license granted herein, Licensee shall not acquire any right, title, or interest in the Licensed Materials.

3.4 Protection of Rights. Licensee shall not, during the Term or thereafter, directly or indirectly:

- a. engage in any activity that may infringe, misappropriate, or otherwise violate Licensor's intellectual property rights,
- b. take, omit to take, or permit any action which will or may dilute the Licensed Marks or tarnish or bring into disrepute the reputation of or goodwill associated with the Licensed Marks or Licensor, or which will or may invalidate or jeopardize any registration of the Licensed Marks; or
- c. apply for, or obtain, or assist any Person in applying for or obtaining any registration of the Licensed Marks, or any trademark, service mark, trade name, or other indicia confusingly similar to the Licensed Mark in the Territory.

3.5 Licensee shall promptly notify Licensor of any infringement, misappropriation, or violation of the Licensed Materials by any third party.

3.6 Maintenance of Registrations. Licensor shall, at its own expense, take all reasonable steps to maintain the existing registrations of the Licensed Marks and prosecute to registration any pending applications for so long as the Licensed Marks are being used in commerce as required by applicable Law. Licensee shall provide, at Licensor's request and at Licensor's expense, all necessary assistance with such maintenance and prosecution.

3.7 No Encumbrances. Licensee shall not grant or attempt to grant a security interest in, or otherwise encumber, the Licensed Materials or record any such security interest or encumbrance against any Licensed Materials in any state or federal place of recordation.

4. QUALITY CONTROL

4.1 Acknowledgement. Licensee acknowledges and is familiar with the high standards, quality, style, and image of Licensor, and Licensee at all times shall conduct its business and use the Licensed Marks in a manner consistent with these standards, quality, style, and image.

4.2 Compliance with Licensor Directions and Specifications. Licensee shall comply with the specifications, standards, and directions relating to the Licensed Services as set forth in Schedule 2 and as notified in writing by Licensor from time to time.

4.3 Compliance with Laws. In exercising its rights under this Agreement, Licensee shall comply with, and shall ensure that Licensed Services comply with, all applicable Laws. Licensee shall promptly provide Licensor with copies of all communications with any governmental, regulatory, or industry authority relating to the Licensed Marks or the Licensed Services.

4.4 Inspection of Facilities. Licensee shall permit, and shall obtain permission for, Licensor at all reasonable times to inspect any facility used for the Licensed Goods and Services to ensure compliance with the quality standards or any other specifications or requirements set forth in this Agreement.

4.5 Complaints. Licensee shall promptly provide Licensor with details of any complaints it has received relating to the Licensed Goods and Services, together with reports on the manner in which such complaints are being, or have been, resolved, and shall comply with any reasonable directions given by Licensor concerning such complaints.

5. ENFORCEMENT.

5.1 Notification. Licensee shall immediately notify Licensor in writing with reasonable detail of any:

- a. actual, suspected, or threatened infringement of the Licensed Marks, claim that any of the Licensed Marks are invalid, or opposition to the Licensed Marks;
- b. actual, suspected, or threatened claim that use of the Licensed Marks infringes the rights of any third party;
- c. person applying for, or granted, a registered trademark by reason of which that person may be, or has been, granted rights which conflict with any of the rights granted to Licensee under this Agreement; or
- d. other actual, suspected, or threatened claim to which the Licensed Marks may be subject.

5.2 Actions. With respect to any of the matters listed in Section 5.1:

- a. Licensor has exclusive control over, and conduct of, all claims and proceedings;
- b. Licensee shall provide Licensor with all assistance that Licensor may reasonably require in the conduct of any claims or proceedings; and
- c. Licensor shall bear the cost of any proceedings and will be entitled to retain all sums recovered in any action for its own account.

6. TERM AND TERMINATION

6.1 Term. This Agreement shall commence on the Effective Date and shall continue in effect until the termination, or any renewal thereof, or expiration of the Service Provider Agreement, unless earlier terminated as provided herein.

6.2 Termination. This Agreement may be terminated by Licensors immediately upon written notice to Licensee if Licensee breaches any provision of this Agreement or the Service Provider Agreement.

6.3 Effect of Termination. Upon termination or expiration of this Agreement for any reason, Licensee shall immediately cease all use of the Licensed Materials including name, logos, trademarks, and copyrighted material and shall return or destroy all copies of the Licensed Materials in its possession or control. Licensee shall have no further rights in or to the Licensed Materials.

7. REPRESENTATIONS AND WARRANTIES

7.1 Licensee's Representations. Licensee represents and warrants that its use of the Licensed Materials shall comply with all applicable federal and state laws, including but not limited to the laws of the State of North Carolina.

7.2 Disclaimer of Representations and Warranties. Nothing in this Agreement constitutes any representation or warranty by Licensors that:

- a. any of the Licensed Marks are valid;
- b. any of the Licensed Marks (if an application) shall proceed to grant or, if granted, shall be valid; or
- c. the exercise by Licensee of rights granted under this Agreement in the Licensed Materials, Licensed Marks, Licensed Works, or any other rights granted herein will not infringe the rights of any person.

8. INDEMNIFICATION

8.1 Licensee's Indemnification. Licensee agrees to indemnify, defend, and hold harmless Licensors from and against any and all claims, liabilities, losses, damages, costs, and expenses (including reasonable attorneys' fees) arising out of or related to Licensee's use of the Licensed Materials or breach of this Agreement.

9. LICENSE FEE AND PAYMENT TERMS

9.1 License Fee. Licensee agrees to pay Licensors the Service Provider Fee as detailed in Service Provider Agreement, which includes payment for the licenses in and to the Licensed Material set forth in this Agreement.

10. CONFIDENTIALITY

10.1 Confidential Information. "Confidential Information" means any and all information, whether written, oral, or in any other form, disclosed by Licensors to Licensee under this Agreement, including but not limited to the Licensed Materials, business strategies, financial information, and proprietary data.

10.2 Obligations. Licensee agrees to maintain the confidentiality of the Confidential Information and not to disclose it to any third party or use it in any manner without the prior written consent of Licensors.

10.3 Duration. Licensee's confidentiality obligations under this Section shall survive the termination or expiration of this Agreement for a period of three (3) years.

11. AUDIT RIGHTS

11.1 Audit. Licensors shall have the right to audit Licensee's use of the Licensed Materials to ensure compliance with this Agreement.

11.2 Access. Licensee agrees to provide Licensors with reasonable access to its records and systems during normal business hours for the purpose of conducting such audits.

11.3 Costs. If any audit reveals a material breach of this Agreement, Licensee shall bear the cost of the audit. Otherwise, the cost shall be borne by Licensors.

12. LIMITATION OF LIABILITY

12.1 Limitation. To the fullest extent permitted by law, Licensors' total liability to Licensee for any and all claims arising out of or related to this Agreement shall not exceed the amount of the Service Provider Fees paid by Licensee to Licensors.

13.2 No Warranty. The Licensed Materials are provided "as is" without any warranties, express or implied, including but not limited to warranties of merchantability or fitness for a particular purpose.

14. DISPUTE RESOLUTION

14.1 Negotiation. In the event of any dispute arising out of or relating to this Agreement, the parties shall first attempt to resolve the dispute through good faith negotiation.

14.2 Mediation. If the dispute cannot be resolved through negotiation, the parties agree to submit the dispute to mediation before bringing claim in court of competent jurisdiction.

14.3 Venue and Jurisdiction. Any legal action arising out of or relating to this Agreement shall be brought exclusively in the state or federal courts located in North Carolina.

15. FORCE MAJEURE

15.1 Force Majeure Events. Neither party shall be liable for any failure or delay in performance under this Agreement due to causes beyond its reasonable control, including but not limited to natural disasters, war, strikes, pandemics, or governmental actions.

16.2 Notification and Duty to Mitigate. The party affected by a force majeure event shall promptly notify the other party and take reasonable steps to mitigate the impact of the event.

17. NON-COMPETITION AND NON-SOLICITATION

17.1 Non-Competition. During the term of this Agreement and for a period of three (3) years thereafter, Licensee agrees not to engage in any activities that compete with Licensor's business or use similar intellectual property, including names, logos, trademarks, copyrights.

17.2 Non-Solicitation. Licensee agrees not to solicit or hire any of Licensor's employees, clients, or partners during the term of this Agreement and for a period of three (3) years thereafter.

18. NOTICES

18.1 Notice Requirements. All notices required or permitted under this Agreement shall be in writing and delivered by hand, certified mail, or email, with confirmation of receipt.

18.2 Addresses. Notices shall be sent to the following addresses, or such other address as a party may designate in writing:

- Licensor:

Ascent Classical Academies
ATTN: Derec Shuler
PO Box 1490
Golden, CO 80402
legal@ascentclassical.org

- Licensee:

North Carolina Classical Charter Schools
ATTN: Board Chair
nc.boardchair@ascentclassical.org

19. PUBLICITY AND MARKETING

19.1 Publicity. Licensee shall not make any public announcements or press releases regarding this Agreement or its relationship with Licensor without Licensor's prior written consent.

19.2 Marketing Materials. Licensee may use Licensor's name, trademarks, and logos in marketing materials only with Licensor's prior written approval and in accordance with Licensor's brand guidelines.

20. SURVIVAL

20.1 Survival of Obligations. The provisions of this Agreement that by their nature are intended to survive termination or expiration, including but not limited to confidentiality, indemnification, and limitation of liability, shall survive.

21. FURTHER ASSURANCES

21.1 Cooperation. Each party agrees to execute and deliver such further documents and take such further actions as may be reasonably necessary to carry out the intent of this Agreement.

22. COUNTERPARTS AND ELECTRONIC SIGNATURES

22.1 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

22.2 Electronic Signatures. The parties agree that signatures transmitted electronically or by facsimile shall be valid and binding as if they were original signatures.

23. INTERPRETATION AND CONSTRUCTION

24.1 Headings. The headings in this Agreement are for convenience only and shall not affect the interpretation of this Agreement.

25.2 Ambiguities. Any ambiguities or inconsistencies in this Agreement shall not be construed against the party that drafted it.

26. ENTIRE AGREEMENT

27.1 Merger Clause. This Agreement, together with the Service Provider Agreement, constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior or contemporaneous agreements, understandings, or representations, whether written or oral.

28. TECHNOLOGY AND DEVELOPMENTS NOT NOW KNOWN

28.1 Inclusion of Future Technologies. The license granted under this Agreement shall extend to any and all new technologies, methodologies, or intellectual property not currently known or available, to the extent that such developments pertain to the Licensed Materials and are owned or controlled by Licensor.

28.2 Rights in Future Developments. Licensee agrees that any rights to future developments, improvements, or enhancements to the Licensed Materials, whether or not conceived or developed during the term of this Agreement, shall belong exclusively to Licensor.

29. GOVERNING LAW

29.1 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of North Carolina, without regard to its conflict of law principles.

30. SEVERABILITY

30.1 Severability. If any provision of this Agreement is held to be invalid, illegal, or unenforceable, such provision shall be modified to the minimum extent necessary to make it enforceable, and the remaining provisions shall continue in full force and effect.

31. WAIVER

31.1 Waiver. No waiver of any breach of any provision of this Agreement shall constitute a waiver of any prior, concurrent, or subsequent breach of the same or any other provisions, and no

waiver shall be effective unless made in writing and signed by an authorized representative of the waiving party

32. DERIVATIVE WORKS

32.1 Creation of Derivative Works. Licensee shall not create any derivative works based on the Licensed Materials without the prior written consent of Licensor. For purposes of this Agreement, “Derivative Works” shall mean any work that is based upon one or more pre-existing works, such as a modification, enhancement, adaptation, translation, abridgment, or any other form in which a pre-existing work may be recast, transformed, or adapted.

32.2 Ownership of Derivative Works. In the event that Licensor consents in writing to the creation of any Derivative Works by Licensee, all right, title, and interest in such Derivative Works shall be owned exclusively by Licensor. Licensee agrees to assign, and hereby assigns, any and all rights, including all intellectual property rights, in any Derivative Works created under this Agreement to Licensor.

32.3 License to Derivative Works. To the extent that Licensee retains any rights in the Derivative Works, Licensee grants to Licensor a perpetual, irrevocable, royalty-free, worldwide license to use, reproduce, distribute, display, and create further derivative works from such Derivative Works for any purpose.

33. WORKS FOR HIRE

33.1 Works for Hire. Licensee agrees that any and all materials, including but not limited to documents, presentations, curricula, training materials, designs, processes, and any other works created, developed, or produced by Licensee in connection with or related to the Licensed Materials or the Service Provider Agreement (collectively, the “Work Product”) shall be considered “works made for hire” as defined under the United States Copyright Act, 17 U.S.C. § 101.

33.2 Ownership of Work Product. As works made for hire, Licensor shall be considered the sole and exclusive owner of all right, title, and interest in and to the Work Product, including all copyrights and other intellectual property rights therein.

33.3 Assignment of Rights. To the extent that any Work Product does not qualify as a work made for hire under applicable law, Licensee hereby assigns, and agrees to assign, to Licensor all right, title, and interest in and to such Work Product, including all intellectual property rights, from the moment of creation. Licensee agrees to execute any documents necessary to effectuate such assignment.

33.4 Moral Rights Waiver. Licensee waives any and all moral rights, including the right of attribution and the right to object to derogatory treatment, in and to the Work Product, to the fullest extent permitted by law.

34. COOPERATION AND FURTHER ASSURANCES

34.1 Further Assurances. Licensee agrees to cooperate fully and execute any additional documents necessary to confirm and perfect Licensor's ownership of any Derivative Works or Work Product, including any assignments, registrations, or other filings that may be required.

IN WITNESS WHEREOF, the parties hereto have executed this Intellectual Property License Agreement as of the Effective Date.

LICENSOR:

[Contractor's Name]

By: _____

Name: _____

Title: _____

Date: _____

LICENSEE:

[Licensee's Name]

By: _____

Name: _____



Title: _____


Date: _____


Schedule 1

Licensed Marks

Mark	U.S. Trademark App. No.	Goods and Services
ASCENT CLASSICAL	98370318	<p>Class 14 - Lanyards for holding keys; Lanyards primarily for holding keys and also identification badges and access cards</p> <p>Class 18 – Back packs</p>
ASCENT CLASSICAL	98975291	<p>Class 9 -- Lanyards for holding magnetic identity cards; Downloadable educational books featuring K-12 education curriculum; Downloadable educational course materials in the field of K-12 education curriculum; Downloadable educational materials, namely, printable learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education</p> <p>Class 16 -- Pens; Stickers; Lanyards for name badge holders; Blank paper notebooks; Packaged kits comprising printed instructional, educational, and teaching materials for educational activities in the field of K-12 education; Paper notebooks; Printed educational and learning publications, namely, booklets and flash cards on a variety of educational disciplines in pre-school through eighth grade; Printed educational books featuring K-12 education curriculum; Printed educational materials in the field of K-12 education curriculum; Printed educational publications, namely, educational learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Printed educational publications, namely, training manuals in the field of K-12 education; Printed educational publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the fields of K-12 education; Printed textbooks in the field of K-12 education; Printed workbooks directed to K-12 education; Printed daily planners; Printed instructional, educational, and teaching materials in the field of K-12 education; Printed publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Spiral-bound notebooks</p> <p>Class 21 -- Water bottles sold empty; Aluminum water bottles sold empty; Plastic water bottles sold empty; Reusable plastic water bottles sold empty; Reusable stainless steel water bottles sold empty</p> <p>Class 25 -- Blazers; Dresses; Shirts; Skirts; Sweaters; Sweatshirts; Uniforms; Button down shirts; Polo shirts; Athletic uniforms; Baseball uniforms; Hooded sweatshirts; School uniforms</p> <p>Class 35 -- Business consultation in the field of education leadership development; Human resources services in the field of education, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of teacher placement based on success in an academic program; Promoting education in the science, technology, engineering and mathematics (STEM) field; Tracking student performance for educational administration purposes</p>

		<p>Class 41 -- Education services, namely, providing kindergarten through 12th grade (K-12) classroom instruction; Educational services in the nature of charter schools; Education services, namely, training educators in the field of K-12 education and providing curricula in connection therewith; Educational services, namely, developing curriculum for educators; Educational services, namely, developing curriculum for others in the field of K-12 education; Educational services, namely, developing curriculum for teachers; Educational services, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of improving teaching procedures</p>
	98370351	<p>Class 14 - Lanyards for holding keys; Lanyards primarily for holding keys and also identification badges and access cards</p> <p>Class 18 – Back packs</p>
	98975292	<p>Class 9 -- Lanyards for holding magnetic identity cards; Downloadable educational books featuring K-12 education curriculum; Downloadable educational course materials in the field of K-12 education curriculum; Downloadable educational materials, namely, printable learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education</p> <p>Class 16 -- Pens; Stickers; Lanyards for name badge holders; Blank paper notebooks; Packaged kits comprising printed instructional, educational, and teaching materials for educational activities in the field of K-12 education; Paper notebooks; Printed educational and learning publications, namely, booklets and flash cards on a variety of educational disciplines in pre-school through eighth grade; Printed educational books featuring K-12 education curriculum; Printed educational materials in the field of K-12 education curriculum; Printed educational publications, namely, educational learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Printed educational publications, namely, training manuals in the field of K-12 education; Printed educational publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the fields of K-12 education; Printed textbooks in the field of K-12 education; Printed workbooks directed to K-12 education; Printed daily planners; Printed instructional, educational, and teaching materials in the field of K-12 education; Printed publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Spiral-bound notebooks</p> <p>Class 21 -- Water bottles sold empty; Aluminum water bottles sold empty; Plastic water bottles sold empty; Reusable plastic water bottles sold empty; Reusable stainless steel water bottles sold empty</p> <p>Class 25 -- Blazers; Dresses; Shirts; Skirts; Sweaters; Sweatshirts; Uniforms; Button down shirts; Polo shirts; Athletic uniforms; Baseball uniforms; Hooded sweatshirts; School uniforms</p>

		<p>Class 35 -- Business consultation in the field of education leadership development; Human resources services in the field of education, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of teacher placement based on success in an academic program; Promoting education in the science, technology, engineering and mathematics (STEM) field; Tracking student performance for educational administration purposes</p> <p>Class 41 -- Education services, namely, providing kindergarten through 12th grade (K-12) classroom instruction; Educational services in the nature of charter schools; Education services, namely, training educators in the field of K-12 education and providing curricula in connection therewith; Educational services, namely, developing curriculum for educators; Educational services, namely, developing curriculum for others in the field of K-12 education; Educational services, namely, developing curriculum for teachers; Educational services, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of improving teaching procedures</p>
	98370367	<p>Class 9 -- Lanyards for holding magnetic identity cards; Downloadable educational books featuring K-12 education curriculum; Downloadable educational course materials in the field of K-12 education curriculum; Downloadable educational materials, namely, printable learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education</p> <p>Class 14 -- Lanyards for holding keys; Lanyards primarily for holding keys and also identification badges and access cards</p> <p>Class 16 -- Pens; Stickers; Lanyards for name badge holders; Blank paper notebooks; Packaged kits comprising printed instructional, educational, and teaching materials for educational activities in the field of K-12 education; Paper notebooks; Printed educational and learning publications, namely, booklets and flash cards on a variety of educational disciplines in pre-school through eighth grade; Printed educational books featuring K-12 education curriculum; Printed educational materials in the field of K-12 education curriculum; Printed educational publications, namely, educational learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Printed educational publications, namely, training manuals in the field of K-12 education; Printed educational publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the fields of K-12 education; Printed textbooks in the field of K-12 education; Printed workbooks directed to K-12 education; Printed daily planners; Printed instructional, educational, and teaching materials in the field of K-12 education; Printed publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Spiral-bound notebooks</p> <p>Class 18 -- Back packs</p> <p>Class 21 -- Water bottles sold empty; Aluminum water bottles sold empty; Plastic water bottles sold empty; Reusable plastic water bottles sold empty; Reusable stainless steel water bottles sold empty</p>

		<p>Class 25 -- Blazers; Dresses; Shirts; Skirts; Sweaters; Sweatshirts; Uniforms; Button down shirts; Polo shirts; Athletic uniforms; Baseball uniforms; Hooded sweatshirts; School uniforms</p> <p>Class 35 -- Business consultation in the field of education leadership development; Human resources services in the field of education, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of teacher placement based on success in an academic program; Promoting education in the science, technology, engineering and mathematics (STEM) field; Tracking student performance for educational administration purposes</p> <p>Class 41 -- Education services, namely, providing kindergarten through 12th grade (K-12) classroom instruction; Educational services in the nature of charter schools; Education services, namely, training educators in the field of K-12 education and providing curricula in connection therewith; Educational services, namely, developing curriculum for educators; Educational services, namely, developing curriculum for others in the field of K-12 education; Educational services, namely, developing curriculum for teachers; Educational services, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of improving teaching procedures</p>
	98370380	<p>Class 9 -- Lanyards for holding magnetic identity cards; Downloadable educational books featuring K-12 education curriculum; Downloadable educational course materials in the field of K-12 education curriculum; Downloadable educational materials, namely, printable learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education</p> <p>Class 14 -- Lanyards for holding keys; Lanyards primarily for holding keys and also identification badges and access cards</p> <p>Class 16 -- Pens; Stickers; Lanyards for name badge holders; Blank paper notebooks; Packaged kits comprising printed instructional, educational, and teaching materials for educational activities in the field of K-12 education; Paper notebooks; Printed educational and learning publications, namely, booklets and flash cards on a variety of educational disciplines in pre-school through eighth grade; Printed educational books featuring K-12 education curriculum; Printed educational materials in the field of K-12 education curriculum; Printed educational publications, namely, educational learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Printed educational publications, namely, training manuals in the field of K-12 education; Printed educational publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the fields of K-12 education; Printed textbooks in the field of K-12 education; Printed workbooks directed to K-12 education; Printed daily planners; Printed instructional, educational, and teaching materials in the field of K-12 education; Printed publications, namely, learning cards, flash cards, activity cards, workbooks, textbooks, activity books, story books, puzzle books, printed puzzles, teacher guides, manuals, posters and educational booklets in the field of K-12 education; Spiral-bound notebooks</p> <p>Class 18 -- Back packs</p>

		<p>Class 21 -- Water bottles sold empty; Aluminum water bottles sold empty; Plastic water bottles sold empty; Reusable plastic water bottles sold empty; Reusable stainless steel water bottles sold empty</p> <p>Class 25 -- Blazers; Dresses; Shirts; Skirts; Sweaters; Sweatshirts; Uniforms; Button down shirts; Polo shirts; Athletic uniforms; Baseball uniforms; Hooded sweatshirts; School uniforms</p> <p>Class 35 -- Business consultation in the field of education leadership development; Human resources services in the field of education, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of teacher placement based on success in an academic program; Promoting education in the science, technology, engineering and mathematics (STEM) field; Tracking student performance for educational administration purposes</p> <p>Class 41 -- Education services, namely, providing kindergarten through 12th grade (K-12) classroom instruction; Educational services in the nature of charter schools; Education services, namely, training educators in the field of K-12 education and providing curricula in connection therewith; Educational services, namely, developing curriculum for educators; Educational services, namely, developing curriculum for others in the field of K-12 education; Educational services, namely, developing curriculum for teachers; Educational services, namely, offering of assessments and surveys in the field of educator training and performance for the purpose of improving teaching procedures</p>
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Schedule 2 Licensor Trademark Use Guidelines

These Trademark Use Guidelines ("Guidelines") set out the requirements and specifications of Licensor for use of the Licensed Marks. Proper and consistent use of the Licensed Marks is critical to preserve the brand image associated with the Licensed Marks and their recognition, strength, and significance as source identifiers in the marketplace.

Licensee must comply with these Guidelines in all uses of the Licensed Marks, including in all advertising, marketing, and promotional materials, product packaging and labeling, point of purchase displays, trade show displays, signage, manuals and other documentation and materials provided with the licensed products or services, social media posts, and any other permitted uses in this Agreement.

Nothing contained in these Guidelines will be construed as conveying any license or other rights to any trademarks other than the Licensed Marks, expanding the scope of permitted use of any Licensed Marks, or limiting any obligations of Licensee under the Agreement. In the event of any conflict between these Guidelines and the terms of the Agreement, the terms of the Agreement control.

Licensor has the right to revise these Guidelines at any time on thirty (30) days' written notice.

Questions regarding these Guidelines should be addressed to Licensor using the information provided in Section 18.2 of the Agreement.

Guidelines and Specifications for Proper Trademark Use

1. **[Typography.]** Typography is an important element of the [[TRADEMARK]/Licensed Marks] brand identity. [[FONT]/The [FONT FAMILY] family of fonts] is the preferred font for [DESCRIPTION OF PRINTED MATERIALS].]

2. **Logo.** Whenever possible, use the logo for a Licensed Mark at least once in every item of printed material or digital application in which the Licensed Mark appears. Licensee must use every effort to achieve a visual match for the color, hue, and saturation of any logo as appearing in Schedule 1 for the particular material or application.

Logo Size

The appropriate size of the logo should be determined based on design clarity, legibility, and aesthetic appeal. The overall proportions of the logo may not be altered or skewed in any way.

[The minimum width of the [TRADEMARK] logo must be:

- [NUMBER] [inches/[UNIT OF MEASUREMENT]] for printing.
- [NUMBER] [pixels/[UNIT OF MEASUREMENT]] for web applications.
- [NUMBER] [inches/[UNIT OF MEASUREMENT]] for embroidery.

Logo Placement and Spacing

Do not crowd the logo with images, text, or other graphics that might weaken its impact or legibility.

The amount of clear space around the logo should be a minimum of 10% of the logo height.

3. **No Alteration.** Do not alter or distort the Licensed Marks in any way. For example, do not:

- change the spelling;
- deviate from the preferred colors or font;
- shorten, abbreviate, or create acronyms from the mark;
- add or remove any punctuation, words, or design elements; or
- split, hyphenate, or combine words.

4. **Use Only as Adjective.** Always use a Licensed Mark only as an adjective, never as a noun or verb, and never in the plural or possessive form (unless the mark itself is in plural or possessive form).

5. **No Descriptive or Generic Use.** Never use the Licensed Marks in a way that suggests a common, descriptive, or generic meaning.

6. **Trademark Notice.** Whenever possible, all packaging for licensed products and all advertisements, promotional and marketing materials, and other printed material should include the following notice:

[Made/Distributed] by [LICENSEE NAME] under license from
[LICENSOR NAME]. [TRADEMARK] is a [registered] trademark of
[LICENSOR NAME].

This notice may appear anywhere on the printed material but should generally be set out separate from other text (for example, at the end of a document or bottom of a webpage).

If it is not possible to include this notice, the appropriate trademark notice symbol should appear in superscript or subscript immediately following the Licensed Mark, as follows:

- The registered trademark symbol ® should follow the Licensed Mark if it is registered with the United States Patent and Trademark Office (USPTO) for the specific products and services for which it is used.
- The TM symbol (for trademarks used to identify products) or SM symbol (for trademarks used to identify services) should follow the Licensed Mark if it has not been registered with the USPTO for the specific products and services for which it is used.

It is not necessary to use the symbol every time a Licensed Mark appears. At a minimum, the symbol should be used at least once in each piece of printed material preferably at the first or most prominent place where the Licensed Mark appears.

Use of the trademark notice symbol may be optional where difficult to apply (for example, on embroidered material).

Contact Licensor using the information provided in Section 13.2 of the Agreement if you have questions about the registration status of any Licensed Mark.

7. **Make Trademarks Stand Out.** It is important to distinguish the Licensed Marks from surrounding text in printed material to emphasize their brand name significance. Options include presenting the trademark in:

- All capital letters or with only the first letter capitalized.
- A different typeface such as bold.
- Quotation marks.

8. **No Endorsement.** Do not use the Licensed Mark in a manner that implies that any non-Licensor products, services, websites, or publications, are endorsed, sponsored, licensed by, or affiliated with Licensor.

Core Knowledge: Research Base and Track History of Success

RESEARCH BASE FOR CORE KNOWLEDGE

(Adapted from the Classical Academy of Sarasota)

In *A Nation at Risk: 25 Years Later*, published in 2008, E.D. Hirsch, Jr. refers to the severe decline in verbal and math scores, and the lack of coherent curriculum in grades K-8 — grades that lay the foundation so necessary for high school success. Students must be well-prepared in the elementary grades in order to thrive in the higher grades. Toward that end, Core Knowledge defines the knowledge and skills required for each successive grade level, and help to prevent the academic repetition and gaps very evident in schools today.

The time-tested benefits of Core Knowledge include:

- For students — the broad base of knowledge and vocabulary vital for higher levels of learning is provided. CK motivates students to learn and creates confidence.
- For the school — an academic focus and a consistency in instruction are promoted through the coherent, sequenced grade-by-grade curriculum. The CK Sequence promotes greater collaboration and communication around lesson planning, and CK guides staff toward more efficient use of resources. A community of adults and children is promoted through a common thread of instruction and learning.
- For parents — a clear outline of what their children are expected to learn in school at each specific grade level is provided. This encourages greater parent involvement both in school and at home. (Source: 2008 The Core Knowledge Foundation).

An Overview of Research on Core Knowledge (January 2004)

Teachers, principals and parents often ask, “How do we know Core Knowledge works? Is there any evidence for its effectiveness?” This article is meant to answer those questions by providing a brief overview of some of the most recent and most relevant research.

We have divided this overview into two sections. The first section treats direct evidence; the second looks at indirect evidence. By direct evidence we mean research on Core Knowledge schools — research showing that Core Knowledge can help lift student scores and close the gap between the more and less disadvantaged students. By indirect evidence, we mean other studies that confirm the validity of the central ideas behind Core Knowledge, for example, studies that show that the possession of cultural literacy is strongly correlated with academic and economic success, and studies that show that nations with core curricula tend to outperform nations that lack such core curricula on international tests.

Part I: Direct Evidence

Studies of the effects of implementation of Core Knowledge in American schools have generally been very favorable. A growing body of evidence suggests that Core Knowledge fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students.

A. Core Knowledge Schools in Colorado

Colorado is a leader in the implementation of Core Knowledge, with more than 65 schools using Core Knowledge. The following chart shows that Core Knowledge schools are doing quite well on our state’s CSAP exam. The results of the 2002 exam are summarized below. They show that large percentages of Core Knowledge schools are posting scores ten, twenty, and even thirty points above Colorado’s state average.

Percentage of Colorado Core Knowledge schools . . .

	Number of Schools	Above State Average	At least 10% points above State Average	At least 20% points Above State Average	At least 30% point Above State Average
3rd Grade					
Reading	41	80%	63%	32%	0%
Writing	41	80%	66%	54%	24%
4th Grade					
Reading	41	78%	71%	46%	17%
Writing	41	80%	59%	44%	24%
5th Grade					
Math	42	76%	64%	55%	26%
Reading	42	88%	64%	43%	21%
Writing	42	79%	55%	50%	33%
6th Grade					
Math	37	84%	68%	46%	24%
Reading	36	81%	64%	39%	11%
Writing	36	81%	67%	42%	25%
7th Grade					
Math	31	81%	61%	36%	29%
Reading	31	84%	65%	39%	16%
Writing	32	78%	66%	38%	22%
8th Grade					
Math	29	69%	55%	48%	24%
Reading	29	79%	66%	38%	10%
Writing	29	69%	52%	41%	21%
Science	29	79%	62%	45%	14%

B. The Oklahoma City Study

In the summer of 2000 administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. Oklahoma City Public Schools (OCPS) is an urban district with 67 elementary schools. The ethnic make-up of the district is 39% African-American, 36% European-American, 18% Hispanic, 5% Asian American and 2% Native American. At the time when the studies were done, about half of the district's elementary schools were using the Core Knowledge curriculum.

Researchers began by determining which students in Oklahoma City were being taught the Core Knowledge curriculum and which were not. Next, they used a computer to randomly match students in Core Knowledge classrooms with similar students in non-Core Knowledge schools. The computer matched students with the same characteristics on seven variables: grade level, sex, race/ethnicity, free-lunch eligibility, Title-I eligibility, special-education eligibility, and pre-score on the Iowa Test of Basic Skills (ITBS). This matching procedure yielded 339 matched pairs of Core Knowledge students and non-CK students. The two groups were statistically indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not.

Since the two groups of students were so precisely matched at the beginning of the school year, one would expect them to post virtually identical average scores at the end of the school year. In fact, however, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1), vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), and social studies (58.3 vs. 53.4). The greatest gains — in reading comprehension, vocabulary, and social studies — were computed to be statistically “highly significant.”

The initial study looked at ITBS results for the 1998-1999 school years. The researchers had hoped to follow up by looking at ITBS results for the 1999-2000 school years, but the district decided not to use the ITBS at the conclusion of the school year, making it impossible to compare before and after results for 1999-2000.

The researchers therefore decided to examine the ITBS results for a previous academic year, 1997-1998. Again students were randomly matched according to the seven variables listed above, and again the Core Knowledge students were found to have outperformed their peers in almost all categories on the ITBS.

Core Knowledge students achieved “significant” or “highly significant” advantages in reading comprehension (57.6 vs. 53.1), reading vocabulary (58.8 vs. 54.7), language usage (62.0 vs. 56.3), math concepts (59.3 vs. 56.3), math computation (64.2 vs. 60.7), and social studies (60.4 vs. 56.0).

It is significant that Core Knowledge students posted especially strong scores in reading vocabulary during both of the years examined. Vocabulary is a particularly important area, since it is the single best predictor of academic achievement, and an area in which the gap between ethnic and racial groups has proved to be especially difficult to overcome.

In addition to the ITBS, the Oklahoma researchers also looked at students' performance on the Oklahoma Criterion-Referenced Tests (CRTs). Researchers chose to focus on reading and social studies, two areas where students had shown highly significant gains on the ITBS. Students were matched according to the seven variables, as before.

The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

These last findings are interesting because they show that Core Knowledge can improve student performance, not only on norm-based tests like the ITBS but also on criterion-based tests like the Oklahoma CRTs — even when those tests are not based on the Core Knowledge curriculum.

This finding might seem hard to accept at first. One might think that the best way to prepare students to meet state standards would be to discard all other standards, thus leaving no distractions. But the Oklahoma results indicate that schools can actually improve students' performance on state tests by combining the Core Knowledge curriculum with their state standards. A simple example can show why this can be an effective tactic. One of the Oklahoma CRT standards asked students to recognize central personalities and important events of the Civil War. The Core Knowledge Sequence also covers the Civil War, but it provides more specific guidance: it identifies some of the central personalities (Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, Jefferson Davis) and some of the most important events (shelling of Fort Sumter, Battles of Bull Run, Gettysburg, and Antietam, the Emancipation Proclamation, Gettysburg Address, surrender at Appomattox). The Foundation also offers books and lesson plans on these topics. In other words, the Core Knowledge Sequence and its supporting materials can help flesh out the state standards and boost academic achievement.

Standardized tests are important, but they are not the only measures of academic success. The Oklahoma City study also looked at teacher satisfaction with Core Knowledge. Teachers were asked if they were satisfied with Core Knowledge's impact on students' learning. 135 said they were satisfied, 51 said they were somewhat satisfied, 32 had no opinion, and one checked "somewhat dissatisfied." None of the more than 200 teachers polled reported "strong dissatisfaction." What's more, the extent of teacher's satisfaction was found to increase with time: the longer a teacher taught Core Knowledge, the more likely that teacher was to report strong satisfaction.

Teachers also reported that the Core Knowledge curriculum increased students' enthusiasm for learning. 150 teachers were satisfied on this point, 46 somewhat satisfied, and 24 had no opinion. None of the 220 teachers questioned indicated even mild dissatisfaction on this point.

C. The Johns Hopkins Studies

During the late 1990s researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge's impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these positive changes are most pronounced when implementation of Core Knowledge is pursued wholeheartedly.

An early Johns Hopkins study looked at the effects of Core Knowledge implementation in five Maryland schools. Core Knowledge schools were matched with non-Core Knowledge schools with similar numbers of students and similar percentages of students eligible for free or reduced lunch. Researchers also visited each Core Knowledge school and gave teachers questionnaires to assess the degree to which the school was really implementing Core Knowledge.

The researchers then tracked scores on two tests over a five-year period. The two tests used were the Comprehensive Test of Basic Skills, fourth edition (CTBS/4) and the Maryland state test, the MSPAP. Results on MSPAP were mixed and inconclusive, but the researchers found that schools that had achieved at least a moderate level of Core Knowledge implementation had and impressive gains in reading comprehension was the school with the greatest level of observed Core Knowledge implementation. The most disappointing final numbers were posted by a school that had abandoned Core Knowledge midway through the study. The full report can be read online at <http://www.csos.jhu.edu/crespar/techReports/Report50.pdf>.

Another Johns Hopkins study widened the focus to look at Core Knowledge schools across the country. Researchers looked at twelve Core Knowledge schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Each school was matched with a demographically similar control school in the same district. Researchers visited each of the Core Knowledge schools five times. During visits they monitored classroom activities and also used an instrument called the Classroom Observation Measure, which has been validated in other studies of elementary classroom instruction. Researchers also surveyed teachers to assess the extent of Core Knowledge implementation.

The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math

Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant.

However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.

The researchers also created Core Knowledge Achievement Tests in science, language arts, and history and geography. Not surprisingly, students in Core Knowledge schools did better on these tests than students in the “comparison” schools where Core Knowledge was not being taught.

This might be seen as too obvious to deserve comment, but in fact these results are important for several reasons. For one thing, they show that students retained much of the Core Knowledge content they were taught, and were able to learn this information without losing ground on other academic indicators, like the CTBS/4 tests.

Moreover, since the content taught in Core Knowledge schools is carefully chosen and designed to be cumulative, what students learned is predicted (by E. D. Hirsch, Jr.) to enhance students' vocabulary, reading skill, and learning ability in later grades.

The Core Knowledge Achievement tests were given to all third and fifth graders in the study. Each test had 20 multiple-choice questions; the history and geography test also had one item requiring a written answer. Statistically significant, “educationally meaningful,” achievement posted by the most dedicated implementers. In short, when scores were analyzed according to the degree of implementation attained at each school, the data showed academic improvement was accelerated at sites that were implementing strongly. The researchers commented, “The correlation between level of implementation and effect size indicates that when schools implemented the Core Knowledge Sequence with greater reliability and consistency, students achieved improved scores on all tests. Considering only those schools in which the research staff observed Core Knowledge curriculum and instruction in more than 50 percent of classrooms, one sees marked increases in the effect size favoring Core Knowledge.”

The study also analyzed the impact Core Knowledge has on student engagement. Researchers made three preliminary observations:

- First, 10 of 12 Core Knowledge schools were obtaining measures of student engagement in the “highly effective” range.
- Second, the two schools with the highest mean student engagement ratings were also schools that had been deemed “highly implementing” and the two schools with the lowest engagement rating were the two schools rated as the lowest implementers.
- Third, the data suggested that “students find Core content stimulating.” Researchers noted that this finding “would contradict any assertion that students are ‘turned off’ in schools that strongly implement Core Knowledge.”

Researchers confirmed that the following predicted benefits “were in fact associated with Core Knowledge implementation”:

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

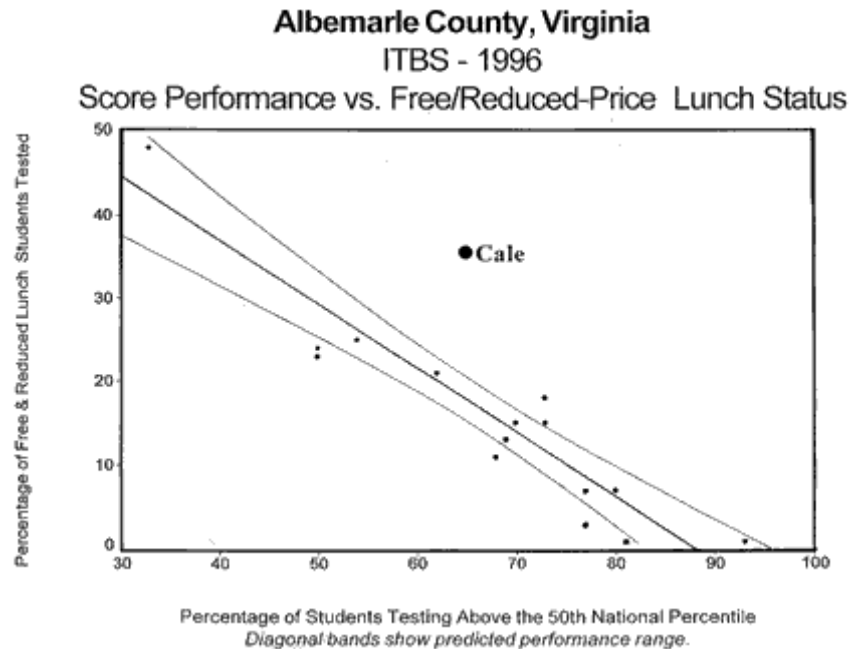
For the school, Core Knowledge does:

- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners—adults and children
- Become an effective tool for lesson planning and communication among teachers and with parents
- Guide thoughtful purchases of school resources

Beyond these, the study identified some unexpected benefits:

- Core Knowledge created coordination in the curriculum.
- Implementing Core Knowledge improved the professional lives of teachers. "Core Knowledge was viewed very favorably by teachers and seen as an enhancement to their lives. Overwhelmingly, teachers enthusiastically encouraged their teacher friends to implement Core Knowledge. This is a very important finding."
- Implementing Core Knowledge led to increased teacher collaboration. Such "genuine collaborative work among teachers that has a focus on the curriculum and instruction is all too rare in education," the researchers note.

- Core Knowledge enriched students' classroom experience. "Teachers reported that it was not just certain students who were excited by Core, but all students.... The benefits are great for teaching those children who would normally not be exposed to such subjects at home."
 - Core Knowledge challenged conventional assumptions about student ability. "Many teachers reported being initially skeptical that Core Knowledge content was not developmentally appropriate for elementary students. However almost all teachers interviewed found that no matter what students' starting points were — low achieving, average or high achieving — they were able to grasp and gain from learning the Core material." One teacher commented: "They may be six-year-olds, but they can grasp a lot more knowledge than we thought before we started this."
 - Students built on what they learned previously in Core Knowledge. "Teachers find that in fact students make connections to Core topics they learned in previous grades.... Students make lasting academic connections because of the integration of the curriculum and [its] spiraling structure."
 - Core Knowledge increased students' interest in reading. Teachers report that "students are learning to read bigger words sooner. There's an interest to read and to learn." At a number of schools, "educators cited the fact that students are more interested in reading non-fiction as one of the main benefits of Core Knowledge."
 - Core Knowledge increased parent satisfaction. "Parents are thrilled, thrilled, thrilled," according to one teacher, another of whom said, "Our parents are elated with the results of Core."
- Researchers found "no obvious negative outcomes for students." However, they did note that implementing the program makes heavy demands on teachers, especially during the first year of implementation. In addition, almost every teacher interviewed reported difficulty in finding age-appropriate materials for various units. Furthermore, the study observed that implementation of Core Knowledge can be impeded if teachers do not have time for group planning and cooperation, if the school lacks money for resources, or if state standards are perceived as more important than Core Knowledge topics.



Cale's principal commented on his schools achievements: "Since we implemented Core Knowledge, our scores for all students have consistently gone up, especially in social studies, science, and math. The scores surprise us because they constantly go up. We are scoring well above the national norms in social studies, above the 75th percentile. That is very good for our diverse population. These are not all middle-class kids. Half of our students taking the Iowa Test of Basic Skills each year come from low-income homes. Our scores defy what you might expect."

Hawthorne Elementary (San Antonio, Texas), has led its mostly Hispanic student body to increased cultural literacy and improved reading skills. Hawthorne is an urban school where 28% of the students have limited English proficiency and 96% receive free or reduced-price lunches. A study published in the *Journal of Education for Students Placed at Risk* examined how students at Hawthorne compared to students in the other 65 elementary schools in the San Antonio Independent School District on the Reading Performance section of the Texas Assessment of Academic Skills (TAAS). The JESPAR study includes the following graph, which illustrates that, while district reading performance is generally consistent across grade levels, with a student pass rate of about 55%, Hawthorne's results show a steep increase in the reading pass rate at consecutive grade levels. At grade 3, Hawthorne's pass rate of 34% is well below that of the district. By grade 5, however, Hawthorne's 67% pass rate far exceeds the district's 56% pass rate.

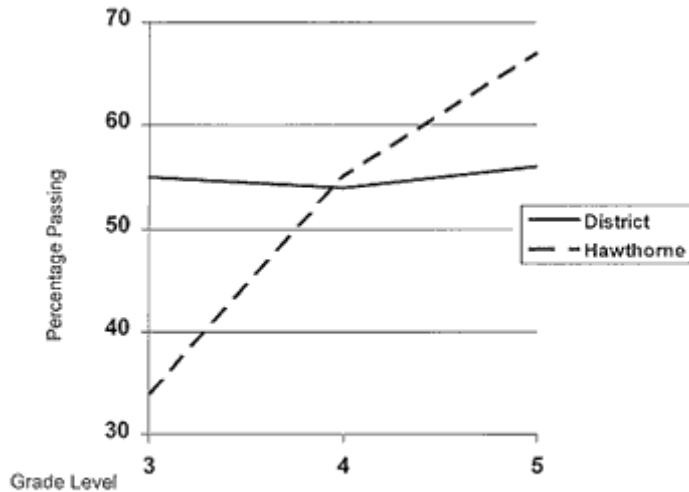


Figure 1: Texas Assessment of Academic Skills Reading Performance.

The authors of the JESPAR study concluded that the carefully sequenced Core Knowledge curriculum does appear to increase achievement at successive grade levels, and also has the potential to help disadvantaged students overcome their disadvantages and achieve academic proficiency.

CASE STUDY: THREE OAK ELEMENTARY, FT. MYERS, FLORIDA

Three Oaks Elementary School is a mixed blue-collar/white-collar suburban school with a minority population of 18%, where 40% of students receive free or reduced-price lunch, also made impressive progress after implementing Core Knowledge. In an analysis comparing test scores from Three Oaks and a control school with approximately the same demographic mix, Three Oaks, after using Core Knowledge for three years, reported higher scores than the control school in every category tested. The test used was the California Test of Basic Skills (CTBS). The standard deviation (measuring the spread of scores, from the highest to the lowest) also narrowed by 32 points, indicating that Three Oaks and Core Knowledge had succeeded in lifting low achievers up toward the mean.

CASE STUDY: BALTIMORE CURRICULUM PROJECT

The Baltimore Curriculum Project (BCP), founded in 1996, demonstrates that high standards — plus the implementation of Core Knowledge — are effective in boosting test scores in reading. BCP put together an effective, efficient unified curriculum, with detailed lessons that incorporated high standards, and made those available to interested Baltimore Schools. The Core Knowledge curriculum was chosen as an essential part of the project. Direct Instruction was used to supplement the elementary reading, writing and mathematics program. In 1996, and again in 2002, BCP took over operations of three schools under Baltimore City's New Schools Initiative. In 2005, BCP converted these schools into charter schools. Students in all three schools demonstrated an increase in reading proficiency, as determined by comparing State Reading Test Proficiency before BCP intervention and after intervention. Reading proficiency — indicated by the number of proficient students at the three schools — increased by 47.6%, 33.9%, and 49.5%. (Source: The Baltimore Curriculum Project, Inc.).

Part II: Indirect Evidence

A. Cultural Literacy and Success in Grade School

In addition to test results in Core Knowledge schools, research has shown that students with more cultural literacy tend to do better in school. Georgia Kosmoski and her research team looked at the relationship between cultural literacy and academic achievement. They gave the Cultural Literacy Assessment Test (CLAT), a 75-item test of cultural literacy to 611 fifth graders and compared results on the CLAT with scores on the Comprehensive Test of Basic Skills (CTBS). The researchers found a significant positive correlation between cultural literacy and each area of academic achievement for all ethnic and socioeconomic subgroups studied. Whether the students were white, African-American, or Hispanic, the students who scored high in cultural literacy also tended to score high in academic achievement. The results of the experiments are discussed in an article in *The Journal of Experimental Education*, listed in the bibliography below.

B. Cultural Literacy and Success in College

Studies conducted by Joseph F. Pentony of the University of St. Thomas indicate that cultural literacy also correlates with success in many college classes. In a 1992 article published in *Educational and Psychological Measurement*, Pentony reported that he had given the Cultural Literacy Test (CLT), a 115-item test developed by the Core Knowledge Foundation in the late 1980s, to 150 first-year English students at the University of Saint Thomas. Pentony found that the total scale score for the CLT “correlated significantly” with grades in English courses and with Verbal SAT scores but not with certain other measures of academic success. On the basis of these findings, Pentony was cautiously optimistic about E.D. Hirsch’s theory of cultural literacy, suggesting that the lack of cultural literacy might indeed be disabling in some settings and the possession of cultural literacy might be enabling in others. But Pentony concluded that more research was needed, particularly at the community college level.

Pentony published a second article on the subject in 1996, in *Psychological Reports*. This time Pentony gave the CLT test to 150 students at an urban community college. He found that “scores on the CLT correlated significantly with both over-all GPAs and with grades in Freshman English,” as well as with scores on the Texas Academic Skills Program. In his closing paragraphs, Pentony again stressed the need for more testing.

A third article appeared in 1997, in *Adult Basic Education*. After giving the test to 200 students at a large research university, Pentony found that scores on the CLT correlated significantly with GPA, Verbal SAT scores, Math SAT scores, and grades in a whole list of courses, including freshman English, first-semester history, government, general psychology, and freshman math. Of the students who scored below 70 on the CLT, only 24% were able to earn a B or better in first-semester freshman English. By contrast, students who scored higher than 70 on the CLT had a 63% chance of earning a B or better. Pentony noted that the results obtained by this study were “generally stronger” than the results from previous studies.” He concluded: “There is considerable evidence that the construct of cultural literacy is valid.”

In 2001 Pentony and two associates reported the results of a fourth study in *The Community College Journal of Research and Practice*. This study boasted a larger sample group than all of the previous studies put together — 1,343 students from three different community colleges. The results, however, were quite similar. Scores on the CLT “correlated significantly” with GPA,

as well as grades in first-semester freshman English courses, history courses, and government courses.

Both Kosmoski and Pentony noted that the correlations they observed do not prove causation. In other words, the fact that students with more cultural literacy were found to do better in grade school, on college admissions tests, and in many college classes does not prove that they excel because they have more cultural literacy. This is true. However, when multiple correlations come from a variety of different studies, the possibility that there is a causal relationship is theory.

C. Knowledge and Power

“Knowledge is power,” the English philosopher Francis Bacon declared 400 years ago. But is that still true in modern America? Researchers Thomas G. Sticht, Richard Hofstetter, and Carolyn G. Hofstetter, decided to find out. They conducted telephone interviews with hundreds of adults in the San Diego area. Participants were asked a series of questions about their income, occupation, and level of political activity, then another series of questions designed to assess their content knowledge, or cultural literacy.

The investigators found that there were correlations between content knowledge and all three indicators of power examined — occupation, income, and level of political activity. This was true even when age, education, and ethnicity were controlled for. In other words, regardless of one’s age, race, or level of education, possession of large “banks” of declarative knowledge is associated with achieving a position of power in American society.

Perhaps the most startling finding involved median household incomes for those posting high, middle, and low scores on the cultural literacy tests used. Those who posted high scores had a median income of \$65,000, those posting middling scores had a median income of \$39,000, and those posting low scores had a median income of \$26,000.

The researchers summarized their findings as follows: “While high levels of declarative knowledge are not absolutely necessary for achieving power, they certainly seem to help. Therefore, educational practices that downplay the importance of content knowledge in favor of processes of thinking or learning should be reconsidered.”

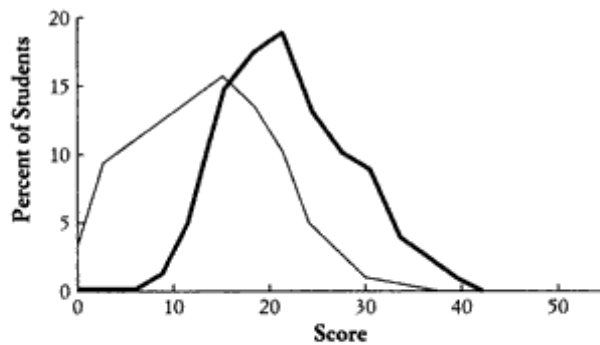
D. Evidence from Other Countries

Two distinguishing features of Core Knowledge are that it attempts to lay out a core curriculum that can provide common ground for all American schools, and that it insists on introducing academic subjects and rich content in the early grades. International evidence suggests that there are good reasons for both of these policies.

Numerous studies have found that nations with rigorous national curricula tend to post better achievement scores and better results on international tests. Results from the International Association for the Evaluation of Educational Achievement studies, done in the 70s and 80s, showed nations with core curricula, like Sweden, Finland, Hungary, and Japan close to the top, while non-core nations like the U.S. generally lagged behind.

Harold Stevenson and his team of researchers compared math performance for eleventh-graders in Japan, a nation with a core curriculum, and the United States, where there is no national core curriculum. Stevenson’s team controlled for socioeconomic level and other crucial variables and found that much larger percentages of U.S. students were performing at low

levels. The results of the investigation are summarized in the chart below, from The Schools We



Eleventh graders' scores on the mathematics test: Japan, heavy line; United States, light line. Mean \pm 1 standard deviation: 21.72 ± 6.59 and 13.39 ± 7.06 , respectively. Sample sizes: 1120 and 1197.

Source: H. Stevenson, C. Chuansheng, and L. Shin-Ling, "Mathematics Achievement of Chinese, Japanese, and American Children: Ten Years Later," *Science* 259 (January 1, 1993): 51-58.

Need.

found that Singapore and other nations with national curricula rank near the top of international math and science scores.

In the 1999 installment of TIMSS, Singapore ranked first in the world in math and third in science, in spite of the fact that the country was ranked next to last for the level of home educational resources available. In other words, Singapore's impressive academic results seem to have very little to do with an advantageous home environment and a great deal to do with an effective school system structure organized around a solid, rigorous curriculum.

As far as starting early is concerned, a very telling international example is the case of French preschool. The French offer free preschool for all children, and all French preschools follow a rich, well-defined curriculum with clear-cut developmental, psychomotor, academic, and social goals. Some students begin school as early as age 3, and research has shown that the earlier a French child starts preschool, the less likely the child is to be held back in a later grade, and the better his or her behavior and achievement levels are likely to be in first and second grade. Another study indicates that French children who have had the benefit of preschool are, by all indirect measures, better adjusted and happier for having had early exposure to challenging and stimulating early academic experiences. Finally, French preschools succeed in narrowing the gap between students from well-off families and the less advantaged.

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ADDITIONAL SUPPORT FOR THE CORE KNOWLEDGE SEQUENCE (K-8)

(Adapted from Estancia Valley Classical Academy)

The Core Knowledge Sequence was developed by E.D. Hirsch, Jr. In *The Making of Americans*, Hirsch revealed an intellectual kinship between himself and classical education, in his understanding of the relationship between academic education and its moral, civic purpose. According to Hirsch, people must not only use the same language to communicate effectively and to understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is an example of a leader who relied on cultural literacy to convey his ideas. He had little formal education, but read the works of Shakespeare, the fables of Aesop, Euclid's geometry, and the documents of the American Founders. Lincoln was able, like few in our history, to express himself forcefully and with the principles of freedom and human dignity in his historic Gettysburg Address. Hirsch stresses that "cultural literacy" is vital to comprehend the vast areas of human knowledge necessary for our political, economic, social and moral well-being.

Core Knowledge (CK) is based on the premise that a grade-by-grade core curriculum of common learning builds a strong and sound education. The CK Sequence is based on the theory that what children can learn is dependent upon what they already know. Identification of the content and skills provides a coherent approach to building knowledge across all grade levels. By following the sequence, every child will learn the fundamentals of science, the basic principles of government, the important events of world history and American history, the essential elements of mathematics, the masterpieces of art and music from around the world, and stories and poems passed down from generation to generation. Knowledge, language and skills build cumulatively from year to year through CK's sequential, clear and specific grade-by-grade outline. Literacy is the goal, and students are provided a strong foundation in reading through the teaching of "explicit" phonics. Beginning in kindergarten, teachers read to their students from the best sources — classical literature. When students are able to read independently, their books are the classics. With this approach, teaching of the virtues is intentional and intertwined with discussions of the classics.

By definition, Core Knowledge is:

Coherent: The *Core Knowledge Sequence* is predicated on the realization that what children are able to learn at any given moment depends on what they already know—and, equally important, that what they know is a function of previous experience and teaching. Although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong preschool–grade 8 curriculum. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation.

Cumulative: The *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current

education. No more repeated units in multiple years on the rain forest, with little or no attention to the Bill of Rights, world geography, or exposure to other cultures. Core Knowledge sets high expectations for all children that are achievable because of the cumulative, sequential way that knowledge and skills build. Teachers in Core Knowledge schools have assurance that children will emerge well prepared with a shared body of knowledge and skills.

Content-Specific: A typical state or district curriculum says, “Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States.” Which people and events? Which ideas and movements? The *Core Knowledge Sequence* is distinguished by its specificity. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the *Sequence* presents a practical answer to the question, “What do our children need to know?” Teachers are free to devote their energies and efforts to creatively planning how to teach the content to the children in their classrooms.

Research supports the idea that a coherent standards-based curriculum anchored by a common calendar of implementation, specific objectives for student achievement, measured benchmark assessment, both formal and informal, and prescriptive reaction to student performance drives student achievement. For example, in 1997 the Third International Mathematics and Science Study (TIMSS) released results describing the Grades 1–8 content standards in mathematics for each of 39 countries. Further analyses of the data led to a description of the national standards of those countries—referred to as the A+ countries—whose eighth-grade students performed at the top of the international distribution. Three characteristics were identified—focus, rigor, and coherence. The clearest indicator, according to the TIMSS, was coherence. Coherence was defined as standards that are “articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential and hierarchical nature of the disciplinary content from which the subject matter derives” This definition recognizes that coverage of topics is only part of the definition of coherence. The other and perhaps more central part of the definition centers on whether the sequence in which the topics are covered is consistent with the logical structure of the discipline being taught.¹ The repetitive and expanding nature of Core Knowledge topics over time reinforces instructional coherence.

A cumulative program also offers several advantages. At any age and in any field, what we already know enables us to understand, retain, and employ new knowledge. Knowledge accumulation begins from the earliest days of life. It builds through years of verbal and nonverbal interactions with parents, caregivers, and teachers, who model spoken language and help young children develop vocabulary, concepts, and theories about the world. The systematic effort to establish common, knowledge-building content must therefore begin as early as possible. The younger we start, the greater the hope that we can boost achievement across all schools and classrooms, but especially among our most disadvantaged students. By articulating progressions linked to a grade-by-grade sequence for how learning should build over time, a defined curriculum such as Core Knowledge will better enable each teacher to build on what students have already been taught- often called “activating of prior knowledge.”

¹ Schmidt, W. H., Houang, R. T., (2012). “Curricular Coherence and the Common Core State Standards for Mathematics”. *Educational Researcher*. Nov. 2012. Vol. 41 no. 8 294-308

Clearly, the activation of prior knowledge is better achieved with a cumulative program that stresses the links between disciplines and strategically plans instruction so students utilize those links when confronted with similar topics later on. A key strategy for enabling students to make connections with text is activating prior knowledge of the subject matter. Boardman et al. (2008)² reported using strategies including previewing headings and concepts or making predictions and charting the results to increase students' interest. Students are encouraged to use their interest to make valuable connections with the text. To comprehend texts at deeper levels, students need to make inter-textual links connecting ideas from one text to another. Lenski (1998)³ surmised that when teachers plan and strategically compile lessons with related issues or topics, they are giving the students the tools to make the necessary connections. Similarly, Lee and Spratley (2010)⁴ noted possessing prior knowledge of topics can influence what students comprehend, what attracts students' interest, and even what influences their opinions and perspectives.

Making connections through an activation of prior knowledge helps to foster motivation and engagement (Lenski et al., 2007; Tovani, 2000)^{5 6}. Moreover, students who make connections during reading can better understand the relationship between the concepts being presented (Lenski et al., 2007). Many teachers provide students with structured text-connection activities to encourage better understanding of the material. Although the activation of prior knowledge is often used with regard to reading, a literacy-focused curriculum like Core Knowledge demands this across all disciplines.

Finally, students respond directly to a curriculum that is content-specific. The *Core Knowledge Sequence* seeks to equip students with skills that allow them to communicate effectively, possess cultural literacy, and have a necessary background of information that allows students to effectively assimilate new information into their educational repertoire. It is distinguished by its breadth and specificity. While most state or district standards and curricula provide general guidelines concerning skills students should obtain and master, they typically offer little help in deciding specific content. The specific content in the *Sequence* provides a solid foundation on which to build skills instruction. Moreover, because the *Sequence* builds knowledge systematically year by year, it helps prevent repetition and gaps in instruction that can result from vague curricular guidelines.

By outlining the precise content that every child should learn in language arts and literature, history and geography, mathematics, science, music, and the visual arts, the *Core Knowledge Sequence* has been providing an intentionally and coherently structured, content-rich, grade-by-grade curriculum for over twenty years.

² Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

³ Lenski, S. D. (1998). *Intertextual connections: Making connections across texts*. The Clearing House, 72, 74-80.

⁴ Lee, C. D., & Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.

⁵ Lenski, S. D., Wham, M. A., Johns, J. L., & Caskey, M. M. (2007). *Reading and learning strategies: Middle grades through high school* (3rd ed.). Dubuque, IA: Kendall/Hunt.

⁶ Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Using the content and skill guidelines set forth in the *Core Knowledge Sequence*, Golden View Classical Academy can meet or exceed the Colorado Academic Standards for English Language Arts and Literacy in History/Social Studies & Science by:

- Enabling students to develop understanding of domain-specific words and phrases, their relationships, and their nuances within the context of lessons that build background knowledge in literature, science, social studies and the arts
- Providing an integrated model of literacy that reflects the developmental nature of language and the interrelation of all facets of literacy — listening, speaking, reading, and writing.
- Addressing the foundational language arts skills, as well as the ability to infer, imply, reason, evaluate and synthesize information.

RIGGS RESEARCH BASIS

SUPPORT FOR RIGGS

(Adapted from Pineapple Cove Classical Academy)

Riggs' *The Writing & Spelling Road to Reading & Thinking* is a research-based method teaching all students the "explicit" phonics, reading, and language arts they must learn to succeed. Scientific research demonstrates "explicit" phonics instruction benefits children in the following four ways.

Explicit phonics:

1. Significantly improves kindergarten and first-grade children's word recognition and spelling;
2. Significantly improves children's reading comprehension;
3. Is effective for children from various social and economic levels; and
4. Is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems. (Source: *Put Reading First: The Research Building Blocks for Teaching Children to Read*, National Institute for Literacy, Third Edition)

The Riggs time-tested method will provide both a strong foundation for students who demonstrate academic progress, and an effective remedial program for pre-existing academic problems we anticipate many of our students have. Riggs is a multi-sensory, brain-based approach that addresses virtually every student's learning style through four pathways to the brain: sight, sound, voice, and writing. Students **see** the symbol(s) and **hear** the teacher say the sound(s); they repeat or **say** the sound(s) and **write** the symbol(s) from dictated, oral instructions.

Thus, the teacher teaches through each student's stronger learning modality (or modalities) while, simultaneously, remediating their weaker ones. This process accelerates the learning process, avoids discrimination against any student's individual learning style, and provides an optimal learning opportunity for each student.

Another key feature of the Riggs method is its use of appropriate sequencing. Riggs begins at the student's speech and oral comprehension levels; it allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts — or information — in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved.

At no other time in our history has the ability to read been so important to all members of society. In fact, learning to read is the most important skill our students can learn in school, serving as the very foundation of all other academic subjects. Consider the following statistics noted by Brozo (2009): approximately two-thirds of eighth and twelfth graders read below grade level; 32% of high school graduates are not prepared for college-level English composition

courses; 40% of high school graduates do not have the literacy skills required by employers; and 1.2 million students drop out of high school every year with literacy skills lower than those in most industrialized nations¹. Ensuring adolescents become literate, productive members of society is an undertaking that may not only increase the number of students who graduate from high school, succeed in college, and work in jobs that support a healthy lifestyle, but may also save the nation billions of dollars.

Research has shown that primary reading instruction (K-3) is vitally important to future successes in the area of reading. However, good research-based practices shows that reading instruction must continue after the primary grades as text and content increase in difficulty. The understanding that all teachers are reading teachers is vital to student success. The Riggs Reading program equips students with the explicit basic skills they need at the elementary level to be able to succeed at the middle and high school level.

When academic literacy skills are taught, explicit instruction should be provided. Explicit instruction involves direct teaching including teacher modeling, guided student practice with feedback, and independent student practice (Hock, Deshler, & Schumaker, 2000²; Marchand-Martella & Martella, 2013³; National Institute for Literacy [NIFL], 2007⁴). Biancarosa and Snow (2006)⁵ and Kosanovich et al. (2010)⁶ list explicit instruction as the chief way to promote student learning. This systematic instructional process provides a framework for the gradual transfer of responsibility for student learning from the teacher to the student as the student becomes increasingly successful (Marchand-Martella & Martella, 2013). Each step of comprehension (i.e. strategies, monitoring and metacognition, teacher modeling, scaffolding, and apprenticeship) requires the use of explicit instruction by teachers in order to be successfully implemented by readers (Biancarosa & Snow, 2006). The key to explicit instruction is ongoing interaction and communication between the students and the teacher (Rupley, Blair, & Nichols, 2009)⁷. Only then can students learn to comprehend, understand, and interact with written text.

Research almost universally supports explicit instructional practices (Archer & Hughes, 2011; Kirschner, Sweller, & Clark, 2006; Klahr & Nigam, 2004; Marchand-Martella, Slocum, & Martella, 2004). Explicit instructional approaches are considered more effective and efficient as compared to discovery-based approaches (Alfieri, Brooks, Aldrich, & Tenenbaum, 2010; Ryder, Tunmer, & Greaney, 2008), particularly when students are naive or struggling learners.

¹ Brozo, W. G. (2009). "Response to intervention or responsive instruction? Challenges and possibilities of response to intervention for adolescent literacy". *Journal of Adolescent Literacy*, 53, 277-281.

² Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2000). *Strategic tutoring*. Lawrence, KS: Edge Enterprises.

³ Marchand-Martella, N. E., & Martella, R. C. (2013). "Explicit instruction". In W. L. Heward (Ed.), *Exceptional children* (10th ed.) (pp. 166-168). Columbus, OH: Pearson/Merrill.

⁴ National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754).

⁵ Biancarosa, C., & Snow, C. E. (2006). *Reading next: A vision for action and research in middle and high school literacy*. A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

⁶ Kosanovich, M. L., Reed, D. K., & Miller, D. H. (2010). Bringing literacy strategies into content instruction: Professional learning for secondary-level teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

⁷ Rupley, W., Blair, T., & Nichols, W. (2009). "Effective reading instruction for struggling readers: The role of direct/explicit teaching". *Reading and Writing Quarterly*, 25, 125-138. \

The Riggs program integrates and sequences all of the language arts strands including correct spelling (it is easier to organize using the written spelling patterns), reading, composition, grammar, syntax, listening, speaking, and legible handwriting. This method teaches an explicit phonics; 55 of the 71 phonograms are taught first without pictures or key words, through direct instruction using multiple (sight, sound, voice, writing) pathways for sound to symbol mapping of a student's functioning (listening and speaking) vocabulary to book print. The teacher engages all students in choral responses and Socratic instruction techniques.

Once the students master the beginning strokes for the initial eight phonograms for preventing letter reversals, and legible formation of all the sounds of the first 55 phonograms, they start their personal notebook. This expedites building on their basic functional vocabulary to increasingly complex words. Finally, all 71 phonograms are mastered and creative expression through writing completes this neurolinguistic journey into good literature and expressive essay composition.

The term explicit phonics refers, in this case, to the fact that well-intentioned but distracting information (names of letters, pictures, and key words) is not included in the finely sequenced process of teaching the sounds which are represented on paper by a phonogram (phono=sound + gram=written). The term multi-sensory calls attention to the fact that the teachers reach optimal results when they are able to access all, and each, of the four main neurological pathways to the brain: seeing, hearing, speaking, and writing. Socratic instruction is the approach wherein students are led by a series of teacher questions and the whole class benefits from the ongoing dialogue and discovery. Direct instruction entails the interaction of teacher to student and not the intermediary of a worksheet or workbook exercise. Phonemic awareness is the recognition of the sounds represented by written and printed letters, and combinations of letters. Graphemic awareness is the correct written spelling patterns that make up the full range of words in English speech; students' speaking and listening vocabulary is being mapped to book print.

Riggs puts great emphasis on word study and fluency early on as deficits in word study negatively impact students' comprehension, vocabulary, and fluency (NIFL, 2007). Once achievement in word study has been achieved, instruction is augmented to finely integrate grammar and syntax, creative and organizational composition skills, and vocabulary development, which points out the relevance to that which the student already knows. Roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms and graphic organizers to provide for a high-expectation, skills-based, complete language arts method designed to accompany any the vocabulary-rich literature of the Core Knowledge curriculum.

FURTHER SUPPORT FOR RIGGS

Riggs is far more than a phonics program. For reading, Riggs students also learn syllabication, oral vocabulary, and comprehension. For composition, students learn spelling, cursive writing, creative writing, spacing, margins, listening skills, orthography rules, vocabulary, grammar, syntax, punctuation, and capitalization. It also uses direct and Socratic instructional techniques to augment the instruction to integrate grammar and syntax, creative and organizational composition skills and vocabulary development. Riggs uses a complete and comprehensive method to teach language arts skills, including roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms and graphic organizers. In addition, Riggs recommends vocabulary-rich literature, such as the classics, to reinforce high expectations and a sense of accomplishment.

Riggs also provides for the use of McCall-Crabbs Standard Tests, given each week. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-12. The nature of Riggs is that it can be used as an intervention tool at all grade levels, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Riggs provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels, K-12.

With Riggs, teachers support all students by teaching through their stronger learning styles while at the same time remediating any weaker modalities. Riggs fully integrates listening, speaking, initial letter formation and cursive handwriting, spelling, creative and organizational composition skills, reading, comprehension, vocabulary development, and analytical and inferential thinking. Riggs includes cognitive developmental sub-skills critical to prevent or correct most learning disorders and provides for acceleration in the learning process. The program's use of the Socratic Method is an instructional process where teachers present concepts through questioning rather than exclusively telling. Riggs provides multiple resources designed for assisting in differentiation and closing learning gaps for all students. The teacher guides provide clear outlines and assessment tools which allow for great clarity as easy implementation.

Riggs' brain-based approach and multi-sensory instruction addresses all learning styles. It has been used with success in classical charter schools as well as in inner city schools with students of varied ethnic and socioeconomic backgrounds. Riggs teaches strands in the following areas:

- Explicit Phonics with dictated Initial Letter Formation
- The Alphabetic Principle
- Phonemic and Graphemic Awareness
- Correct Spelling with 47 Rules
- Fluent Oral and Silent Reading
- Oral and Print Comprehension
- Vocabulary
- Pronunciation and Speech
- Creative and Organizational composition
- Grammar/Syntax/Punctuation/Capitalization
- Analytical and Inferential Thinking
- Auditory/Visual/Verbal/Motor Cognitive Development:
 - Attention
 - Discrimination
 - Association
 - Memory

While Riggs provides a strong foundation for students who exhibit academic progress, it is also an effective remedial program for students with academic challenges because students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. ELL students will also benefit, because Riggs provides limited phonics concepts at a given time and is practiced until students achieve mastery, which is arguably one of the best forms of remediation.

Although Riggs is a fully-equipped ELA program, state assessments and state and national standards stress the importance of critical thinking, including application, analysis, synthesis, and evaluation of information. Riggs program is helpful in developing these skills in students. The Riggs program, coupled with the English/Language Arts component of Core Knowledge, offers teachers the opportunity to lead Socratic discussions of texts and to model and teach the skills necessary for these important developmental thinking skills. Riggs develops fluent readers with exemplary decoding skills due to the strong nature of its phonics foundation and the strength of the vocabulary instruction. Research shows that of the five components of reading (fluency, vocabulary, phonemic awareness, phonics, and comprehension), strength in the areas of phonics, phonemic awareness and vocabulary directly correlate to strong skills in fluency and comprehension.

Support for Singapore Math

SINGAPORE MATH

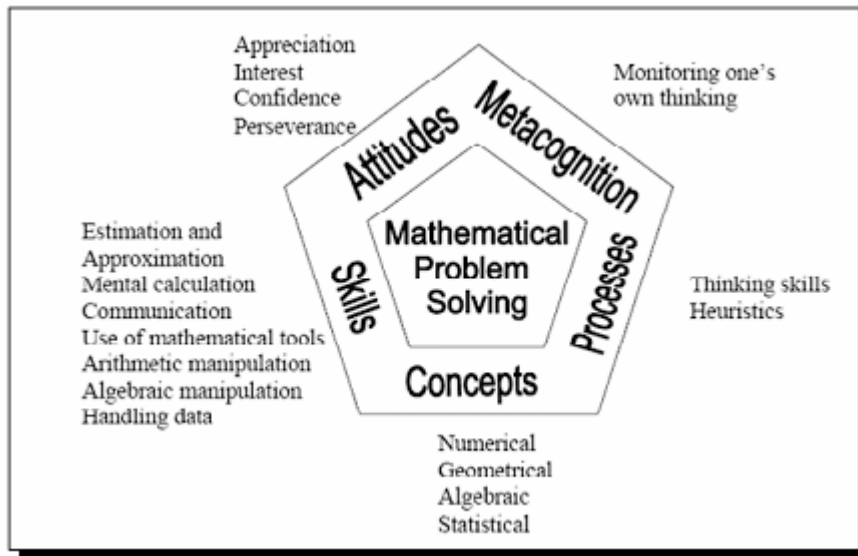
Singapore Math¹ is a program that presents mathematical skill building and problem solving from a conceptual viewpoint. It saves instructional time by focusing on mastery of essential math skills, not on re-teaching skills that should have been mastered in prior grades. The program's detailed instruction, questions, problem solving, and visual and hands-on aids ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Singapore textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just memorizing algorithms and formulas. The focus on number sense, geometry, spatial relationships and measurement in the early grades align with the Colorado Academic Standards.² Additionally, the coherence of the strategies used build from one idea to the next and is carried throughout all grade levels, giving students the tools needed for confidence in mathematical concepts.

Singapore Math's placement tests facilitate ability grouping for optimal student success. In Singapore math, each element of the system — the framework, a common set of national standards, texts, tests, and teacher preparation programs — is carefully aligned to clear and common goals.

Singapore textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just memorizing definitions and formulas. Singapore Math's placement tests facilitate ability-grouping for optimal student success. Mathematically competent students will be able to study in higher level classes that challenge their math strengths, while students who need more time to master skills and understand concepts will receive time and assistance at the skill level best-suited for their success. Singapore Math's student-friendly, straight-forward presentation of essential concepts enables students who lack adequate reading skills — such as English Language Learners — to readily acquire necessary math skills.

¹ <http://www.singaporemath.com/>

² <http://www.corestandards.org/the-standards/mathematics>



Characteristics of Singapore math:

CUMULATIVE SKILLS

Each semester-level Singapore Math textbook builds upon preceding levels, and assumes conceptual and procedural understanding of previous material. Consequently, it is necessary to assign Singapore Math students to a textbook that matches what they are ready to learn next. By contrast, the typical US classroom offers the same grade-level math instruction to all students, reviews previously taught math skills before teaching new skills, and gives more emphasis to topics that don't build on previously taught math skills (bar graphs, geometric shapes, measurement units).

A great deal of instructional time is saved by focusing on essential math skills, and by not re-teaching what has been taught before. In fact, some teachers report that Singapore Math feels slower paced than what they're used to. However, the result is that students master essential math skills at a more rapid pace. By the end of sixth grade, Singapore Math students have mastered multiplication and division of fractions, and they are comfortable solving difficult multi-step word problems. With that foundation, they are well prepared to complete Algebra 1 in middle school.³

PICTORIAL MODELS

Singapore math utilizes pictorial models to bridge the gap between concrete mathematical experiences (e.g., using objects to act out what math concepts mean) and abstract representation (using symbols like numbers to convey mathematical ideas). These pictorial models include, but are not limited to, bar models, number bonds, ten frames, arrays and place value charts.

MULTI-STEP WORD PROBLEMS

Singapore Math students begin solving simple multi-step word problems in third grade, using a technique called the "bar model" method. Later grades apply this same method to increasingly

³ John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3 (November 2007) pp. 38-21

difficult problems, so that by sixth grade they are solving harder problems like this: “Lauren spent 20 percent of her money on a dress. She spent $\frac{2}{5}$ of the remainder on a book. She had \$72 left. How much money did she have at first?”

Consequently, when a school first adopts Singapore Math, the upper elementary grades will need to catch up on what they missed. This can be done by going through the problem-solving chapters in the preceding grade levels, or by using a Singapore Math Model Method supplemental textbook.

The principle of teaching mathematical concepts range from concrete through pictorial to abstract. For example, introduction of abstract decimal fractions (in Grade 4) is preceded by their pictorial model of centimeters and millimeters on a metric ruler, but even earlier (in Grades 2 and 3) addition and subtraction of decimals is studied in the concrete form of dollars and cents.

Systematic use of word problems is utilized as the way of building the semantics of mathematical operations. Simply put, students learn when to add and when to subtract, relying on the meaning of the situation (rather than “clue-words”, as often done in the US schools). Formulations are free of any redundancies and challenge students’ understanding of mathematics only. This is different from many U.S. curricula, where word problems are to show “applications” of math and are spiced with immaterial details intended to obscure the mathematical content of the problem.

MEANINGFUL SEQUENCING OF TOPICS

The need for repetitive drill is minimized by clever sequencing of the topics. For instance, the introduction of multiplication facts by 2, 3, 4 and 5 in the middle of Grade 2 is followed by a seemingly unrelated section on reading statistical data from a graph. In fact, the latter task reinforces the learning of multiplication facts when the scale begins to vary from 2 to 5 objects per graphical unit.

BAR MODELS

The use of bar-models is utilized in teaching problem solving (a form of pre-algebra). This device is as old as Book V of Euclid’s *Elements*, written in the 4th century B.C., and consists simply in representing (mentally or graphically) arithmetical quantities by line segments. In Singapore Math books, such line segments are regularly used to show and teach the thinking process in solving an arithmetical problem. For aesthetic reasons, the segments are typeset as colorful “bars” of a fixed width (hence *bar*-models). In this form, they have fascinated many educators as being a miraculous “novel method” (hence Singapore Math *Method*) of problem solving.

The hallmark of the curriculum is the careful guidance of students, done in a child-friendly pictorial language, not only to technical mastery, but to complete understanding of all the “whys.”

Links to other Articles and Reports

What the United States Can Learn From Singapore’s World-Class Mathematics System (and what Singapore can learn from the United States): An Exploratory Study

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files.eric.ed.gov/fulltext/ED491632.pdf

The Conversation, *Why is Singapore's school system so successful, and is it a model for the West?*, 11 February 2014.

<http://theconversation.com/why-is-singapores-school-system-so-successful-and-is-it-a-model-for-the-west-22917>

LATIN

SUPPORT FOR TEACHING LATIN

*To read the Latin and Greek authors in their original is a sublime luxury . . . I thank on my knees him who directed my early education for having in my possession this rich source of delight.*¹

*It took Latin to thrust me into bona fide alliance with words in their true meaning. Learning Latin (once I was free of Caesar) fed my love for words upon words, words in continuation and modification, and the beautiful accretion of a sentence. I could see the achieved sentence finally standing there, as real, intact, and built to stay as the Mississippi state capitol at the top of my street, where I could walk through it on my way to school and hear underfoot the echo of its marble floor, and over me the bell of its rotunda.*²

*It allows you to adore words, take them apart and find out where they came from.*³

The Strength, Utility, and Beauty (*Firmitas, Utilitas, and Venustas*) of Latin

Latin holds a uniquely important position in Classical Education. The English language has deep roots in Latin - Latin derivatives comprise over 60% of our vocabulary and an even greater percentage of scientific and technological language. Understanding and learning Latin increases the student's knowledge of grammar and English vocabulary, improves reading comprehension, and sharpens students' analytical skills and ability to excel in other areas of study. In underperforming urban public schools, for example, students who received instruction in Latin for a year performed five months to one year ahead of control groups in reading comprehension and vocabulary. The children who had Latin instruction also showed gains in math, history and geography.⁴

Furthermore, the structure, order, and intellectual rigor of Latin lay a strong foundation for logical thinking, the ability to handle complex information, memorization, math and science, as well as facilitate the learning of other foreign languages.

Alice K. DeVane, in her article, *Efficacy of Latin Studies in the Information Age*, provides a summary of the academic and personal benefits of the study of Latin, including a useful bibliography of numerous references and studies. A copy of this article is included in this appendix; the following is a brief outline of the benefits of studying Latin:

- 1) Building of a rich vocabulary and understanding of the English language;
- 2) Development of higher order thinking skills;
- 3) Improved facility in the acquisition of a second foreign language;
- 4) Improved motivation and increased curiosity
- 5) Increased knowledge of culture and history.

¹Thomas Jefferson, *Letter to Dr. Joseph Priestly*, January 27, 1800.

²Eudora Welty, *One Writer's Beginnings*, First Harvard University Press Paperback Edition, 1995

³Theodore Geisel (Dr. Seuss), *NY Times*, 2 March 2004.

⁴Source: Internet: TIME in Partnership with CNN, *The New Case for Latin*, December 2, 2000.

Table 1 shows 12 Latin and 2 Greek roots which form numerous words in the English language, an understanding of which deepens students' understanding of English words:

Table 1. Brown's 14 roots: The key to an extensive reading, writing, and speaking vocabulary (after James I. Brown 1947)

No.	Root	Meaning	Origin	Example
1	tent, ten, tin, tain	to have, hold	Latin	detain
2	mit, miss, mitt	to send	Latin	intermittent
3	cap, capt, cip, cept	to take, seize	Latin	precept
4	fer	to bear, carry	Latin	offer
5	sta, stat, sist	to stand	Latin	insist
6	graph, gram	to write	Greek	monograph
7	log, ology	science	Greek	epilogue
8	spect	to look, see	Latin	aspect
9	plic, plex, ply	to fold, bend	Latin	uncomplicated
10	tens, tend, tent	to stretch	Latin	nonextended
11	duc, duct	to lead, make	Latin	reproduction
12	pos, pon	to put, place	Latin	indisposed
13	fac, fic, fact	to make, do	Latin	oversufficient
14	scribe, script	to write	Latin	mistranscribe

Brown (1947) noted that 80% of the English words borrowed from other languages come to us from Latin and Greek and make up approximately 60% of our language. He analyzed Latin and Greek word roots and concluded that 12 Latin and 2 Greek roots, along with 20 of the most frequently used prefixes would generate an estimated 100,000 words.

Copies of the following articles are also included in this appendix:

Nancy A. Mavrogenes, *Latin in the Elementary School: A Help for Reading and Language Arts*

Jocye Van Tassell-Baska, *Quo Vadis? Laboring in the Classical Vineyards: an Optimal Challenge for Gifted Secondary Students*

Character Formation

The study of Latin is also an excellent way to approach character formation. The author and historian David McCullough makes the following observation in an interview on understanding the Founding Fathers:

*One of the regrets of my life is that I did not study Latin. I'm absolutely convinced, the more I understand these eighteenth-century people, that it was that grounding in Greek and Latin that gave them their sense of the classic virtues: the classic ideals of honor, virtue, the good society and their historic examples of what they could try to live up to.*⁵

Breadth of View: Self-knowledge, Wisdom, and Joy

Richard A. LaFleur, who is the Franklin Professor of Classics and former Head of Classics at the University of Georgia and editor of the revised editions of *Wheelock's Latin*, observes:

⁵ Interview with David McCullough by National Endowment for the Humanities Chairman Bruce Cole, 2003.

One of the most PRACTICAL benefits of studying Latin for high-schoolers is boosting verbal skills and scores on tests like the SAT; students with two or more years of Latin typically score 140-160 points higher on the SAT than their Latin-less peers. Numerous studies have demonstrated a significant positive correlation between studying Latin and improved scores on a variety of tests and even with college GPA and performance in college classes. Of course, even more important is the broadened cultural perspective that comes with studying Greco-Roman civilization, a major component of the high-school Latin curriculum. The Roman world exerted enormous influences on our own culture, so that to be ignorant of Roman civilization is to be ignorant of our own roots. An important consideration too for our own multicultural society is the fact that the Greco-Roman world was what I like to call the 'archetypal multicultural.' The Roman empire at its greatest extent included all the peoples living around the Mediterranean Sea and the widely disparate cultures of not only Europe but also Asia, the Near East, and North Africa. Rome was thus a cultural melting pot and the lessons we can learn from the world of Rome are invaluable to all of us in America today.⁶

The study of Latin and the classics has been called the "royal road" (via regia) to an understanding of the key ideas and personalities of our cultural heritage. While there is a practical value to this course of study, perhaps most important is the inspiration and joy of this pursuit.

Carpe diem!

⁶ Richard A. LaFleur, Franklin Professor of Classics, University of Georgia.

Efficacy of Latin Studies in the Information Age

Alice K. DeVane

Reference: (1997). Paper submitted for PSY 702: Educational Psychology. Valdosta, GA: Valdosta State University.

The purpose of this paper is to review the efficacy of studying Latin as a means of improving English skills, facilitating the learning of another foreign language, and improving critical thinking skills. The historical background of Latin education, as well as the reasons for the deletion of Latin from the curriculum, are documented. Results of research indicate that Latin education on all grade levels, particularly on the elementary grade levels, is related to improved general English comprehension (including reading, vocabulary, grammar and comprehension for both native and non-native speakers) and in facilitating the acquisition of a second foreign language. At the secondary level the study of Latin is related to increased levels of language achievement as demonstrated on both the Scholastic Aptitude Test (SAT) and the American College Test (ACT) verbal scores and increased use of critical thinking as evidenced by increased mathematics scores on these same tests. An additional side effect is students' improved motivation and interest in learning another language and improved self-concept.

John Ruskin (1876), a Victorian England art and social critic, wrote in his letter 67 of *Fors Clavigera*, "The first duty of government is to see that people have food, fuel, and clothes. The second, that they have means of moral and intellectual education" (as cited in Boyer & Banks, 1954, p. 487). His statement still holds true today. The government must be concerned with not only the required knowledge and skills of the next generation of its citizens, but also oversee instruction in those areas. The public schooling system is the primary means by which the government discharges this responsibility.

The purpose of this paper is to investigate the efficacy of teaching Latin as part of the process of developing our children's facility in language usage. Perhaps the United States should once again heed the words of Thomas Jefferson who wrote in a letter to J. W. Eppes on 28 July 1787, "In general, I am of [the] opinion, that till the age of about sixteen, we are best employed on languages: Latin, Greek, French, Spanish" (as cited in Simon, 1988, p. 77).

In an interview with *HotWired Magazine*, futurist Alvin Toffler (as cited in Schwartz, 1995) states that in "a world being reconstructed by information," (p. 1) the importance of communication is paramount to power in the new world view paradigm. As the world shifts from an agricultural/industrial - to an information/service-based economy, the focus is not on military supremacy, but for supremacy in the control and dissemination of information. According to Toffler, "Information, including misinformation, will change the world militarily and economically" (as cited in Schwartz, p. 4). The product is no longer the weapon of destruction; the product is the word, the idea, the knowledge at all levels. In order to make sense of that word, idea, or knowledge, students entering the workforce in the information age must not only be educated in vocabulary, math, reading and comprehension skills (Whetzel, 1992), but they must also be taught to use the higher order thinking including critical and creative thinking (Huit, 1997; Slavin, 1991).

Latin in the Curriculum

In order to make the informed choices for the best future available to Americans, one must sometimes seek knowledge from the past. For centuries all young people who attended schools, or those who were privately educated, followed a liberal arts curriculum, with particular emphasis on the Latin language. The reasoning was that an educated person must be aware of the past to make judgments about the future and must have the intellectual means, now called critical and creative thinking skills, to make those judgments. Spring (1994) describes the sixteenth century curriculum for a just society from the works of Desiderius Erasmus, who,

"wrote a treatise titled *The Education of the Christian Prince...* [which] calls for the education of a just and wise prince through the study of the Scriptures and the selected works of Plutarch, Seneca, Aristotle, Cicero, and Plato. Of great importance to the grammar schools is the emphasis on the study of classical Greek and Roman writers, which would, it was believed, lead to the development of civic character and the preparation for leadership." (p. 10)

The curriculum for the grammar school of the 1700's continued to require that students emphasize courses in "Latin grammar, Latin conversation and composition, and Latin readings" (1994, p. 11). At America's oldest state university, the University of Georgia, a student enrolling as a freshman was required to have studied and to have available "a correct knowledge of Cicero's orations, Virgil, John and the Acts in the Greek New Testament, Graeca Minora, or Jacob's Greek Reader, English Grammar and Geography, and be well acquainted with Arithmetic" (LaFleur, 1985, p. 341). In fact, most colleges required the same prerequisites for entrance during the nineteenth century.

Until the 1920's Latin constituted a substantial part of any college liberal arts curriculum and was extensively taught at the junior and senior high school levels to all ability levels of students (Sussman, 1978; Herron, 1982; LaFleur, 1985). The study of the Latin language was justified through what was known as the:

"doctrine of transferability--the widespread belief that Latin in particular (as opposed to the other foreign languages) developed certain skills and habits which aided English vocabulary, reading comprehension, and composition, while at the same time instilling logical and precise thought" (Sussman, 1978, p. 347).

During the 1920's, the reasons for teaching Latin were challenged by Thorndike and Ruger who both stressed behavioral theories of learning (VanTassel-Baska, 1987). While many behavioral theorists "attacked the justifications of mental discipline and transfer of learning that Latin had professed and stated that Latin students performed better than students not enrolled in Latin due to preselectivity [or placement in Latin of only the best students]" (Sparks, Ganschow, Fluharty, & Little, 1995, p. 165), "they failed to prove that no transfer effect occurred from taking Latin" (VanTassel-Baska, 1987, p. 160). In fact, their studies showed that Latin students did have more mastery of English than did non-Latin students. Vindicated somewhat, teachers of Latin continued to feel instinctively that "there was *something* inherent in Latin study which did indeed help English skills" (Sussman, 1978, p. 347).

Although little research was provided to give credence to the belief in the doctrine of transferability, Latin enrollment continued its increase with the intention of transferring learned information to other areas of curriculum. In an article first published in 1914, Grove E. Barber, a University of Nebraska professor writes about a school in Dorchester, MA. Researchers evaluating the study of Latin in a commercial department showed that in spelling, use of words in sentences, definitions and parts of speech, meaning of words, excellence in vocabulary, and all their studies the Latin students scored higher by 29% than did the non-Latin students. Evaluators in another study found, "High school students who had studied Latin for two years generally achieved higher scores on tests of native language skill" (Sparks et al., 1995, p. 167) than modern language students. Harris (1915)

suggested that "College freshmen who had taken four years of Latin in high school scored higher on spelling and vocabulary tests with words of Latin roots and origin than students who had not studied Latin" (1995, p. 167). In addition, Dallam (1917) wrote, "students who had taken Latin scored higher than modern language students on most measures, particularly in the area of grammar" (1995, p. 167). In 1962, Latin enrollment in the United States had reached a peak of 702,000 in the public high schools (LaFleur, 1985).

However, "too often educational policy in this country is formulated reflexively and without careful consideration of the incidental effects that changes in educational policy can bring about" (Slobodin, 1977, p. 261). Such was the case with the advent of the space age and Sputnik by the Soviet Union in 1957. Although for a short time interest in other languages increased with the International Education Act of 1964, the act was never funded and was superseded by the National Defense Education Act (Simon, 1988). Suddenly the only correct and important method of educating students was through the scientific method. "The Soviet success in launching Sputnik spelled the beginning of an obsession that began as a determination to assert our supremacy in the sciences, but gradually became an assertion of the supremacy of the sciences in educational thought and practice" (Slobodin, 1977, p. 260).

With the stress on science came the loss of Latin as part of the curriculum in most school systems in the country. "Public school Latin enrollments plummeted, falling 79%, from 702,000 in 1962 to a low of 150,000 in 1976" (LaFleur, 1985, p. 342). Gradually "a drop of thirty-three points in the average verbal score on the national Scholastic Aptitude Test...and a sharp increase in college remedial English courses" (Mavrogenes, 1977, p. 268) was evidenced between 1957 and 1973 during a time of continued drop in the number of students enrolled in Latin and increase in the number of science and math classes required. In fact, students who had studied Latin made slight increases in SAT verbal scores (LaFleur, 1985).

A Resurgence of Interest in Teaching Latin

With the public outcry brought on by the worsening SAT scores, former President Jimmy Carter's report by the Commission on Foreign Language and International Studies, *Strength through Wisdom: a Critique of U. S. Capability*, urged a return to foreign language studies "as a means of enhancing general linguistic and communications skills as well as international cultural awareness" (LaFleur, 1985, p. 342). The commission showed a deep concern:

"at a serious deterioration in this country's language and research capacity at a time when an increasingly hazardous international military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity Nothing less is at issue than the nation's security" (as cited in Pranger, 1980, p. 56).

Robert Pranger, former Deputy Assistant Secretary of Defense for the Near East and South Asia, also urged "a comprehensive and immediate national commitment...to enriching our language, cultural, and international studies programs at all levels" (1980, p. 56). Other studies (e.g., the Reagan/Bell Commission on Excellence in Education and the College Board's Educational Equality Project (LaFleur, 1985); *The Paideia Proposal* (Adler, 1982); *A Nation at Risk* (Sparks et al, 1995), suggested that foreign languages, including classical Latin, were important for the education of American youth. By 1985, interest in Latin again was on the rise, up 12% from the low enrollment in 1976, but enrollments had not yet climbed to the high of 1962 (LaFleur, 1985).

Recent Research

Ganschow and Sparks (1995) write, "Research has shown unequivocally that phonological awareness training and direct instruction in phonology/orthography of a language benefit students with native language reading, writing and spelling difficulties" (p. 107). In the 1970s, educators such

as the curriculum director of the Washington, DC, began to place Latin into foreign language programs in the elementary schools (FLES; Sussman, 1978). The justification was that Latin would:

- (1) improve communication skills and, thereby, enhance social and economic opportunities and self-image;
- (2) provide understanding of how language works, with particular application to the structure of English;
- (3) enable students to read and write Latin; and
- (4) provide through the study of Latin, a broader cultural and humanistic perspective (Sussman, p. 348).

Results of experimental programs in the Washington, DC, schools demonstrated the efficacy of Latin as a means to improve reading and reading comprehension skills (Mavrogenes, 1977; Sussman, 1978). Reading scores in English were significantly higher for Latin students than either students who did not take a foreign language or those who took another foreign language. In addition, the amount of improvement was greater in the time allotted before testing began than for either of the other two groups, suggesting that Latin helped students more in understanding English than did studying either another foreign language or not studying a foreign language. The students taking Latin were low-level reading students. Mavrogenes (1977) cites Cederstrom who wrote that those children who participated in the 8-month program "climbed from the lowest level of reading ability to the highest level for their grade, equaling the achievements of pupils who had studied French or Spanish for thirty-eight months" (p. 270).

Macro (1981) suggests, "There is no doubt that the study of Latin and/or Greek aides our understanding of English grammar and syntax and hence provides a competence in writing and reading our own language" (p. 73). In a research project on the effects of Latin on both foreign language aptitude and native language skills, Sparks, Ganschow, Fluharty and Little (1995) found that students taking Latin improved in both foreign language aptitude and native language phonological measures over those not taking Latin.

In Worcester, MA, another group of low-level reading students participated in a Latin school program at seventh-grade level. They showed an increase in reading comprehension well above expectations--a nineteen month increase in a school year (Sussman, 1978). On the California Test of Basic Skills, Los Angeles fifth grade students also, after only three months of Latin, improved three months in reading, while sixth graders improved twice normal expectations. (Mavrogenes, 1987)

The Philadelphia school system implemented a Latin program which showed increases of seven scale points on the California Achievement Test reading portion for the participants as compared to the non-participants (Mavrogenes, 1987). The program consisted of fourth, fifth, and sixth graders who had 15 to 20 minutes of Latin per day with particular stress on vocabulary building through multisensory instruction. The justification was to introduce students to the structure and vocabulary of Latin, including roots and prefixes used in English vocabulary and to introduce the Roman culture and its relationship to present day culture. The Philadelphia program had grown to an enrollment exceeding 14,000 in 1982 (Masciantonio, 1983, p. 369) and was being taught in some instances by trained paraclassicists. However, student scores continued to surpass those of students who had not taken Latin. In another Pennsylvania school system in Erie County, researchers found that the study of Latin increased scores for students in all areas, including "Word Knowledge, Reading, Language, Math Computation, Math Concepts, and Math Problem Solving" (Masciantonio, 1982, p. 377). In another implementation study, New York students studying Latin in fifth and sixth grades showed reading improvement of 3.6 months over those without Latin (1987).

These research findings demonstrate that reading and reading comprehension can be improved, dramatically at times, with the addition of Latin to the curriculum. However, to improve reading and reading comprehension skills, one must improve vocabulary skills, so one must look at findings for vocabulary comprehension to understand why Latin facilitates the learning of reading and reading comprehension, among other areas of knowledge. According to Adams, "the single immutable and nonoptional fact about skillful reading is that it involves relatively complete processing of the individual letters of print" (as cited in Sparks & Ganschow, 1991, p. 9). Possibly the relationship of Latin words to English allows students to process the individual letters into words, phrases, and then sentences.

Philadelphia researchers showed Latin students had vocabulary growth similar to reading growth. On the Iowa Test of Basic Skills vocabulary subtest, "the control group place[d] *exactly a year below*" (Sussman, 1978, p. 349) Latin students. Again, in Indianapolis, "in each category [of the Metropolitan Achievement Test] they [Latin students] demonstrated an approximate average of a half year's greater progress than the control group" (1978, p. 349). The Indianapolis experiment results also showed that in vocabulary "70 percent of the experimental group advanced to a mastery level of more than 80 percent, while only 2 percent of the control group advanced to that level" (Mavrogenes, 1977, p. 270). In Easthampton, Massachusetts, the achievement was similar to the other schools' findings. "Latin pupils showed marked improvement in all six categories" (1977, p. 270) of the Stanford Achievement Vocabulary Test. Findings by researchers in Worcester, Massachusetts, showed "Latin students [below normal readers] increased their vocabulary scores by fourteen months...during the school year" (Sussman, 1978, p. 350), exceeding the normal six months improvement expected. Fromchuck (1984) and Polsky (1986) also demonstrated that Latin affects vocabulary and comprehension skills positively in the New York City schools' experiment (Sparks et al, 1995).

Two other studies of older students or adults were performed in Washington and Boston. In Washington, students who had taken a foreign language and Latin scored in the 58th percentile on their English vocabulary level, while those with no foreign language scored an average percentile of 28 (Mavrogenes, 1977). In Boston, two groups of high school juniors, one who had taken both Latin and another foreign language for two years each and one that had taken no foreign language, were tested on vocabulary knowledge. The Latin group consistently scored higher than the non-foreign language students (1977). Another experiment described in an article by VanTassel-Baska (1982) cites that a study of "verbally precocious junior high age students revealed significant increases [$p < .01$] in English vocabulary and grammar" (p. 160) after studying Latin. Mavrogenes (1977) cites Bowker (1975): "the primary effect of Latin study on vocabulary may not be an increased ability to recognize Latin derivatives, but in fostering a more general word-awareness" (p. 271).

Although general vocabulary knowledge is demonstrably improved with Latin study, spelling does not always seem to improve. However, Carlisle and Liberman (1989) found that some Latin students were better at spelling English words in one experiment, perhaps because "Latin focuses attention on word structures that are relevant to English spelling" (Carlisle, 1993, p. 340). Henry (1993) wrote that learning "specific strategies for decoding and spelling" (p. 239) is beneficial, since many English words are derivatives of both Latin and Greek words. Learning "frequently used Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well" (p. 239).

Brown (1947) "noted that 80% of the English words borrowed from other languages come to us from Latin and Greek and make up approximately 60% of our language" (as cited in Henry, 1993, p. 231). His analysis of Latin and Greek word roots concluded "12 Latin and 2 Greek roots, along with 20 of the most frequently used prefixes would generate an estimated 100,000 words" (p. 231). Again because English is largely taken from Latin, the study of Latin should improve vocabulary,

perhaps to 100,000 words, thereby improving reading. This conclusion has been demonstrated in research studies in many of the same school systems.

VanTassel-Baska (1982) writes, "if vocabulary development and linguistic competence in English are desirable gifted program objectives, then Latin would be a logical language choice" (p. 160). If educators care to extrapolate, they could suggest that Latin could be the logical language choice for study if vocabulary development and linguistic competence were desirable program objectives for all students. Many of these studies were performed in the inner-city areas of New York, Los Angeles, Washington and Philadelphia; the results "dramatically demonstrated how Latin can help underprivileged inner-city children achieve great improvement in English communication skills" (Sussman, 1978, p. 351). In addition, students from middle- and upper-income level communities can also show improvement in English after Latin study.

The wealth of information demonstrates that Latin should be an important part of the elementary school program for its ability to improve reading, reading comprehension, vocabulary, and in some instances, mathematical ability requiring higher order thinking skills.

Important Higher Order Thinking Skills

Higher order thinking skills, so necessary in today's information age, can be improved through the study of Latin. Carroll and Pimsleur listed four important language variables that are needed in order to learn a foreign language: phonetic coding, grammatical sensitivity, inductive language learning ability, and rote learning ability (Ganschow & Sparks, 1991). While modern languages require logical reasoning (Morgan, 1989), they focus on the four proficiencies of reading, writing, speaking and understanding the language. On the other hand, the study of Latin requires that students use the higher order thinking skills, like analysis, synthesis and evaluation while translating at greater levels of difficulty. "[I]n that respect, it represents a verbal analogue to the teaching of mathematics as a cumulatively organized subject area" (VanTassel-Baska, 1987, p. 160).

Sparks and Ganschow (1991) write that "IQ is *not* a critical variable in determining [foreign language] learning potential. However, basic language aptitudes may be important" (p. 4). As several other experimenters demonstrated in their findings, Sussman (1978) writes that students who studied Latin in Indianapolis not only demonstrated increased skills in vocabulary, spelling and reading as measured on the Metropolitan Achievement Test, but "greater progress than the control group [in] three areas of mathematics achievement (computation, concepts, and problem solving)" (p. 350). He concludes that the test results should be studied carefully since they demonstrate "transfer not only in the specific areas of language skills, but also in logical, precise thinking, as exemplified by the mathematics achievement scores" (1978, p. 350). Masciantonio (1982) concurred with Sussman (1978) in his research of the Erie, Pennsylvania Schools: "The study of Latin contributed to better performance on tests in vocabulary and verbal ability, and in higher grades" (p. 379) overall.

Mavrogenes (1977) cites Vygotsky, a Russian psychologist and cognitive theorist, who stressed that foreign language study influences the students' cognitive skills through Piaget's concept of 'decentration':

"Learning a new language forces a person to realign his whole system of ideas, to reorganize his entire world view, and to operate a higher level of intellectual mastery. Therefore, foreign language training provides a special intellectual training that cannot be offered by any other discipline." (p. 269)

Just as Vygotsky suggested that foreign language has all the requirements needed for intellectual training, Jarvis (1980) concluded that foreign language students actively use all forms and levels of learning while studying the target language. Jarvis further explained:

"[F]oreign language learning is rich in the various types of learning or kinds of cognitive functioning (analyzing, discriminating, identifying, categorizing, inferring, including, deconstructing)....Given this principle, it is possible to argue that language study provides abundant practice in mental skills." (Herron, 1982, pp. 445-446))

The 1980 Report of the Commission on the Humanities of the Rockefeller Foundation stressed that "All people have the capacity to reach for high standards of expression, interpretation, and discrimination" (as cited in Herron, p. 446). The members of the commission concluded that the study of foreign languages requires classifying, comparing, and logical thinking and insisted:

"These conceptual skills are no less basic than literacy itself. They enable young people to go beyond merely functional tasks to wonder, imagine, and decide what is good, enjoyable, how their lives should be lived" (as cited in Herron, p. 446) .

The American Council on the Teaching of Foreign Languages (ACTFL) in 1978 listed the cognitive skills that foreign languages improve as: native language skills, problem-solving skills, increased creativity, and open-mindedness or flexibility. Carton (as cited in Herron, 1982) researched "how the use of interlingual cues (derivations, loan words, cognates) can contribute to the cognitive process of inferencing" (1982, p. 446). Although all of these processes seem to improve higher order thinking skills or cognitive abilities, some sort of observation instrument is needed to persuade others of the facts. Researchers have shown that math computation, concepts, math problem-solving scores of Latin learners were higher than non-Latin learners in the classroom, but another instrument to test critical thinking skills will assure the generalizability of these thinking processes.

Improved Scores on Standardized Exams

Often, improved scores on the SAT provide an observable means of demonstrating improved higher order thinking skills. From research, it can be concluded that each additional year of foreign language study, particularly Latin, will improve both the SAT and ACT scores. LaFleur (1981) reported that in 1980:

"the SAT Verbal average for those taking the Latin Achievement Test . . . was 144 points higher than the national average for all students. . . . Moreover, while national SAT Math averages also dropped slightly . . . , Latin Achievement Test participants scored . . . 122 points higher than the mean for all students." (p. 254)

Latin students also scored higher than those students taking other foreign languages. In 1981 "the average Verbal SAT score for students taking the Latin AT [Achievement Test] was 134 points higher than the national average" (Sparks et al., 1996, p. 168).

Cooper (1987) suggested that students taking foreign languages learn language strategies that assist them in the verbal portion of the SAT. They include:

- 1) learning vocabulary in context;
- 2) developing a sensitivity for nuance in the meaning of words;
- 3) using contextual cues to guess at the meaning of unknown words in a passage; and
- 4) reading a text with care and special attention to thematic development, style, and the author's stance to his material (p. 386).

He also suggested that "foreign language students' accrued exposure to the problems of processing and interpreting language may have a positive influence on their performance on standardized

language tests" (p. 386-387). In addition to making higher SAT or ACT scores, students of Latin achieved a higher overall high school grade point average.

Townsley (1985) concluded that Latin students generally outscore other students by "nearly 150 points" (p. 4) on the SAT. Additionally, Morgan (1989) studied the 1987 SAT scores and concluded that four or more years of a foreign language made a difference on the average of 150 points on the SAT verbal. On the math portion, students who had four years of foreign language study outscored non-foreign language students by 155 points. When comparing SAT scores for Latin students to students of other foreign languages, Latin students scored higher than all others, except students of Russian, on both the verbal and math sections of the SAT (Morgan, 1989). On the ACT results showed, "The foreign language group performed at a significantly higher level than did the non-foreign language group" (Eddy, 1981, p. 20).

Holmes and Keffer (1995), after studying the effects of Latin on SAT scores, conducted a study using software with Latin and Greek terms to be studied before taking the SAT-I test. Students who studied the computer programmed words, scored 40 points higher than the other two groups. However, since confounding variables interfered with the conclusion, researchers suggested that the "teaching of Latin upon English verbal skills uniformly found a positive effect and disagreed only with the magnitude of the effect" (p. 50). An additional area of study questioned whether students who took foreign language studies in high school performed better academically in college. Wiley (1984-1985) wrote that high school foreign language students "had a cumulative college GPA of approximately 2.80, compared with those students who did not take a high school foreign language (2.38 average)" (p. 34). Latin studies showed the students with the highest average GPA of 2.89, higher than French, German or Spanish.

Additional Benefits

There are some additional important benefits of teaching Latin: it helps in the acquisition of a second foreign language, it can motivate student learning, it can impact student self-image and curiosity, and provides an opportunity for an enriching cultural experience.

Acquisition of a Second Foreign Language. Just as Latin students as compared to non-Latin students achieve the highest average college GPA and highest SAT scores, students taking Latin have also shown a facility in the acquisition of a second foreign language. In a study at Gallaudet College, Townsley (1985) demonstrated that students "whose native language was not English could make sudden and extraordinary jumps in vocabulary and verbal skills--advancing on average a full year above those not taking Latin" (p. 4). The students who participated in the study were hearing impaired and had as their native language American Sign Language, not English. In effect, the students were learning Latin as a first foreign language and English as a second foreign language. The results showed an eight month increase in vocabulary grade equivalent after only one semester of Latin.

Motivation. An additional side effect of Latin seen in the Gallaudet study was "above-average motivation" (1985, p. 8). Students demonstrated "appreciation for how much it [Latin] improved their comprehension of English, that other foreign language which so many of them (like so many of their hearing counterparts) consider very difficult to master" (Townsley, 1985, p. 5). That same side effect was demonstrated in several other research projects, as reported by participating teachers' observations (Abbott, 1991). Latin is possibly one of the only subjects that all students begin in the same position; they all know nothing. "The success that students feel in learning this new language provides some of them with a sense of self-esteem and pride that they may not experience in learning other subjects" (Abbott, p. 28).

Self-Image and Curiosity. In a program sponsored by Beloit College, inner-city minority students attended a Saturday school called Beloit Academy (Magner, 1991). The curriculum covers a story

about an Ethiopian family in the second century written in Latin and English. The program was begun to improve the students' self-image and develop a "curiosity of mind and a certain discipline" (p. A32). In addition, the story allows the students to learn Latin while it increases their cultural understanding. Results show that "many of the children say learning Latin is one of the things that they like best about the academy" (p. A32).

Teachers who were involved in the Worcester, MA, Latin program reported that their students demonstrated improved motivation, were more self-reliant, and had a higher self-image at the conclusion of the program (Sussman, 1978; Masciantonio, 1982). Additionally, teachers and parents involved in the Easthampton program "valued highly the intangible and untestable results in the development by the students of a more cosmopolitan outlook and a better understanding of others--an essential component of humanistic education" (1978, p. 350). In Los Angeles, student self-concept was also rated, as were interests and attitudes. The results showed that students were significantly more interested in studying a foreign language and had higher concepts of themselves than those who did not participate in the program (Masciantonio, 1982).

Culture and History. In addition to the building of good self-image, students involved had the opportunity to learn about ancient Rome. This provided them with a "rich cultural basis for topic discussion" (VanTassel-Baska, 1987, p. 161) and required them to use their "critical thinking and research skills" (1987, p. 161). Abbott (1991) writes that Latin students "are exposed to a great literature, which offers them the opportunity to examine political, social and moral questions posed in ancient times and allows them to draw parallels and gain insight into their own complex world" (p. 27). Strasheim (1984-85) suggested that Latin is an important asset to global education. In explaining a student's ability to see himself as an active member of this world encompassing society, she cited Lee Anderson, who wrote in Schooling and citizenship in a global age: An exploration of the meaning and significance of global education, that a competent person is able:

to perceive that all peoples at all levels of social organization --from the individual to the whole society--are both 'cultural borrowers' and 'cultural depositors'; they both draw from and contribute to a 'global bank of human culture' that has been and continues to be fed by contributions from all peoples, in all geographical regions, and in all periods of time. (p. 57)

Summary and Conclusions

Presently, the United States is in the midst of a global economic crisis and a corresponding educational crisis. There is both debate on what students need to know and be able to do as well as how to teach these to students. Based on the research reviewed in this paper, educators should consider Latin studies as one aspect of educational reform. It has been shown to increase native language communication skills, increase higher order thinking skills, and impact student's knowledge in the area of global understanding.

The natural conclusion is that Latin curriculum should be implemented in our elementary or middle schools now in order to allow students to become self-sufficient, working members of the information age and the global information economy that is their future. The study of Latin would allow students to view the contributions of an ancient people who added words to the English vocabulary, who created the concepts of a governing system on which America's laws are based, and who created literature and art that are still viewed as powerful in today's society. American educators must look beyond the borders to the world for answers.

Senator Paul Simon (1988) described a conversation Genelle Morain, a language education professor at the University of Georgia, who, when confronted by a Georgia school board member who questioned: "Why should a student who will never leave Macon, Georgia, study a foreign language?" replied, "That's *why* he should study another language" (p. 76).

All Americans will be required to "go beyond" the shelter of their homes into that global economy and must be prepared to face that future. Not with just a foreign language, but with the knowledge to use information gleaned carefully, completely and correctly for the improvement and the sustaining of American society. Implementation of Latin programs in the schools once more can help America's students become better students, an important asset in this fast-changing, global village we now live in. As Booth (1980), a high school administrator, wrote: "students com[e] to Latin highly disorganized and leav[e] it with invaluable organizational skills...with an ability to pay attention to detail...to make sense of it all and...to find the hidden patterns...diligent young people ready for [the future.]" (p. 84).

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NEW & SIGNIFICANT

Latin in the Elementary School: A Help for Reading and Language Arts

by Nancy A. Mavrogenes

In 1967-68 the total enrollment in Latin classes in the public schools of Philadelphia was 490. By June, 1976, over 14,000 pupils in 125 elementary schools alone were receiving daily instruction in Latin. Furthermore, as late as 1974 notices were being placed of the need for Latin teachers in Philadelphia, even in a time of a growing teacher glut. A 1971 evaluative study may explain this revival. During that school year more than 4,000 fourth-, fifth-, and sixth-grade pupils of all backgrounds and abilities received 15 to 20 minutes of daily Latin instruction. The performance of the fifth-grade Latin pupils on the vocabulary test of the Iowa Tests of Basic Skills was one full year higher than the performance of control pupils who had not studied Latin. Both the Latin group and the control group had been matched for similar backgrounds and abilities. Furthermore, a survey of pupils, parents, principals, and classroom teachers showed that this Latin program had wide acceptance and support. In fact, in 1975 popular demand restored a 50% budget cut for the Latin elementary school program. The cut had been scheduled because for the 1975-76 school year the district faced a budget deficit of \$27 million. Currently there are plans to extend the program to all elementary schools in the district.¹

Why is there a growing emphasis on Latin in the elementary school (commonly known as FLES — Foreign Languages in the Elementary School — Latin)? What can such a “far-out” subject add to an already crowded elementary school curriculum?

The purpose is to help pupils, especially the lowest-achieving ones in inner-city schools, improve their English language skills: to increase their vocabulary and to stimulate linguistic awareness.² Since about 50% of English words are derived from Latin, especially “abstract terms used in communicating on a high level of generality,”³ knowledge of Latin helps in expanding English vocabulary, especially the limited vocabulary of inner-city children. Just knowing a few Latin numerals, for instance, opens unheard-of vistas: *unilateral, unanimous, unicorn, uniform; duplex, dual, duel; tripod, trident, triceps, trivia; quadrupeds, quadrilateral,*

quadruple, quadruplets.

Furthermore, Latin’s complex and precise declensions and conjugations reveal clearly its syntactic structure so that the innate (but undeveloped) language sense of verbally deprived students is put to work. Studying a foreign language brings to conscious awareness what was previously understood in one’s own language only unconsciously. The Russian child psychologist L. S. Vygotsky explains it further:

A foreign language facilitates mastering the higher forms of the native language. The child learns to see his language as one particular system among many, to view its phenomena under more general categories, and this leads to awareness of his linguistic operations. Goethe said with truth that “he who knows no foreign language does not truly know his own.”⁴

In addition, according to Vygotsky, study of a foreign language brings an overall improvement in cognitive skills, since by the process that Piaget termed “decentration” learning a new language forces a person to realign his whole system of ideas, to recognize his entire world view, and to operate at a higher level of intellectual mastery. Therefore, foreign language training provides a special intellectual training that cannot be supplied by any other discipline. In other words, “the ability to comprehend grammatical categories and nuances is a sign of higher thought processes at work, just as the manipulator of the various language skills (reading, writing, speaking in a

foreign language or one’s own) is operating at a higher level of intellectual competence than the person without them.”⁵

In addition to expanding vocabulary and arousing sluggish linguistic instincts and cognitive skills, Latin performs other functions. An acquaintance with Roman life and mythology opens up “new symbolic worlds” for a child with limited cultural backgrounds; he then is able “to grow as a personality, to live a richer life.”⁶ Also, since word endings are so important in Latin, training in this language emphasizes clear pronunciation in an area where inner-city children have a tendency to slur. Finally, for students who may have reading problems, Latin provides “experience in careful silent reading of words that follow a consistent phonetic pattern.”⁷

A study of test results in Washington, D.C., confirms the effectiveness of Latin as a help in English language skills. Sixth-graders who took Latin for one year and who had been unable to begin the study of French or Spanish two years earlier because they were not reading at grade level actually “came from behind to achieve significantly higher reading achievement scores in the categories of vocabulary, comprehension, and total reading ability.” This study involved 1,132 sixth-grade students from 11 elementary schools; classes receiving foreign language instruction were chosen randomly and all classes were heterogeneously grouped.⁸

The results of other programs of elementary Latin instruction provide further definite evidence of the efficiency of this language in strengthening English skills. In all cases the daily instructional period, often from itinerant Latin teachers, is from 15 minutes to half an hour for one school year in grades 4, 5, and/or 6. The purpose is not to produce language scholars but to provide solid help for children’s language and reading performance. Therefore, a whole new approach toward teaching Latin is used, incorporating recent innovations in foreign language teaching: much aural-oral work, abundant use of multisensory aids (films, filmstrips, tapes, pictures, cartoons, records, transparencies, games), programmed learning for individualization, all reading material in Latin, much repetition and reinforcement.⁹ Also, new materials have been specifically developed for these special programs.¹⁰ A typical lesson might include oral review of Latin



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and English words learned previously, a new dialogue about a Roman family or about minority groups in the Roman Empire, drill on grammar in English or word derivatives, a song in Latin, Bingo in Latin, math problems in Latin, or a play based on a classical myth.¹¹

In 1973-74, in Indianapolis, approximately 400 inner-city sixth-graders who had studied Latin (the experimental group) were compared with 200 sixth-graders who had not studied Latin (the control group). The pretest showed no significant differences between the two groups, who also had similar economic, social, and academic profiles.¹² The complete battery of the intermediate Metropolitan Achievement Test was used as a pretest (form H) and then as a posttest (form F) five months later. The experimental group showed the following gains over the control group on the various subtests: eight months in word knowledge, one year in reading, one year and one month in language, four months in spelling, seven months in math computation, eight months in math concepts, nine months in math problem solving, five months in science, and seven months in social studies. The mean *t* value of the experimental group on all nine tests was 8.31, of the control group 3.25 ($p < .01$). Later results have been similar, and the comments of the classroom teachers have been very positive. The Indianapolis Public Schools have received a three-year Title III ESEA grant to develop this project, called "Augmenting Reading Skills Through Language Learning Transfer." The Latin specialist in the program is currently working with sixth-grade pupils having the lowest reading scores as measured by the Metropolitan Achievement Tests: Reading (average score 2.6). She is also training regular classroom teachers to incorporate Latin materials as part of their language arts and reading programs in order to reach all elementary schools.¹³

In 1975 the Los Angeles Unified School District began an elementary Latin project titled "Extending Reading Comprehension Skills Through Language Transfer." During the 1975-76 school year the program was expanded with Title III ESEA funds to 30 schools, concentrating on those below the district reading norms with large Spanish-speaking populations. Currently, approximately 1,300 students in 39 fifth- and sixth-grade classes are involved.¹⁴ The Latin classes are taught as part of the language arts program by classroom teachers, all of whom either have a background in Latin or have had special inservice training. For a first-year evaluation, the Comprehensive Tests of Basic Skills were used in a pretest-posttest design. For fifth-graders the mean gain in vocabulary for target stu-

dents was eight months; the comparison group's gain was six months. For sixth-graders the mean gain for target students was nine months and for comparison students six months. Significant improvement was also noted in interest in language study, knowledge of word origins, structural analysis skills, knowledge of Roman history and culture, and in self-concept (as assessed with the Far West Regional Laboratory Self-Concept Scale). Since this program was still in the experimental stage when this article was written, complete evaluation data were not available.¹⁵ However, researchers had concluded that "the project was successful in improving the reading vocabulary and comprehension scores of target students by more than one month for each month of instruction."¹⁶

Latin studies improve students' vocabulary and reading skills in English, as well as their self-concept and motivation.

In 1970-71 over 1,100 sixth-grade pupils in 11 District of Columbia public elementary schools were measured on the Comprehensive Tests of Basic Skills. One group had had Latin instruction for one year (most of these classes contained pupils reading below grade level), one group had had French or Spanish instruction for four years, and one group had had no foreign language instruction. As noted above, classes receiving foreign language instruction were chosen randomly and all classes were heterogeneously grouped. In total reading growth there was five months' difference between the Latin group and the non-foreign language group ($p < .05$). In grade equivalent the Latin group progressed 1.49 years, the French/Spanish group 1.36 years, and the non-foreign language group 1.02 ($p < .05$). In short, students who had had eight months of Latin instruction "climbed from the lowest level of reading ability to the highest level for their grade, equaling the achievement of pupils who had studied French or Spanish for 38 months."¹⁷ This Washington program, which was the first of the FLES Latin programs, has been chosen by the American Council on the Teaching of Foreign Languages as one of the 30 most innovative foreign language programs in the U.S. Unfortunately, with organizational changes in the D.C. school system, the elementary school language programs have been scaled down.¹⁸

In the Park School in Easthampton, Massachusetts, 250 fifth- and sixth-grad-

ers were given a program of Latin instruction similar to that developed in Washington. The purpose was to strengthen the reading skills of these pupils, many of whom read below grade level. On pre- and posttests of the vocabulary section of the Stanford Achievement Test, the scores of Latin pupils were compared with the scores of the previous sixth grade, which had not studied Latin. Latin pupils showed marked improvement in all six categories of scoring: 11% more than the control group scored above grade level, and 24% more than the control group showed more than two years' growth. In spite of these positive results and in spite of the enthusiasm of Easthampton's instructional director, this program has been eliminated for budgetary reasons.¹⁹

The Human Engineering Laboratory of the Johnson O'Connor Research Foundation has reported two studies stressing the importance of Latin in building English language skills. In one, the foreign language backgrounds of 220 adults were compared with their English vocabulary levels. "Those examined with no foreign language background had an average English vocabulary percentile of 28, those with Latin and another language averaged 58."²⁰ In the other study, two groups of juniors in a private high school in Boston who had equivalent scores on a test of verbal ability were compared. One group had had two years of Latin and two years of a modern language, and the other group had had two years of a modern language but no Latin. On a 150-word vocabulary test, the Latin group scored an average of 5.1 words better than the non-Latin group ($p < .05$).²¹

In the Providence Street Junior High School in Worcester, Massachusetts, seventh-graders have been participating in an innovative Latin program since 1975. A pilot group took Latin five times a week and the control group followed the regular curriculum without Latin. Pupils were randomly selected from those scoring 1.5 to 2.5 grades below the normal reading level. "Children with reading scores at the 4.5 to 5.5 grade level in September, 1975, increased their vocabulary scores by 14 months and their reading comprehension by 19 months in one school year. Generally, students this far behind would be expected to progress about six months."²² In a pre- and posttest program, the pilot group outstripped the control group by eight months in vocabulary scores and by 13 months in reading comprehension scores. Researchers also noted improvement in the pilot group's self-image, motivation, and self-reliance.

Other U.S. elementary schools have instituted Latin programs for the specific purpose of influencing English reading skills and verbal functioning: five classes of sixth-graders in Montgomery County, Va.; fourth-graders in three schools in West Lafayette, Ind.; and fifth- and sixth-

graders in the Belle Sherman Elementary School in Ithaca, N.Y. However, complete results on the effectiveness of these programs have not yet been made available.²³

The need for upgrading of language skills in the schools has received much publicity in recent years. Between 1957 and 1973 the average verbal score on the national Scholastic Aptitude Test dropped 33 points, and the necessity for college remedial English courses has increased sharply.²⁴ Furthermore, according to the National Assessment of Educational Progress, 11% of the 17-year-olds attending school are defined as functional illiterates, unable to read even the simplest job applications. Also, on all reading exercises in this assessment, blacks scored 14.1 points lower than whites.²⁵ According to the U.S. Office of Education, in the entire nation more than 23 million adults are functionally illiterate, unable to read help wanted ads or make the most economical purchases.²⁶ In fact, one researcher suggests a relationship between low vocabulary and violence, due perhaps to frustration at not being able to have control of a situation through abstraction and conceptualization. Studies on inner-city children and on adults in a drug rehabilitation program show the common thread of an extremely low level of vocabulary.²⁷

In view of the data summarized here, educational administrators and curriculum specialists should consider how Latin can help their students. Responsible educators cannot ignore even preliminary research data on the effectiveness of a program that helps underachieving students in the basic skills of reading and language arts. Even if the results are only derived from a possible Hawthorne Effect, any program that produces such results cannot, in good conscience, be scrapped for budgetary or political reasons. As *Time* magazine has editorialized,

To a great extent, a people's language is its civilization, the collective storage system of a tribe. . . . The argument is not between changes, linguistic innovation, new combinations on the one hand, and a priggish correctness on the other. It is between meaning and meaningless. When language is reduced, so is civilization. George Orwell understood that "the smaller the area of choice [of words], the smaller the temptation to take thought."²⁸

If Latin can help in reading, language arts, cognitive skills, and even in the improvement and preservation of our civilization, then it certainly deserves a chance!

1. In the descriptions of specific Latin programs, unless otherwise indicated, the information is summarized from two surveys of elementary school Latin programs: Rudolph Masciantonio, "Tangible Benefits of the Study of Latin: A Review of Research," Center

for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics (No. 46, 1977; taken from *Foreign Language Annals*, September, 1977), pp. 375-82; and Nancy A. Mavrogenes, "The Effect of Elementary Latin Instruction on Language Arts Performance," *Elementary School Journal*, March, 1977, pp. 268-73.

2. Judith B. LeBovitz, *The Teaching of Latin in the Elementary and Secondary School: A Handbook for Educators and Administrators* (Washington, D.C.: National Endowment for the Humanities, 1973), pp. 6, 7.

3. *Ibid.*, p. 6.

4. Quoted in S. C. Fredericks, "Vygotsky on Language Skills," *Classical World*, March, 1974, p. 286.

5. *Ibid.*, pp. 287-89.

6. Judith B. LeBovitz, quoted in Gilbert Lawall, "Teaching the Classics in America and England Today and Some Thoughts for the Future," *Classical Outlook*, November/December, 1977, p. 17.

7. LeBovitz, *The Teaching of Latin*, op. cit., pp. 11, 12.

8. *Ibid.*, pp. 26, 94, and 97.

9. Mavrogenes, op. cit., p. 271.

10. Indiana State Department of Public Instruction, Indianapolis Public Schools, *Augmenting Reading Skills Through Language Learning Transfer* (Indianapolis: Indianapolis Public Schools, Indiana State Department of Public Instruction). Information from Rita S. Sheridan, Supervisor of Foreign Languages, Indianapolis Public Schools, 120 E. Walnut St., Indianapolis, IN 46204.

Latin for the Modern School, Associates, has published four textbooks for Latin in the elementary school, with accompanying teachers' manuals. For information, address Judith B. LeBovitz, Director, Latin for the Modern School, 8542 Georgetown Pk., McLean, VA 22101.

Finally, the Philadelphia School District, Division of Foreign Language, Instructional Services, has prepared a Latin reader for children in the fifth grade with a teacher's guide, a reader for children in the sixth grade with a teacher's guide, and game books on English derivatives for both fifth and sixth grades.

These may be ordered from I. Ezra Staples, Deputy Superintendent for Instructional Services, School District of Philadelphia, PA 19103.

11. Mavrogenes, op. cit., p. 272, and Mary Jo Euvino, Latin specialist for the Indianapolis Public Schools FLES Latin program, interview, September 30, 1977.

12. Rita S. Sheridan, *Evaluation Report of Title III Project* (Indianapolis: Indianapolis Public Schools, 1974, 1975, 1976).

13. Euvino, fn. 11.

14. Albert R. Baca, "An Innovative Language Program in Los Angeles," *Classical World*, December, 1977/January, 1978, p. 260.

15. *Ibid.*

16. "News on FLES Programs Around the Country," *Classical World*, April/May, 1977, p. 458.

17. Eleanor R. Cederstrom, "Quid agunt discipuli? Latin in Philadelphia," *Independent School Bulletin*, February, 1974, p. 57.

18. Gene I. Maeroff, "Latin Sine Declensions Helping Pupils Overcome Trouble with English," *New York Times*, April 27, 1977, p. 71.

19. *Ibid.*

20. "Comments on Some Current Vocabulary Research," *Bulletin 115* (Boston: Human Engineering Laboratory), p. 2.

21. Richard Bowker, *English Vocabulary Comparison of Latin and Non-Latin Students: Technical Report 831* (Boston: Human Engineering Laboratory, 1975).

22. Masciantonio, op. cit., p. 381.

23. Mavrogenes, op. cit., p. 271.

24. "Can't Anyone Here Speak English?" *Time*, August 25, 1975, pp. 34-36.

25. Nancy Hicks, "Study Finds Gain in Reading Skills," *New York Times*, September 8, 1975, p. 28.

26. "23 Million in U.S. Found Illiterate," *New York Times*, October 30, 1975, p. 40.

27. John D. Anderson, "Latin, English Vocabulary, and Declining SATs," *Classical Journal*, February/March, 1975, p. 44.

28. *Time*, op. cit., p. 36. □

Quo Vadis? Laboring in the Classical Vineyards:

An Optimal Challenge for Gifted Secondary Students

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This article puts forth an argument for the optimal match of the subject matter of Latin for verbally precocious students at the secondary level, beginning no later than the middle school years. It delineates the major benefits for students of learning the language and links those benefits to a view of differentiation in curricula and instruction of the gifted. Furthermore, the article provides a blueprint for schools on developing a Latin program of study over the secondary years.

He studied Latin like the violin, because he liked it.
—Robert Frost

Latin has become something of a tradition in my family. I studied the classics for 8 years, then taught it for 5. My husband took 4 years of Latin, and now our daughter is declaring her college major in the classics.

For me at least, laboring in the classical vineyards seems to be a natural progression, a necessary step in life. The Latin bug infected me most strongly in college. I had one of the foremost authorities on the language as my classics professor for 4 years. Dr. Wheelock's *Latin* (1995), now in its sixth edition, is still being used as a college text to introduce new generations to the language. When I directed the Midwest Talent Search at Northwestern University, we routinely offered Latin in the summer program to middle school students, and it was his text students encountered.

Wheelock's text still populates the shelves of classics professors at my university and others. As my own daughter has come to appreciate Latin, so too did Wheelock's daughters. In the foreword to his newest edition, they discuss the importance of Latin in their lives growing up:

The etymology of a word would trigger lengthy discussion, often tedious for us as adolescents but abiding as we became adults . . . as young girls we were peppered with phrases of philosophical power from the ancients, and our father would show how these truths and lessons were alive and valid today. (Wheelock, 2000, p. xiv)

Thus, the enduring personal relevance and educational value to be derived from a study of the classics cannot be underestimated. Students today may find the same riches in learning this language as did generations before them, as the benefits are deeply ingrained in the intellectual fabric of our contemporary world.

Benefits of Taking Latin for Verbally Precocious Students: The Optimal Match

While the American Council on the Teaching of Foreign Languages (2000) reported that only 1.3% of high school students currently take Latin, the College Board, which adminis-

ters the Advanced Placement program, reported a 95% increase since 1993 in students taking the Latin exam for college credit. States like Virginia, for example, offer Latin for gifted middle school students in selected school districts, run a countywide summer program in a rural area of the state, and offer it as a regular option for elementary students at a college Saturday program. Moreover, each year the state sponsors a 3-week Latin Academy in which selected students have the opportunity to immerse themselves in the subject with classics professors from across the state.

What has caused such a resurgence of interest in a subject frequently made fun of for its irrelevance? Perhaps the new American obsession with standards and substantive learning may have helped bring about the trend. Critics would contend that (1) Latin is a “dead” language with no practical value; (2) it does not “train” the mind as once believed; (3) it is difficult; (4) it is text-based learning, not aural-oral in technique; and (5) it is irrelevant to today’s youth. Nevertheless, many educators and students have found it to be useful in many ways.

Latin has many hidden benefits that are not often explained and, therefore, are not well understood. It is especially well matched to verbally precocious learners who have the capacity to handle abstraction and rigorous analytical activity. The following benefits are worthy of commentary:

1. *Latin develops intellectual habits of mind.* It provides a structure for thinking about language that can be transferred to other work, as well. Studies have shown its positive impact on minority student learning in reading and mathematics, for example (Harrington & Lueker, 1992).
2. *Latin teaches deep analysis.* It forces students to think deeply about what they are learning. Analyzing complex sentence structures and word forms focuses attention on the interplay of form and substance. Because a student must “work on” Latin, success at unlocking translations yields deeper understanding of these language forms and the ideas they present about antiquity.
3. *Latin provides an understanding of Western heritage.* How do mainstream U.S. students understand their roots? One wonderful strategy is to learn Latin, the language of Western thought and civilization. Reading ancient writers and thinkers provides an understanding of contemporary ideas.
4. *Latin enhances English vocabulary.* One year of Latin benefits students significantly in enhancing English vocabulary learning, even in comparison to students taking a Greek and Latin roots course in English (VanTassel-Baska, 1987). Other studies have shown enhanced reading ability for students who have taken Latin for only 1 year over students who have taken 4 years in other languages (Van Stekelenburg, 1984).
5. *Latin enhances English linguistic competency.* Because students must earn the rudiments of English grammar in

order to master Latin forms, they become more familiar with their own language. As a consequence, they also show enhanced understanding of English grammar after only a year of Latin learning (VanTassel-Baska, 1987).

6. *Latin provides a strong base for third language learning.* Because so many languages are derived from Latin, typical school languages like French and Spanish are made easier for students to acquire after a year or two of Latin (Prager, 2000).
7. *Latin exemplifies interdisciplinary studies by combining history, literature, art, and philosophy with the study of the language itself.* If educators want to enhance interdisciplinary learning, teaching Latin is an ideal way to do it. Studying a language penetrates the heart of a culture as no other approach does other than living in the culture itself. Language conveys all the symbols, ideas, and relevant cues about a culture to an outsider, thus making it easier to understand.
8. *Latin provides the challenge of learning a new abstract symbol system.* Learning Latin provides the slake in the thirst of gifted students for challenge. It is complex, yet logical, systematic, and yields enjoyment through opportunities to study classical literature and ancient history. Both public and private schools have found that Latin learning enlivens elementary classrooms (Wilhelm & Wilhelm, 1991).
9. *Latin provides higher level thinking through constant analogies from contemporary ideas to Roman and Greek thought.* Latin engages students in higher level thought with proverbs, idioms, and commentary from eminent authors. It provides them with the basic philosophical tenets of life; thus, Latin might be regarded as “Confucianism for Westerners.” Its authors explicate both the Stoic and Epicurean philosophies, ways of being in the world still seen today as archetypes for living.

Table 1 on the next page presents key features to be studied and learned in Latin coursework. Each feature is considered central to appropriate differentiation for gifted learners.

Latin as an Accelerative Experience

Only two subjects are comparatively easy to accelerate in our schools at any level: mathematics and foreign language. The reason for this is their cumulative organizational patterns, where incrementalization is essential to learning the subjects deeply and well. Thus, Latin offers a special opportunity to accelerate learning for gifted students. It may begin as early as fifth grade and be formally taught from then on. Proficiency in the first 2 years of high school may be attained by most gifted students by the end of their eighth-grade year. Advanced Placement options may be accessed by sophomore and junior

Table 1

A Grid of Latin Learning for the Gifted

Concepts to be studied	Justice, duty, honor, wisdom
Interdisciplinary subjects studied	History, philosophy, art, music, literature
Higher level skills	Analysis, synthesis, evaluation, analogical reasoning, debate (evaluation of argument)
Products to be developed	Plays and skits, costumes, stories, Web pages, brochures, logos, Latin poetry, short stories, skits
Role models and heroes studied	Roman mythological characters, Aeneas, Caesar, Cicero, Horace, Marcus Aurelius, Augustus
Habits of mind developed	Intellectual curiosity, intellectual empathy, intellectual honesty/humility

years in high school. Because of logical organizational patterns and a tight scope and sequence, acceleration of the subject is made easier to accomplish through use of a diagnostic-prescriptive technique. Table 2 depicts one student's accelerative experience in Latin, beginning in the fifth grade and culminating in advanced work in a second language, as well.

Acceleration within a Latin course can also occur with regularity for gifted learners. The basic grammatical structures of gender, number, and case can be compressed and used as a basis for "prescribing" learning, with careful follow-up assessment. Practice in constructions and other grammatical experiences can be truncated for the gifted while all vocabulary and most translations should be learned for building competency and cultural value. Studies from talent search universities have continued to demonstrate that a year of Latin can be compressed into 75 hours of instruction in the summer while retaining strong mastery over time (VanTassel-Baska & Olszewski-Kubilius, 1988). During the academic year, accelerating the pace of learning by grouping gifted learners together in the Latin classrooms has also been found to be effective (Coffin, 1981). New online materials in Latin also allow for greater self-pacing in learning the language (Mc Manus, 2001) and alternative roles for Latin teachers as facilitators of language learning (Shelton, 2000).

Learning Outcomes From Latin Instruction

What specific learning do students accrue from taking Latin? The following sets of learning clusters are examples of the types of outcomes students can achieve.

Latin is a route to understanding word relationships. Students come to understand English roots, stems, and cognates that come from Latin. Since 60% of our words are derived from Latin, it provides an important and economical vocabulary development tool. Moreover, synonyms, antonyms, and homonyms become more interesting as students learn

Table 2

Acceleration Pattern

Grade	Accelerated Options
5	Beginning language instruction
6-7	Homeschooling/tutorial (Latin I)
8	Latin II
9	Latin III
10	AP Latin IV (Vergil) French I & II
11	AP Latin V Catulus & Horace (Independent study) French III & IV

more Latin-derived English words. Learning how to construct analogies and how to understand them also becomes a part of the basic word relationship model that Latin offers.

Latin is also a route to understanding linguistics, the grammar and syntax of language, its sentence patterns, and its underlying units of meaning. Because much of learning Latin is grounded in syntactical construction, students become highly sensitized to the structure of language and the constant comparison of English and Latin in this dimension.

Latin is a route to creative production. Students can take Latin out of its context and apply it to contemporary life. Linkages to applied fields like architecture, engineering, and athletics may be made, showing how the underpinning of each field owes its basic structure to the Romans. Creative activities may include the following:

- performing the ancient plays of Plautus and Terence;
- translating English favorites like *Winnie the Pooh* into Latin;
- analyzing the rise and fall of the Roman Empire in relationship to more contemporary empires like Great Britain and the U.S.;

- conducting a study of Roman dress by creating costumes and holding a fashion show;
- designing logos using Latin sayings and idioms; and
- creating modern analogues of Roman myths.

Latin provides a direct route to understanding modern democratic governments. Cicero's ideas are as timely today as they were in first-century Rome. His concern for the rule of law, representational democracy, and the people's will to have avenues of expression are all contained in his writings. His ideas still govern our lives today through the constitutions of both the United States and Great Britain (Everitt, 2001). Modern politics can be understood through the formation of ancient coalitions like the triumvirates, which were made up of men who each had something important to contribute, but could only gain power through collaborating with others. The seeds of special interest groups were sown in Roman politics, as well as the spirit of oratory in moving people to action, swaying opinion, and ultimately deciding the fate of individuals and groups.

Latin is a route to personal relevance and creating meaning. Many universal ideas of philosophy over the centuries can be traced back to Roman and Greek roots. The two major Roman philosophies of epicureanism (*carpe diem*) and stoicism (*duty*) frame our current worldviews of how to lead a good life. Live in the present with an eye to material gain or live in line with a sense of responsibility to others. Both views still compete for dominance today. Other central themes explored in a study of Latin include *aurea mediocritas* (the golden mean between extremes), the journey or quest, and the *summum bonum* (the greatest good).

Moreover, Latin can serve as a Rosetta stone to unlocking an understanding of our cultural heritage. It can help students understand that the Roman empire and its ideas dominated thought and action in both Western and Eastern parts of Europe and into Asia and Africa and that its traces are profound not only in continental Europe, but also in Britain, where Roman history is still definitive in all ways of life. The idea of cities and the infrastructure to maintain them, including the engineering marvel of the aqueduct, was a Roman contrivance. We understand our pagan history through the Greek and Roman myths, including ancient science and medicine, as well as religion. Our literature, art, and music today are heavily dependent on classical ideas, forms, and allusions to provide continuity and substance to our understanding of the world.

What Can Secondary Schools Do to Provide Latin Learning?

Acting on behalf of gifted students, secondary schools can proactively ensure that Latin is a staple of their curricular base. It can be offered at the upper elementary level in cluster groups,

pull-out programs, or self-contained programs as an intervention of choice. By middle school, it should be taught as a separate class. Ideally, gifted students should enter high school with 2 years of Latin in their portfolio of accomplishments. The following guidelines may be helpful in initiating such a Latin revival:

1. Offer Latin as a full-year option no later than seventh grade for students who show advanced verbal reasoning ability through appropriate assessment methods.
2. Provide a scope and sequence of Latin courses up through at least AP Latin Virgil, spanning the secondary years of schooling.
3. Encourage at least 2 years of course-taking in the language for all verbally able learners. Provide counseling and guidance support for this as a highly desirable curricular option for gifted learners.
4. Counsel students to continue with Latin after 2 years or begin a second language as ninth graders. Whether students continue in Latin or not, it is important that they continue second or third language learning.
5. Offer Latin as an enrichment option in summer school or in Saturday programs on a cross-grade basis. For districts unable to mount programs during regular school time, treating Latin as an extracurricular subject can also be effective.
6. Use competency tests in the subject to place students appropriately. Some gifted students may need more or less time to master the fundamentals of the language. Thus, careful testing should accompany the use of Latin as a program option.

Coordinators of gifted programs may also wish to start a summer Latin academy in their state or local area to accommodate interest. Collaboration with a college or university in offering courses to advanced high school students should yield strong support. There is also a need to provide guidance to parents and students on the value of taking Latin since many of them might not be aware of its "hidden jewels." Coordinators may also wish to consider Latin as the language of choice in self-contained programs for the gifted by fifth or sixth grade to ensure early access to the language. Barrington, IL, is one school district that offers the language to gifted students at this level.

Concerns of Schools

In addressing common concerns schools have about new course initiation, two issues frequently arise. One is the concern about finding qualified teachers. Latin teachers are available in many locales. Local colleges may be tapped for undergraduates who are majoring in the subject. These stu-

dents are usually advanced enough in subject matter to offer beginning coursework, especially to middle school students. Retired Latin teachers also are often willing to come back to initiate special programs, rather than teaching a full load. The American Classical League maintains a Web site and journal where access to qualified teachers may be procured.

A second concern many times expressed is that of student recruitment. How do we establish a "pipeline" for such courses? The issue of ensuring that at least 15 students per year will take the proposed classes is an important one. Recruitment may take several forms. As a gifted program option, the gifted coordinator (either at the high school, at the district level, or both) should facilitate a strong counseling program for students and parents on academic course-taking strategies within which the argument for the benefits of Latin may be made. If such recruitment techniques were systematically applied within gifted programs, a resurgence of interest would be guaranteed.

Scheduling extra classes or electives is sometimes seen as a problem in secondary schools. At the middle school level, Latin could be scheduled as the "gifted class" or as a "quest" option among many offered to all students. It can be an early bird class before the official start of the school day or an extra class at the end of the day. If a school is convinced of a course's value and other issues have been addressed, such as procuring a teacher and guaranteeing sufficient student interest, a scheduling maven can make the course happen.

Conclusion

The study of Latin can be a real joy for verbally precocious students if they can access it early in their secondary school experience. Its benefits are profound and clearly provide an optimal match for our most gifted students. Our rush to translate cultural relevance into its lowest common denominator of athletes and rock stars and to "dumb down" the cur-

ricular base at the middle school level are prime examples of the anti-intellectual nature of U.S. education. Latin is the perfect antidote to such actions in its disciplined rigor, universal ideas, and rich cultural history.

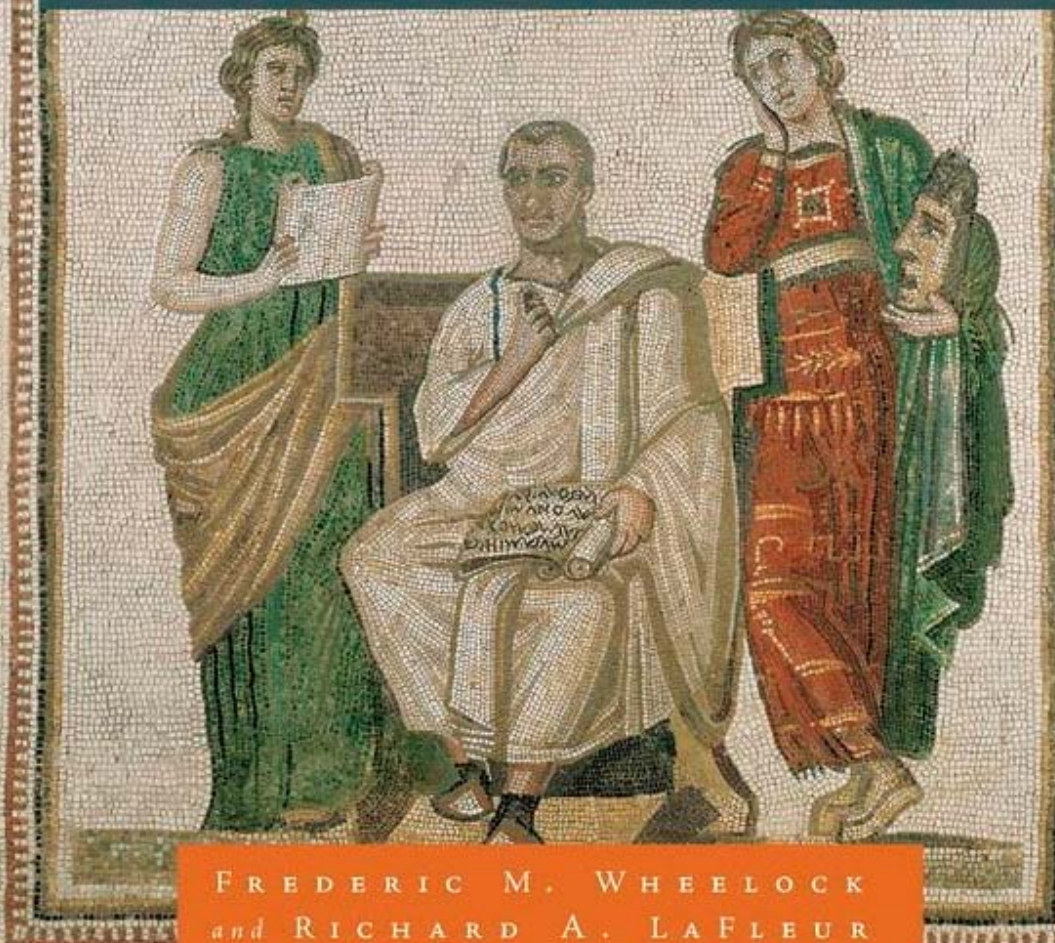
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WHEELOCK'S LATIN

7TH EDITION

THE CLASSIC INTRODUCTORY LATIN COURSE, BASED ON THE WRITINGS
OF CICERO, VERGIL, AND OTHER MAJOR ROMAN AUTHORS



FREDERIC M. WHELOCK
and RICHARD A. LAFLEUR

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RIGGS CURSIVE

SUPPORT FOR TEACHING HANDWRITING

While learning to type makes little demand on the brain, handwriting actively engages both of the brain's cerebral hemispheres and promotes the integration of visual and tactile information.

Benefits of handwriting:

- Hand-eye coordination is a major developmental feature
- Self-discipline and self-mastery.

In addition to the articles included in this appendix, please also see:

Klemm, W. R. *Biological and Psychology Benefits of Learning Cursive: Don't let your schools stop teaching cursive*. Published on August 5, 2013. <http://www.psychologytoday.com/blog/memory-medic/201308/biological-and-psychology-benefits-learning-cursive>

Klemm, W. R. *What Learning Cursive Does for Your Brain*.
<http://www.psychologytoday.com/blog/memory-medic/201303/what-learning-cursive-does-your-brain>

Blumenfeld, S. *The Benefits of Cursive Writing*.
<http://www.home-school.com/Articles/the-benefits-of-cursive-writing.php>

Hatfield, Iris (handwriting coach). *Top 10 Reasons to Learn Cursive*.
<http://www.newamericancursive.com/learncursive>

Berninger, V. *Evidence-Based, Developmentally Appropriate Writing Skills K–5: Teaching the Orthographic Loop of Working Memory to Write Letters So Developing Writers Can Spell Words and Express Ideas*. Presented at *Handwriting in the 21st Century? - An Educational Summit*, Washington, D.C., January 23, 2012.

Hensher, Philip, *The Missing Ink: The Lost Art of Handwriting*

Karin H. James and Laura Engelhardt, *The effects of handwriting experience on functional brain development in pre-literate children*, Trends in Neuroscience and Education, Volume 1, Issue 1, December 2012, Pages 32–42.

Abstract

In an age of increasing technology, the possibility that typing on a keyboard will replace handwriting raises questions about the future usefulness of handwriting skills. Here we present evidence that brain activation during letter perception is influenced in different, important ways by previous handwriting of letters versus previous typing or tracing of those same letters. Preliterate, five-year old children printed, typed, or traced letters and shapes, then were shown images of these stimuli while undergoing functional MRI scanning. A previously documented “reading circuit” was recruited during letter perception only after handwriting—not after typing or tracing experience. These findings demonstrate that handwriting is important for the early recruitment in letter processing of brain regions known to underlie successful reading. Handwriting therefore may facilitate reading acquisition in young children.

What's Lost as Handwriting Fades

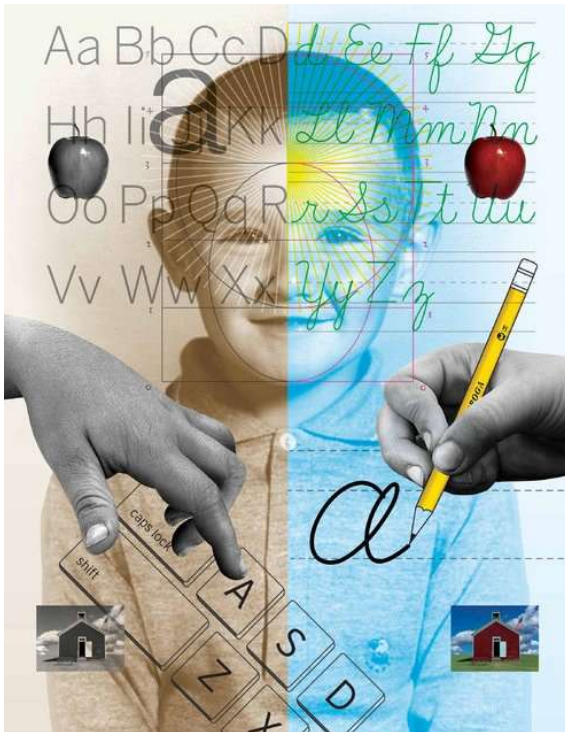
By MARIA KONNIKOVA

New York Times, JUNE 2, 2014

Does handwriting matter?

Not very much, according to many educators. The Common Core standards, which have been adopted in most states, call for teaching legible writing, but only in kindergarten and first grade. After that, the emphasis quickly shifts to proficiency on the keyboard.

But psychologists and neuroscientists say it is far too soon to declare handwriting a relic of the past. New evidence suggests that the links between handwriting and broader educational development run deep.



Children not only learn to read more quickly when they first learn to write by hand, but they also remain better able to generate ideas and retain information. In other words, it's not just what we write that matters — but how.

“When we write, a unique neural circuit is automatically activated,” said Stanislas Dehaene, a psychologist at the Collège de France in Paris. “There is a core recognition of the gesture in the written word, a sort of recognition by mental simulation in your brain.

“And it seems that this circuit is contributing in unique ways we didn’t realize,” he continued. “Learning is made easier.”

Handwriting is being dropped in public schools — that could be bad for young minds. Google’s new hands-free computer is finding its way into operating rooms. Breast cancer survivors find the start of their new lives in a tattoo artist’s work.

A 2012 study led by Karin James, a psychologist at Indiana University, lent support to that view. Children who had not yet learned to read and write were presented with a letter or a shape on an index card and asked to reproduce it in one of three ways: trace the image on a page with a dotted outline, draw it on a blank white sheet, or type it on a computer. They were then placed in a brain scanner and shown the image again.

The researchers found that the initial duplication process mattered a great deal. When children had drawn a letter freehand, they exhibited increased activity in three areas of the brain that are activated in adults when they read and write: the left fusiform gyrus, the inferior frontal gyrus and the posterior parietal cortex.

By contrast, children who typed or traced the letter or shape showed no such effect. The activation was significantly weaker.

Dr. James attributes the differences to the messiness inherent in free-form handwriting: Not only must we first plan and execute the action in a way that is not required when we have a traceable outline, but we are also likely to produce a result that is highly variable.

That variability may itself be a learning tool. “When a kid produces a messy letter,” Dr. James said, “that might help him learn it.”

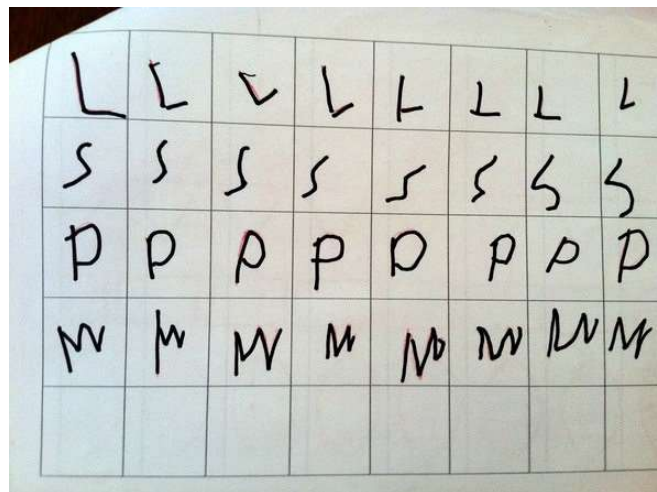
Karin James, a psychologist at Indiana University, used a scanner to see how handwriting affected activity in children’s brains. Credit A. J. Mast for The New York Times

Our brain must understand that each possible iteration of, say, an “a” is the same, no matter how we see it written. Being able to decipher the messiness of each “a” may be more helpful in establishing that eventual representation than seeing the same result repeatedly.

“This is one of the first demonstrations of the brain being changed because of that practice,” Dr. James said.

In another study, Dr. James is comparing children who physically form letters with those who only watch others doing it. Her observations suggest that it is only the actual effort that engages the brain’s motor pathways and delivers the learning benefits of handwriting.

The effect goes well beyond letter recognition. In a study that followed children in grades two through five, Virginia Berninger, a psychologist at the University of Washington, demonstrated that printing, cursive writing, and typing on a keyboard are all associated with distinct and separate brain patterns — and each results in a distinct end product. When the children composed text by hand, they not only consistently produced more words more quickly than they did on a keyboard, but expressed more ideas. And brain imaging in the oldest subjects suggested that the connection between writing and idea generation went even further. When these children were asked to come up with ideas for a composition, the ones with better handwriting exhibited greater neural activation in areas associated with working memory — and increased overall activation in the reading and writing networks.



Samples of handwriting by young children. Dr. James found that when children drew a letter freehand, they exhibited increased activity in three significant areas of the brain, which didn't happen when they traced or typed the letter. Credit Karin James

In alexia, or impaired reading ability, some individuals who are unable to process print can still read cursive, and vice versa — suggesting that the two writing modes activate separate brain networks and engage more cognitive resources than would be the case with a single approach.

Dr. Berninger goes so far as to suggest that cursive writing may train self-control ability in a way that other modes of writing do not, and some researchers argue that it may even be a path to treating dyslexia. A 2012 review suggests that cursive may be particularly effective for individuals with

developmental dysgraphia — motor-control difficulties in forming letters — and that it may aid in preventing the reversal and inversion of letters.

Cursive or not, the benefits of writing by hand extend beyond childhood. For adults, typing may be a fast and efficient alternative to longhand, but that very efficiency may diminish our ability to process new information. Not only do we learn letters better when we commit them to memory through writing, memory and learning ability in general may benefit.

Two psychologists, Pam A. Mueller of Princeton and Daniel M. Oppenheimer of the University of California, Los Angeles, have reported that in both laboratory settings and real-world classrooms, students learn better when they take notes by hand than when they type on a keyboard. Contrary to earlier studies attributing the difference to the distracting effects of computers, the new research suggests that writing by hand allows the student to process a lecture's contents and reframe it — a process of reflection and manipulation that can lead to better understanding and memory encoding.

Not every expert is persuaded that the long-term benefits of handwriting are as significant as all that. Still, one such skeptic, the Yale psychologist Paul Bloom, says the new research is, at the very least, thought-provoking.

“With handwriting, the very act of putting it down forces you to focus on what’s important,” he said. He added, after pausing to consider, “Maybe it helps you think better.”

Maria Konnikova is a contributing writer for The New Yorker online and the author of “Mastermind: How to Think Like Sherlock Holmes.”

A version of this article appears in print on June 3, 2014, on page D1 of the New York edition with the headline: *What’s Lost as Handwriting Fades.*

Why Writing by Hand Could Make You Smarter

In surprising studies, researchers find benefits to setting keyboards aside.

Published on March 14, 2013 by William R. Klemm, D.V.M, Ph.D. in Memory Medic



Have you ever tried to read your physician's prescriptions? Children increasingly print their writing because they don't know cursive or theirs is simply unreadable. I have a middle-school grandson who has trouble reading his own cursive. Grandparents may find that their grandchildren can't even read the notes they send. Our new U.S. Secretary of the Treasury can't (or won't) write his own name on the new money being printed.

When we adults went to school, one of the first things we learned was how to write the alphabet, in caps and lower case, and then to hand-write words, sentences, paragraphs, and essays. Some of us were lucky enough to have penmanship class where we learned how to make our writing pretty and readable. Today, keyboarding is in. The Common Core Standards no longer require elementary students to learn cursive, and some schools are dropping the teaching of cursive entirely, dismissing it as an "ancient skill."^[1]

The primary schools that teach handwriting spend only just over an hour a week, according to Zaner-Bloser Inc., one of the nation's largest handwriting-curriculum publishers. Cursive is not generally taught after the third grade (my penmanship class was in the 7th grade; maybe its just coincidence, but the 7th grade was when I was magically transformed from a poor student into an exceptional student).

Yet scientists are discovering that learning cursive is an important tool for cognitive development, particularly in training the brain to learn "functional specialization"^[2]—that is, the capacity for optimal efficiency. In the case of learning cursive writing, the brain develops functional specialization that integrates both sensation, movement control, and thinking. Brain imaging studies reveal that multiple areas of brain become co-activated during the learning of cursive writing of pseudo-letters, as opposed to typing or just visual practice.

There is a spill-over benefit for thinking skills used in reading and writing. To write legible cursive, fine motor control is needed over the fingers. You have to pay attention and think about what and how you are doing it. You have to practice. Brain imaging studies show that cursive activates areas of the brain that do not participate in keyboarding.

Much of the benefit of handwriting in general comes simply from the self-generated mechanics of drawing letters. In one Indiana University study,^[3] researchers conducted brain scans on pre-literate 5-year olds before and after receiving different letter-learning instruction. In children who had practiced self-generated printing by hand, the neural activity was far more enhanced and "adult-like" than in those who had simply looked at letters. The brain's "reading circuit" of linked regions that are activated during reading was activated during hand writing, but *not* during typing. This lab has also demonstrated that writing letters in meaningful context, as opposed to just writing them as drawing objects, produced much more robust activation of many areas in both hemispheres.

In learning to write by hand, even if it is just printing, the brain must:

- Locate each stroke relative to other strokes.
- Learn and remember appropriate size, slant of global form, and feature detail characteristic of each letter.
- Develop categorization skills.

Cursive writing, compared to printing, is even more beneficial because the movement tasks are more demanding, the letters are less stereotypical, and the visual recognition requirements create a broader repertoire of letter representation. Cursive is also faster and more likely to engage students by providing a better sense of personal style and ownership.

Other research highlights the hand's unique relationship with the brain when it comes to composing thoughts and ideas. Virginia Berninger, a professor at the University of Washington, reported her study of children in grades two, four and six that revealed they wrote more words, faster, and expressed more ideas when writing essays by hand versus with a keyboard.[4]

There is a whole field of research known as “haptics,” which includes the interactions of touch, hand movements, and brain function.[5] Cursive writing helps train the brain to integrate visual, and tactile information, and fine motor dexterity. School systems, driven by ill-informed ideologues and federal mandate, are becoming obsessed with testing knowledge at the expense of training kids to develop better capacity for acquiring knowledge.

The benefits to brain development are similar to what you get with learning to play a musical instrument. Not everybody can afford music lessons, but everybody has access to pencil and paper. Not everybody can afford a computer for their kids—but maybe such kids are not as deprived as we would think.

Take heart: Some schools celebrated National Handwriting Day on January 23. Cursive is not dead yet. We need to insist that it be maintained in our schools.

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[2] James, Karin H. and Atwood, Thea P. (2009). *The role of sensorimotor learning in the perception of letter-like forms: Tracking the causes of neural specialization for letters*. *Cognitive Neuropsychology*. 26 (1), 91-100.

[3] James, K.H. and Engelhardt, L. (2013). *The effects of handwriting experience on functional brain development in pre-literate children*. *Trends in Neuroscience and Education*. Article in press.

[4] Berninger, V. “Evidence-Based, Developmentally Appropriate Writing Skills K–5: Teaching the Orthographic Loop of Working Memory to Write Letters So Developing Writers Can Spell Words and Express Ideas.” Presented at *Handwriting in the 21st Century?: An Educational Summit*, Washington, D.C., January 23, 2012.

[5] Mangan, A., and Velay, J. –L. (2010). *Digitizing literacy: reflections on the haptics of writing*. In *Advances in Haptics*, edited by M. H. Zadeh. <http://www.intechopen.com/books/advances-in-haptics/digitizing-literacy-reflections-on-the-haptics-of-writing>.



The effects of handwriting experience on functional brain development in pre-literate children

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In an age of increasing technology, the possibility that typing on a keyboard will replace handwriting raises questions about the future usefulness of handwriting skills. Here we present evidence that brain activation during letter perception is influenced in different, important ways by previous *handwriting* of letters versus previous *typing or tracing* of those same letters. Preliterate, five-year old children printed, typed, or traced letters and shapes, then were shown images of these stimuli while undergoing functional MRI scanning. A previously documented “reading circuit” was recruited during letter perception only after handwriting—not after typing or tracing experience. These findings demonstrate that handwriting is important for the early recruitment in letter processing of brain regions known to underlie successful reading. Handwriting therefore may facilitate reading acquisition in young children.

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1. Introduction

Reading is a relatively recent development for citizens in general in the history of human cognition, but it has become a crucial skill for functioning in modern society. Thus, understanding the mechanisms underlying reading acquisition during development is an important endeavor for education and public policy as well as for basic science. Individual letter processing is an especially important component of both reading acquisition and skilled reading [57]. In preliterate children, letter recognition is a precursor to proficient reading. Speed and accuracy in naming letters in the preschool years is a better predictor of later reading skill than measures such as letter–sound knowledge [45,21,67]. Early delays in letter recognition significantly predict reading disabilities in later grades [52] and contribute to the diagnosis of literacy delays [12]. In accomplished readers, individual letter identification remains a major stage of processing in visual word recognition [8,63]. In short, the ability to recognize individual letters of the alphabet is a crucial skill for reading.

The processes involved in letter recognition are not well understood, but as in learning to recognize many visual images, letter learning requires that many perceptually dissimilar instances be grouped together in a single, abstract category. For instance, we must learn that: A, a, a and a all refer to the same category of the letter A. During letter perception, we must process and use visual information

specifying the relative sizes, locations, orientations and angles of lines in the stimuli, because these features define letter identity. We often use global shape information to categorize non-letter objects, but letter recognition cannot rely only on differences in global shape because different letters – for example, lower case ‘b’ and ‘d’ – may have the same global shape and differ only in the orientation of that shape. Thus, whereas most objects can be recognized from a range of different orientations, a change in the orientation of a letter can change the letter’s identity. Similarly, whereas we can usually recognize familiar objects despite partial occlusion, even a small amount of occlusion can change the identity of a letter. Therefore, letter recognition is unlike recognition of other objects because we cannot rely solely on global shape information, we are obliged to code and use orientation information, and we cannot ignore even small changes in appearance due to occlusion.

There is substantial evidence that letter perception relies both on global shape and on local feature perception. For instance, the well-known ‘global precedence effect’, which demonstrates that global shape is processed before local features during letter perception, also demonstrates that local features are still processed, and can interfere with global shape processing—in this case, letters (for review see [40]). Neuroimaging research further suggested that the right hemisphere processes the low spatial frequencies required for global perception, while the left hemisphere processes higher spatial frequencies used for local feature processing [15] and that this specialized processing occurs after a preliminary visual processing stage of the stimuli, and is therefore affected by top-down processes such as attention [30]. The high spatial frequency information so important in letter recognition

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can be thought of as reflecting the importance of features and their relationships to one another. This hypothesis fits well with the findings that letter processing is a more left hemisphere function (e.g. [33]) processing that requires an emphasis on local feature processing. Further, substantial research by Sanocki and his colleagues has shown that letter recognition relies on defining a set of features whose membership relies on distinctiveness as well as commonalities (e.g. [61]). In addition, commonalities may be important for defining a category of letter, while distinctiveness may help to process sub-ordinate categories, such as type-face or font [61].

However, letter recognition by the literate adult is affected minimally or not at all by variation such as changes in font, size, or case. How do children who are just learning to distinguish among and recognize letters sort out which perceptual properties of letters are important to attend to and which can be ignored? We and others have proposed that it is the creation of letter forms in writing that allows children to gain an understanding of which perceptual properties are crucial for identity and which are not [31,34,44,53]. When children begin to print, their motor output (a letter) does not conform to prototypical lettering: each output (which is also the perceptual input) can be said to be noisy relative to the model. In addition, different instances of the same letter produced by the child are highly variable and thus the percepts are variable too. Interestingly, children can still accurately recognize their atypical printed forms as the intended letters—presumably because the children themselves created them (unpublished data). In other sensori-motor activities that produce letters – in particular, tracing and typing – children succeed in producing forms similar if not identical to the target shapes (non-noisy). However, we propose that the experience of producing accurate copies of letters by tracing or typing does not contribute to the child's knowledge of letters like the experience of printing less accurate copies of letters does—that in fact, the highly variable output of early free-form printing may be a crucial component of emerging letter recognition and understanding.

It has been established that variation across exemplars of a category can lead to better abstraction of the invariant features of the category (cf. [55]). Recent support of this idea in cognitive development comes from a study in which children were taught a set of highly similar category exemplars vs. highly variable category exemplars and tested on their generalization ability within the learned category as well as outside of that category [54]. Perry and colleagues showed that teaching children the same category label (e.g., Bucket) for very different looking exemplars led to a broader and more accurate use of the category label for other, unlearned instances. Such findings suggest that a child's production of many different forms of a single letter in his or her printing – which results in variable exemplars of a category – may broaden that letter category in the developing letter recognition system and enhance recognition of a broader range of instances.

The ability to use categories for grouping visual information is thought to be crucial for the fast visual recognition ability observed in human behavior (see [28], for review). Thus, learning abstract categories is beneficial for recognition [27], and learning perceptually variable exemplars enhances category learning. Therefore, learning through perceiving variable instances may enhance recognition. It is by this logic that we believe that printing letters may improve letter recognition. However, we are also interested in the mechanisms that underlie this learning – in particular, how the brain changes its responses as we become proficient at assigning instances to categories.

Research in cognitive neuroscience has demonstrated that once exemplars of abstract categories are successfully classified, left hemisphere structures dominate visual recognition [64].

For example, Seger et al. [64] tracked neural response patterns as individuals became more proficient at classifying instances into categories. As participants learned how to classify checkerboard-like patterns, they showed a shift from right lateralized activation in the frontal, parietal and occipital cortices, to bilateral, and then to left lateralized activation [64]. This shift in lateralization may underlie the left hemisphere dominance for letter and word processing seen in most literate individuals. In a majority of adults, a predictable set of left-lateralized neural regions respond during reading ([13,48,66]; for review see [16]). Individual letter processing engages the left fusiform gyrus, a cortical region that spans the ventral portion of the temporal lobe at the occipital-temporal junction, in close proximity to visual association areas [20,24]. Words are processed in a different region along this gyrus (cf. [13,48,34]). The process of reading in general recruits left occipital, ventral temporal, posterior parietal and inferior frontal gyri (e.g. [66]). A region that is seen during letter perception, but not during reading in most studies, is the premotor cortex ([33]; but see the special case of verb reading, e.g. [56]). Why letters are processed in different neural regions than words – specifically, in the fusiform gyrus and premotor cortex – is not known, but some hypotheses have been eliminated. For example, length of stimulus alone does not affect the region of processing [34], nor does readability: non-words (groups of letters) are processed in 'word regions' rather than in 'letter regions' [17,18,6]. One interesting hypothesis that has emerged from this literature is that letters may be processed differently than words partially because of our motor experience with them [31,33,41,44]. When we write, we write one letter at a time, so there should be motor information affiliated with the stored visual information about individual letters, and perhaps not with representations of the changeable combinations of those individual letters. In fact, researchers have asserted that there are at least two aspects to writing letters—an internal code that specifies the letter form arising from the superior parietal lobe (Basso et al., 1978 [3]) and a graphomotor code that recruits the premotor cortex (Brain, 1967 [4]). Further, an area in the dorsal lateral premotor cortex, termed Exner's area, is well known to be important for writing (e.g. Anderson et al., 1990 [1]), completing a possible circuit for writing letters that comprises the posterior parietal lobe, prefrontal cortex and premotor cortex. But does this writing circuit then provide input to letter perception? How would our experience of writing affect visual processing of letters?

Recent studies have investigated the role of motor practice on subsequent letter recognition [41,32]. Behavioral studies with adults show that letter recognition benefits from handwriting practice more than from typing practice [44,32], and adult neuroimaging studies indicate that visual letter perception recruits motor systems that are typically dedicated to the execution of writing movements ([33,41,50]). Importantly, James and Atwood [32] demonstrated that adults who had handwriting experience with novel letter-like stimuli developed functional cortical specialization for these stimuli. Specifically, after handwriting experience, adults showed greater activation in the left fusiform gyrus to pseudo-letters that they had previously drawn than to pseudo-letters that they had studied visually, but not previously drawn [32]. These findings suggest that motor experience, by virtue of producing variable exemplars, may change visual processing during subsequent letter recognition in adults.

The first step in investigating this hypothesis was to demonstrate that learning letters through printing results in different neural processing than learning letters through visual practice alone. We chose to address this issue, and to attempt to replicate the previous findings, in an fMRI study of pre-school-aged children [31]. The children learned letters either through printing or through visual practice. Both groups of children learned to

recognize the letters. However, imaging results showed that children who had printed the letters had greater activation in the left fusiform gyrus during letter perception than children who had learned the letters without printing practice.

The findings from adults and children are the same. Together, they provide evidence that handwriting experience results in the recruitment of letter-specific neural processing regions, and may be important for setting up the neural system that will be responsible for processing letters once an individual becomes literate [31]. However, the results do not establish that handwriting is the only kind of motor experience that would produce this effect. The current work seeks to address the *type* of motor experience that is required for the creation of this writing-perception network. It is possible that motor acts during learning simply engage attention – in this case, attention to letter shapes – more effectively than visual learning without a motor component does. If this is the case, then any motor movement that accompanies visual learning – for example, hunt-and-peck typing of the letters to be learned – should facilitate neural specialization for letters. Alternatively, it might be that letter-specific motor activity (forming each letter shape with an effector) might be required for the emergence of specialization. In this case, copying a letter by tracing might be as effective as printing free-form. Finally, it is possible that the letters must be free-form creations of the child himself (as discussed above), resulting in varied and non-stereotypical letter-forms. If this is the case, then only printing practice (and not tracing or typing) will result in neural specialization.

The current study was designed to test all of these possibilities by comparing the effects of each of these different kinds of motor experience during letter learning on children's development of neural specialization for letters. Preliterate children in this study produced letters and simple shapes by handwriting (printing free-form or tracing) or single-key typing. A note on terminology is required here: handwriting in this case is free-form printing of manuscript letters that are presented on a computer screen but does not involve writing cursive letters. After one of these three types of training, participants underwent a functional imaging session (fMRI) in which they passively viewed the letters and shapes that they had learned along with additional letters and shapes not included in training. The presentation was blocked according to training and stimulus category (letters or shapes), and the resultant blood-oxygen-level-dependent (BOLD) activations were measured. By comparing these conditions and their effects on neural regions engaged in visual letter perception, we directly assessed whether the effect of handwriting on activation in the regions reported in James [31] can be obtained through experience with *any* motor act with letters, and so is equal after handwriting (printing), tracing, and typing; or requires the stroke-by-stroke creation of a letter form by hand, and so is greater after handwriting and tracing than after typing; or results from the perception of variable, self-created letter forms, and so is greater after handwriting than after typing or tracing experience.

2. Materials and methods

2.1. Participants

Fifteen children (8 females; ages 4 years 2 months to 5 years 0 months) with right-hand dominance as determined by a revised Edinburgh questionnaire [14] were recruited from the Bloomington, Indiana community to participate in the study. All were native English speakers, and parents reported normal vision, hearing, and motor development. Parents reported no known neurological impairments, birth trauma, or ongoing medications. Children were pre-literate at the time of testing according to parental report.

All research was approved by the Indiana University Protection of Human Participants board. Children were compensated with a small toy and gift card as well as a gift certificate.

2.2. Stimuli and apparatus

In each condition, children were shown a letter or shape on an index card and asked to draw, trace or type the item without it being named by the experimenter. Participants were provided with squares with dotted outlines of the letters for the tracing condition, a page of blank squares for the drawing condition, or a blank white 8.5 x 11 page on a computer screen for the typing condition. Typing was performed via Microsoft PowerPoint 12.1 on a Mac OSX 10.4.2 laptop. The laptop was connected to a modified keyboard so that children could easily identify the shapes and letters in these conditions. Letter and shape stimuli were counterbalanced across all conditions. In total, each participant had direct motor experience with twelve letters (Y, U, D, T, S, W, P, L, C, H, R, K) and twelve shapes (flower, crescent, circle, parallelogram, leaf, rectangle, semicircle, triangle, star, raindrop, arrow, pentagon)—four of each in each condition. An additional 12 letters and shapes were used as controls, in that they were not practiced during training, but were shown during the imaging session.

2.3. Procedure

2.3.1. MRI acclimation

After screening and informed consent, children were acclimated to the MRI environment by watching a cartoon in an artificial scanner. We performed this exposure prior to training to identify children who could not stay still for long enough, or who were uncomfortable in the environment, so that those participants did not have to undergo training. Participants heard simulated scanner sounds and were instructed to inhibit head and body motion while inside the scanner. A replica head coil was also used and children were packed securely with foam to acclimate them to this experience. If participants were comfortable and could stay still in the artificial scanner, they moved on to the training session. Five children were excluded from the study at this stage due to discomfort in the artificial scanner.

2.3.2. Training in the visual-motor tasks (tracing, drawing and typing letters and shapes)

Participants were seated at a desk with the experimenter seated beside them. Children participated in a single training session involving six conditions presented in random order. Participants were asked to trace, draw, and type capital letters and shapes. They repeated each action eight times with a single stimulus before advancing to a different stimulus within the same visual-motor condition. For example, a child might start with drawing the letter 'T'. This would be repeated eight times, while the experimenter held up the index card model throughout the trials. Then the child might proceed to drawing a circle, which they would draw eight times. Once four letters and four shapes were drawn, the child would move on to the next visual-motor condition, for example, typing. The stimuli presented within a condition were shown in a random order, but no stimulus was repeated for a child. Throughout a given stimulus condition, the index card would be held up by the experimenter such that the child could refer to the stimulus at all times. The stimulus was not named by the experimenter, and if the child named the stimulus the experimenter did not give explicit feedback as to whether the name was correct or not. The training session took approximately 30 min to complete.

2.3.3. Evaluation

Prior to scanning, guardians filled out the *Movement Assessment Battery for Children 2* [29] to determine the participants' motor competence and non-motor factors that might affect movement. After scanning, participants completed a series of inventories that evaluated their verbal and spatial knowledge. Selected subtests of the *Bader Reading and Language Inventory* [5] assessed phonemic awareness, letter identification, and visual word discrimination. We used one subtest of the *Beery–Buktenica Developmental Test of Visual–motor Integration* [7] to evaluate the translation of visual shape information into a written form. Children were also asked to identify the shapes presented during scanning.

2.3.4. Imaging session

Prior to actual scanning, parents filled out a medical questionnaire to assess possible safety issues and parents and children were again asked for their consent verbally to continue with the experiment (they had already signed a consent form). Once the child was placed in the actual MRI scanner, they watched a cartoon to get comfortable; that also allowed us to gather a high-resolution anatomical brain scan. This scan took 3.5 min, after which the child was given instructions for the functional runs, and they commenced.

We conducted 3–4 functional runs, depending on the child's comfort level. Throughout functional scanning, children were told to look at the stimuli, resulting in a passive viewing task. Each run was 4 minutes, 55 s long, and contained 8 blocks (six training and 2 control). Control blocks contained letters or shapes that had not been experienced in the training session. Prior to the first block, a 20 s fixation cross was presented that children simply watched. Each block consisted of 16 stimuli from one of the conditions, and blocks were separated by a 10 s interval where children saw only a fixation cross. Because each condition only consisted of 4 training stimuli, these were repeated 3 times in random order within each block. Stimuli within the block (from a single condition) were randomized, and each stimulus was presented for 1 s with 0.5 s between stimulus presentations, thus each block was 24 s long. Each run contained the same blocks reflecting all 8 conditions, but in a different order for each run. The entire imaging session took approximately 20 min. A researcher stood in the scanner room touching the child's leg to ensure that the participants felt safe and were sufficiently inhibiting movement.

2.3.5. fMRI data acquisition

Imaging was performed using a 3-T Siemens Magnetom Trio whole body MRI system and a phased array twelve channel head coil, located at the Indiana University Psychological and Brain Sciences department. Images were presented via SuperLab Pro 4.0.7.b software on a Mac OSX 10.6.4 laptop. All stimuli were then back-displayed by a Mitsubishi XL30 projector onto a screen that participants viewed through a mirror in the bore of the MRI scanner. Whole Brain axial images were acquired using an echo-planar technique (TE¼30 ms TR¼2000 ms, flip angle¼90°) for BOLD based imaging. The field of view was 22 x 22 x 9.9 cm³, with an in plane resolution of 64 x 64 pixels and 33 slices per volume that were 4 mm thick with a 0 mm gap among them. The resulting voxel size was 3.0 mm x 3.0 mm x 4.0 mm. Functional data underwent slice time correction, 3D motion correction, linear trend removal, and Gaussian spatial blurring (FWHM 6 mm) using the analysis tools in Brain Voyager™. Individual functional volumes were co-registered to anatomical volumes with an intensity-matching, rigid-body transformation algorithm. Voxel size of the functional volumes was standardized at 1 mm x 1 mm x 1 mm using trilinear interpolation. High-resolution T1-weighted anatomical volumes were acquired prior

to functional imaging using a 3D Turbo-flash acquisition (resolution: 1.25 x 0.62 x 0.62 mm³, 128 volumes).

2.3.6. Data analysis procedures

A Regions-of-interest (ROI) analysis was performed using anatomical localization of the anterior and posterior fusiform gyri as reported previously [31], in each individual brain. The fusiform gyrus is bounded by the lateral occipital sulcus laterally, by the collateral sulcus medially, and by the anterior and posterior collateral sulci rostrally and caudally [19]. The distance between the lateral occipital sulcus and the collateral sulcus was on average 10 mm—this provided the extent of the ROI in the X dimension. In the Z dimension, our ROIs began on the ventral surface of the temporal lobe and extended 10 mm dorsally. In the Y dimension, we acquired a 20 mm distance from the anterior to the posterior collateral sulcus, then split this region into two equal segments, 10 mm each. Thus, both the anterior and posterior ROIs were 10 x 10 x 10 mm³. The data from these regions was then extracted from each individual, and peak activation within each region was used as a data point in subsequent analyses. We also calculated average activation for each condition, but these data are not reported here because the results were consistent with the peak-based analyses. A 4 (visual–motor training condition and control) x 2 (shapes and letters) repeated measures omnibus ANOVA was performed on the resultant data, and simple effects analyses and a priori *t*-tests were performed on conditions of interest.

In addition to the ROI analysis, we also performed whole-brain contrasts within each individual and across the combined group. The functional data were analyzed with a random effects general linear model (GLM) using Brain Voyager's™ multi-subject GLM procedure for the group, and with a fixed effects GLM (FDR corrected) for the individuals. The GLM analysis allows for the correlation of predictor variables or functions with the recorded activation data (criterion variables) across scans. The predictor functions were based on the blocked stimulus presentation paradigm of the particular run being analyzed and represent an estimate of the predicted hemodynamic response during that run. Any functional data that exceeded 5 mm of motion on any axis were excluded from the analyses. Out of 1872 volumes collected, only 10 were omitted due to movement. Exclusion of these data does not significantly alter the power of the present analyses. To further limit the effects of movement in the data, we used 3 axes motion parameters as regressors in the General Linear Model applied to the data—these were not included in the analyses. Data were left in native space for individual contrasts, and were also transformed into a common stereotactic space (e.g. [69]) for group whole-brain comparisons. In our group data, we used the BrainVoyager Cluster-Level Statistical Threshold Estimator plugin to control for multiple tests. The plugin estimates the cluster-size threshold necessary to produce an effective alpha 0.05, given a specific voxel-wise *p*-value, using Monte Carlo simulation. The statistical significance of clusters in a given contrast was first assessed using a random-effects between-groups ANCOVA model. Voxel-wise significance was set at *p*¼0.001. The Cluster-Level Statistical Threshold Estimator plugin estimated a cluster-size threshold of six 3 mm³ voxels. Only clusters that exceeded this threshold were considered for interpretation.

3. Results

3.1. Literacy evaluations

Participant performance on the *Movement Assessment Battery for Children*, *Bader Reading and Language Inventory* [5], and the *Beery–Buktenica Developmental Test of Visual–motor Integration* [7]

was all within the typical range for all children tested and there were no outliers detected in any of our measures (by ESD method) (see Table 1 for scores). Note that these tests were administered only to ensure that our participants were performing within a normal range and were not included for data analyses. In addition, all children were able to identify the shapes that were used during scanning.

3.2. fMRI

Two types of analyses were performed. The first, a region-of-interest analysis, provided an in-depth look at processing in the fusiform gyrus. This neural region is known to be engaged in letter processing in the literate individual [20,24,34] and it was affected by children's letter printing experience in James [31]. The second analysis probed whole brain functioning to see how the different training conditions engaged other regions of the brain.

3.3. Region-of-interest analyses

The fusiform gyrus was localized in each individual with anatomical markers described in detail below and in James [31]. The data from four 10 x 10 x 10 voxel regions were extracted and repeated-measures analyses of variance – 4 (visual-motor training condition and control) x 2 (shapes and letters) – were run on the resultant data in each region of interest. Following this analysis, simple effects analyses (one-way repeated measures ANOVAs) were performed contrasting overall effects of letters versus shapes in each region; then *a priori* *t*-tests were performed comparing the effects of the letters in each possible pairing of different visuo-motor training conditions.

3.4. Right anterior fusiform gyrus

In the right anterior fusiform, the ANOVA revealed a significant main effect of training condition ($F(1,14) = 3.2$, $p = 0.05$ ($MSe = 0.047$)), but no main effect of stimulus type, and no interaction (see Fig. 1a).

To better understand the main effect of training, *t*-tests comparing overall (collapsing across stimuli) differences between pairs of training types were performed. These tests revealed a significant difference between activation levels in response to drawn stimuli overall (mean percent BOLD signal change = 0.49) compared with control stimuli overall (mean = 0.32: $t(14) = 3.2$, $p = 0.005$, Cohens $d = 0.84$) and to traced stimuli overall (mean = 0.44) compared with control stimuli overall (mean = 0.32: $t(14) = 2.5$, $p = 0.01$, $d = 0.65$). Because of the lack of interaction, no further tests were performed on these data.

3.5. Left anterior fusiform gyrus

In the left anterior fusiform, the analysis of variance revealed significant main effects of both stimulus type (letters vs. shapes: $F(1,14) = 21.5$, $p = 0.0001$ ($MSe = 0.01$)), and training condition (draw, trace, or type: $F(3,42) = 23.5$, $p = 0.0001$ ($MSe = 0.01$)). However, a significant interaction was also revealed ($F(3,42) = 7.0$, $p = 0.001$, ($MSe = 0.008$)).

Simple effects demonstrated that the main effect of stimulus was due to greater BOLD activation to letters than to shapes in this neural region ($t(14) = 4.6$, $p = 0.0001$, $d = 1.2$), as letters combined had a percent BOLD change of 0.69 from baseline, whereas shapes overall recruited a 0.55 percent BOLD signal change in this region.

Table 1

Partic.	Age (mo)	Sex	Phonemic awareness % correct	Letter ID % correct	Visual discrimination % correct	Object discrimination % correct	Object ID % correct
AB	54	f	100	92.3	28.6	55.6	55.6
AM	54.9	f	87.5	88.5	28.6	33.3	66.7
BD	59.7	m	37.5	69.2	28.6	51.9	72.2
DS	53.7	m	75	96.2	42.9	71.4	38.9
EB	58.9	f	37.5	19.2	14.2	55.6	72.2
HM	53.8	f	56.3	100	42.9	59.3	50
JB	60.8	m	37.5	80.8	28.6	44.4	38.9
KJ	60.1	f	43.8	11.5	42.9	59.3	50
MM	48.8	m	37.5	76.9	28.6	37	61.1
NH	58.6	f	56.3	96.2	21.4	22.2	50
PM	61.8	m	93.8	100	42.9	55.6	66.7
SS	53.8	f	43.8	23.1	35.7	44.4	44.4
TB	60.4	m	68.8	100	21.4	59.3	44.4
TM	57.6	f	100	100	35.7	48.1	66.7
Means			62.52	75.28	31.64	49.81	55.56
Stdev			24.63	32.57	9.20	12.71	11.94
Sterr			6.36	8.41	2.38	3.28	3.08
Z-scores using ESD method for outlier detection							
AB			1.52	0.52	0.33	0.46	0.00
AM			1.01	0.41	0.33	1.30	0.93
BD			1.02	0.19	0.33	0.16	1.39
DS			0.51	0.64	1.22	1.70	1.39
EB			1.02	1.72	1.90	0.46	1.39
HM			0.25	0.76	1.22	0.75	0.47
JB			1.02	0.17	0.33	0.43	1.39
KJ			0.76	1.96	1.22	0.75	0.47
MM			1.02	0.05	0.33	1.01	0.46
NH			0.25	0.64	1.11	2.17	0.47
PM			1.27	0.76	1.22	0.46	0.93
SS			0.76	1.60	0.44	0.43	0.93
TB			0.25	0.76	1.11	0.75	0.93
TM			1.52	0.76	0.44	0.13	0.93

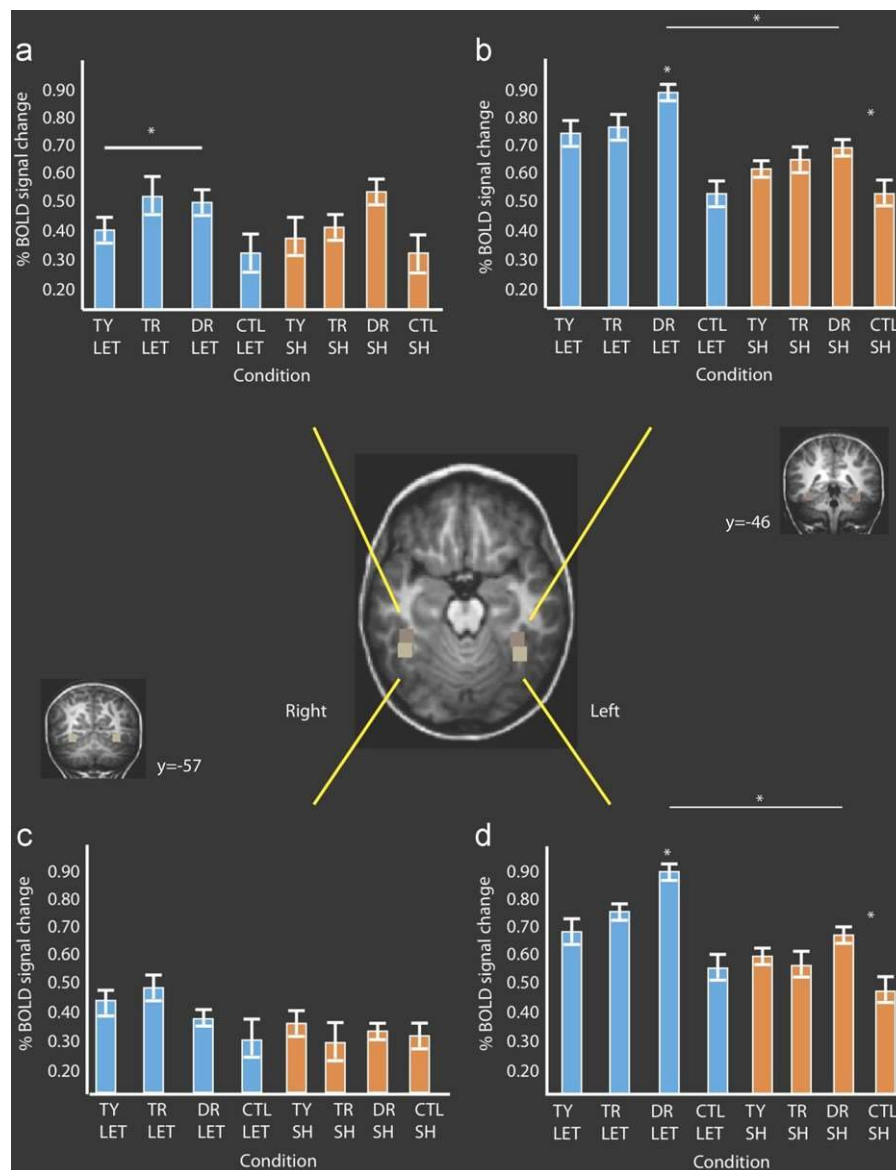


Fig. 1. Results of the region-of-interest analyses in the bilateral fusiform gyrus. Percent BOLD signal change during perception as a function of training condition in all children is depicted. Abbreviations: TY: type; TR: trace; DR: draw (print); CTL: control; Let: letters; SH: shapes. All letter training conditions are depicted in blue, shape conditions in orange. Error bars depict standard error of the mean. Data is depicted from the (a) left anterior fusiform gyrus, (b) right anterior fusiform, (c) left posterior fusiform, and (d) right posterior fusiform. (For interpretation of the references to color in this figure legend, the reader is referred to the web version of this article).

A *priori* *t*-tests comparing the letter training conditions (see Fig. 1b) revealed significant differences between printing letters (mean % BOLD signal change 0.85) and typing letters (mean % BOLD signal change 0.73: $t(14) = 5.6$, $p < 0.0001$, $d = 1.5$), and between printing letters and tracing letters (mean BOLD signal change 0.76) ($t(14) = 4.3$, $p < 0.001$, $d = 1.2$). However, there was no difference in this region between typing letters and tracing letters ($t(14) = 0.1$, ns). In addition, there was a significant difference between drawing shapes and control shapes ($t(14) = 4.0$, $p < 0.001$, $d = 1.05$) but no differences in this region among the other shape conditions.

3.6. Right posterior fusiform gyrus

In the right posterior fusiform, the ANOVA revealed no significant main effects or interactions, although a trend towards a main effect of stimulus was shown ($F(1,14) = 3.9$, $p = 0.06$, $MSe = 0.025$), in that letters (mean percent BOLD signal change 0.42) recruited this region more than shapes (mean percent BOLD signal change 0.36: see Fig. 1c).

3.7. Left posterior fusiform gyrus

In the left posterior fusiform, the overall ANOVA produced main effects of both stimulus type (letters vs. shapes: $F(1,14) = 27.6$, $p < 0.0001$ ($MSe = 0.018$)), and training condition (draw, trace, type: $F(3,42) = 14.2$, $p < 0.0001$ ($MSe = 0.017$)), and an interaction between the two ($F(3,42) = 4.7$, $p < 0.01$, ($MSe = 0.009$)).

Simple effects revealed that, as in the anterior fusiform, the main effect of stimulus was due to greater BOLD activation in response to letters than to shapes in this neural region ($t(14) = 5.3$, $p < 0.0001$, $d = 1.4$): letters combined had a percent BOLD change of 0.57 from baseline, whereas shapes combined produced a 0.45 percent BOLD signal change in this region.

A *priori* *t*-tests comparing the letter training conditions (see Fig. 1d) revealed a significant difference between printing letters (mean % BOLD signal change 0.86) and typing letters (mean % BOLD signal change 0.76: $t(14) = 5.9$, $p < 0.0001$, $d = 1.6$), and between printing letters and tracing letters (mean BOLD signal change 0.73: $t(14) = 3.9$, $p < 0.001$, $d = 1.02$), but no difference in

this region between typing letters and tracing letters ($t(14) \approx 0.9$, ns). There was also a significant difference between drawing shapes and control shapes ($t(14) \approx 4.2$, $p < 0.001$, $d \approx 1.1$), but no other significant differences among shape conditions.

3.8. Whole-brain analyses

Although our hypotheses centered on visual processing changes due to training, and specifically changes in processing in the fusiform gyrus, we also wanted to see whether the training conditions differed from one another in other regions of the brain. To this end, we performed contrasts of interest in individual brains and also averaged activation together using Talairach transformations on each individual prior to grouping. Preliminary results from our lab have demonstrated that transformations of a group of 5-year-old children’s brains into Talairach space are not significantly different from transformations performed on adult’s brains (unpublished data). Nonetheless, given the mixed opinions on whether or not transforming brains of 5-year olds into an adult template is a valid procedure (see [11,23,38]), we report only those contrasts that were observed both at the individual and at the group level. For brevity, we report and display averaged data here. Results reflect our random-effects analyses, and all results are reported at $p < 0.001$, FDR corrected. Talairach coordinates and ranges are reported in Table 2.

3.9. Letter vs. shape processing

Our first contrast of interest was to test the hypothesis that viewing untrained letters versus shapes will not recruit different regions in the child’s brain, this is a measure of how the child’s brain reacts to these stimuli without any of our training. There were no significant differences in the group contrasts of activations in the control letters and control shapes conditions—without any practice, letters and shapes were not processed differently in the brains of these children. We then tested whether or not our specific training experiences would alter this pattern—would the training result in different neural recruitment of regions processing letters versus shapes? There were no differences in brain activation patterns to letters versus shapes after typing or tracing experience. However, there was greater activation in several regions during letter perception than during shape perception following *printing* and *drawing* of letters and shapes. Significant differences were observed in the left intraparietal sulcus/superior parietal lobule and bilateral precentral gyri—activation was significantly

higher when viewing letters than shapes (see Fig. 2 and Table 2). These regions are components of a motor system, and their higher levels of activation during letter perception may reflect re-activation of motor systems that are letter specific. Other regions visible in Fig. 2 were not of a significant cluster size.

3.10. Differences resulting from typing, tracing and printing letters on letter perception

Our second contrast was designed to investigate how the different letter training conditions affected letter perception.

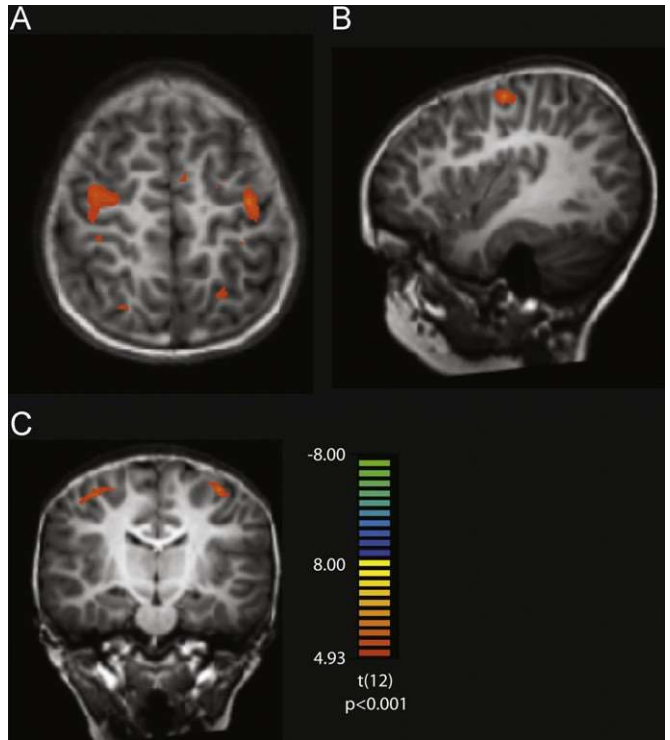


Fig. 2. Voxel-wise whole brain contrast between training printing letters and drawing shapes. Figure depicts significant activation in the bilateral precentral gyri and the bilateral inferior parietal lobe. (A) Horizontal section Z=55; (b) sagittal section; (c) coronal section, Y=15. See Table 1 for full Talairach coordinates.

Table 2 Whole brain contrast results.

Contrast	Region	Talairach peak (X,Y,Z)	X range	Y range	Z range	Total voxel size
Print letters vs. draw shapes (Fig. 2)	Left IPS	25, 60, 57	22–29	58–63	56–69	104
	Right IPS	21, 67, 57	20–25	66–68	57–68	40 n/s
	Left precentral gyrus	38, 16, 57	34–41	11–24	51–61	491
	Right precentral gyrus	39, 11, 53	32–44	7–24	45–57	1497
	Left postcentral gyrus	35, 35, 57	33–36	34–38	54–58	42 n/s
	Right postcentral gyrus (anterior)	32, 34, 57	31–35	32–35	54–56	41 n/s
	left cingulate	7, 5, 57	5–8	4–8	57–57	25 n/s
Print letters vs. type letters (Fig. 3a and b)	Left IFG	41, 31, 6	38–46	24–37	2–13	1857
	Left ACC	13, 26, 41	7–15	21–32	38–45	486
	Right ACC	10, 29, 36	10–13	26–36	33–38	307
	Left IFG	46, 20, 13	43–50	18–25	10–15	222
Print letters vs. trace letters (Fig. 3c)	Left IPS	34, 47, 56	26–42	42–52	47–60	1195
	Left SPL	17, 53, 60	13–21	51–58	55–60	554
	Left precentral gyrus	28, 25, 60	24–31	24–30	58–63	135
Trace letters vs. type letters (Fig. 3d)	Left IFG	35, 27, 7	30–38	23–29	5–11	521
	Right IFG	41, 27, 7	41–44	26–31	3–5	101

Here, we compared the three letter training conditions with one another. First, we compared letter perception after *printing letters* versus *after typing letters*. There was significantly more neural activation after printing than typing in the left Inferior frontal gyrus (IFG) (pars orbitalis), also known as Broca's area (Fig. 3a). In addition, printing experience recruited the left anterior cingulate cortex more than typing experience (Fig. 3b). There were no areas that were more active after typing experience than after printing experience. Next, we compared letter perception after *printing experience* versus *after tracing experience*. Here, greater neural activation after printing experience was observed in the left IPS, SPL and precentral gyrus (Fig. 3c). Again, there were no regions more active during letter perception after tracing letters than after printing letters. Finally, the comparison of activation during letter perception after *experience tracing letters* versus *after experience typing letters* found greater activation in the bilateral IFG after tracing, but no areas of greater activation after typing (Fig. 3d).

In sum, the results of the whole brain analysis suggest that (a) only after practice printing letters does the brain respond

differently during letter versus shape perception; (b) that free-form printing and tracing practice both result in the recruitment of the inferior frontal gyrus during letter perception; (c) that free-form printing experience recruits posterior parietal regions and the precentral gyrus more than tracing experience during letter perception; and (d) that typing experience does not recruit any brain regions more than other sensori-motor conditions during letter perception.

4. Discussion

Overall, the results of this study support the hypothesis that after self-generated printing experience, letter perception in the young child recruits components of the reading systems in the brain more than other forms of sensori-motor practice. Specifically, after self-generated printing experience letter perception recruits the IFG, left ACC and the fusiform gyrus more than after typing; and printing experience recruits posterior parietal cortex and the fusiform gyrus more than does tracing experience. The IFG, fusiform gyrus and the posterior parietal cortex (PPC) are all regions that are known to subserve reading in the literate individual (cf. [66,48]), and the IFG and PPC are also involved in writing [46,50]. Thus, after printing practice, the brain activates a network used for reading and writing.

4.1. Motor cortex activation after self-generated printing

Experience printing letters recruits the motor cortex, specifically the precentral gyrus, more than does experience drawing shapes. The Activation of the motor cortex during perceptual tasks has been well documented, but only occurs if the percept represents an item that has been interacted with previously. The results of the whole brain analyses reported here replicate previous work showing that letter perception activates the motor cortex [33,41]. We, and others [41,42], maintain that this activation is due to our motor experience writing letters that is re-activated during visual perception. That is, the visual and sensori-motor representations of letters are not only associated to one another during learning, but also interact during subsequent letter processing forming a functional network. Our current work further suggests that parts of this network are experience-specific in the young child. That is, the motor regions were recruited more only after self-generated printing practice was performed.

The left precentral gyrus has also been shown to be recruited during letter writing [39,58] and letter perception [33]. Thus, we show here that letter perception activates regions that are recruited during letter writing, similar to Longcamp et al. [41] and James and Gauthier [33], but only if the observer has practice printing letters.

Further, our results show *bilateral* activation of the precentral gyrus rather than unilateral as demonstrated in previous work [39,58]. However, these previous findings tested seasoned readers and writers [41,33]. Because the children in the present study have immature fine-motor systems and are just starting to write, their handedness may not be well established. Degree of handedness increases between ages 3 and 7 and sometimes continues to strengthen up to 9 years of age [49]. In addition, the bilateral activation shown here may reflect early cortical involvement that is less focal than later involvement, supporting the “interactive specialization” theory (cf. [36,37,62]).

4.2. Inferior frontal gyrus activation after printing and tracing

Experience forming letters through self-generation as well as through tracing activated the IFG more than experience typing

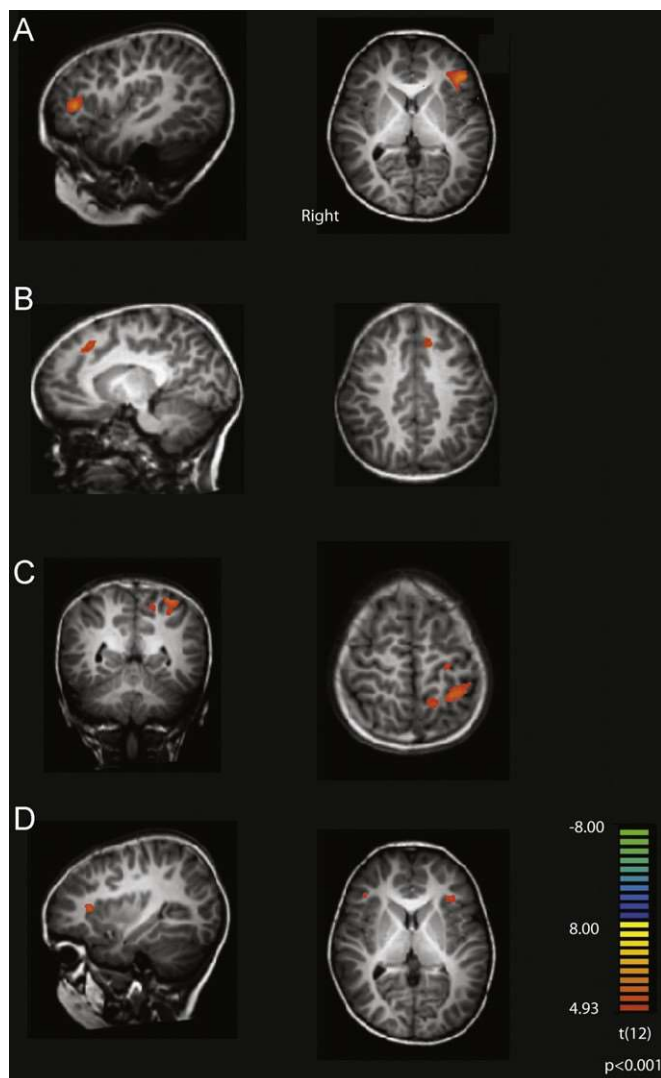


Fig. 3. Voxel-wise whole brain contrast of (a) printed letter trainings 4 typed letter training, depicting the left IFG activation and (b) the left ACC activation. Contrast of printed letter training 4 traced letter training is depicted in (c) showing the IPL and SPL activation and (d) depicts the traced letter training 4-typed letter training. See Table 1 for Talairach coordinates.

letters. Thus the IFG appears to be involved in motor generation of letters, feature-by-feature. The IFG is a heterogeneous area that has been linked to numerous cognitive functions, one of its best-known functions, however, is in language production. Here we demonstrate that experience with language production by hand—printing, also recruits this region. This finding could reflect sub-vocal rehearsal of the letter names prior to printing them, although one would expect that this letter naming may also occur during our other conditions, especially typing, where the letter name is probably kept in mind while the letter is searched for on the keyboard. Interestingly, an electrophysiology study also found involvement of the IFG during writing, and although this region does not usually emerge as active during writing using fMRI (e.g. [50,58]), it has been shown to be active during letter perception [20,33], although not as commonly as other premotor regions in the frontal lobe. Interestingly, in the present study, the IFG does not emerge as significantly active during all letter perception conditions, only during perception of letters that were printed or traced—perhaps this specificity may account for why the recruitment of the region is variable among studies. The difference among these conditions could only emerge from the training episode, copying and tracing involving a feature-by-feature construction of a letter compared to the search and type procedure in typing. Linking features together in an organized way to form a whole is also important in forming words and sentences (a well-known function of the IFG); therefore it may be this particular aspect of printing experience that requires the IFG. Accessing a stored motor program of a letter-form may also be important for letter identification. We suggest that the IFG is maybe required to access stored information regarding fine motor skill plans and those that organize features together in a meaningful way; thus it is involved with motor planning, control and execution. Typing does not require a fine motor plan, as the movement is the same for all letters. The sequence of movements required for printing a particular letter (the motor plan) may be (a) activated due to the association formed during learning, or (b) used during visual perception to augment visual letter processing. In either scenario, activation in the IFG during letter perception may reflect activation of letter specific motor plans.

4.3. Posterior parietal cortex (PPC) recruitment during letter perception

The posterior parietal cortex was recruited during letter perception after self-generated printing practice more than drawing shapes and tracing letter practice. Thus, the IPL and, to a lesser extent, the SPL appear to be specifically recruited after printing but not after any other type of practice. Interestingly, others have shown recruitment of the IPL and SPL during writing ([47,50,58]). Here we can begin to understand what part of the writing process requires the PPC because of our differential effects of printing vs. tracing. Both free-form printing and tracing experience involved copying a letter that was always displayed (either on a card in front of child for copying, or on a sheet of paper for tracing), constructing a visual image of the letter was not necessary in either type of practice. However, the two tasks differ in at least two important ways: (a) self-generated printing that does not follow a visual guide (as in tracing) requires fine motor execution that is quite different from tracing. That is, the printer must keep track of strokes being performed, and link them in a way that forms the letter in question. This task requires more vigilance in terms of fine motor skill as well as adhering to learned spatial relationships among features. And (b) that the output of the two types of practice are visually very different. We will discuss these two hypotheses in turn below.

Research has pointed towards an important role of the anterior intraparietal sulcus (AIP) in attention directed towards motor activities. Termed ‘motor attention’ [59], because the mechanisms seem to underlie attention to limb movements independently of visual cueing. Further, left AIP and the supramarginal gyrus are involved more with motor attention to hand movements than is right AIP, that is recruited more during ocular motor attention [60]. It is quite possible that during printing, motor attention is engaged more than during tracing and this increased activity is reactivated during visual perception of letters.

Other work has pointed towards the posterior parietal cortex playing a role in graphomotor representation [65]. In this study, writing of letters recruited both the right IPS for newly learned letters and bilateral IPS during execution of well-learned letters. In addition, both the IPS and SPS were recruited during imagery of the motor plan for producing letters, suggesting that both motor plans as well as execution may require the posterior parietal lobe. Our results add to this idea, only self-generation of letters recruited the PPC, suggesting that the motor plans, and not execution per se require the participation of the PPC.

A second hypothesis for the role of the PPC during letter processing is that the output of the motor actions that are then visually processed is very different when comparing self-generated printing vs. tracing. In the case of printing, the child sees the messy, non-stereotypical form of the letter that they are trying to copy, whereas after tracing, the child sees the usual form of the letter. One hypothesis that we have put forth is that viewing these non-stereotypical forms may aid in constructing broad categories of letters that may facilitate letter recognition. The visual processing capacity of the parietal cortex has long been known (e.g. [51]), but most accounts suggest that this role is strictly for visually-guided action in real time. Our results suggest that visual perception without action also recruits the parietal cortex, but this perception may require a history of actions pertaining to the perceived item. Recent work has shown a role for the intraparietal sulcus in categorization of visual information in non-human primates [68], and a significant functional relatedness between ventral temporal reading regions and the posterior parietal cortex in humans has been demonstrated [70]. These recent findings suggest that visual association regions may have an important connection to the PPC. Further, the PPC has important connections to the premotor regions in the frontal lobe (cf. [2]), presumably providing input to the motor system, for planning and execution of movement. Thus, the PPC can be considered to be part of a vision and action system, perhaps providing visual information to motor regions, or integrating visual and motor information. These speculations require further testing in both the visual and motor domains.

4.4. Anterior cingulate recruitment after printing practice

The role of the anterior cingulate cortex is much debated, but is usually observed during tasks that involve cognitive control, and specifically, during conflict monitoring and error detection during decision tasks [9,10]. Interestingly, the participants in our experiment were not required to perform any task during scanning, and thus, we have asserted that the differences seen during letter perception are due to our training conditions. The fact that the ACC is recruited more during the perception of letters that were printed rather than typed suggests that perhaps this region is re-activated after a task that required greater conflict monitoring—that is, printing does require monitoring of performance and comparing that output to stored knowledge. That printing in these young children results in many errors in the resultant form, whereas typing does not, may result in the greater ACC response seen here.

5. The role of the fusiform gyrus in letter processing

Our region-of-interest analysis clearly demonstrates that in a region known to be involved in reading and letter processing—the *left* fusiform gyrus [20,24,34,62] is recruited more after printing experience than experience in typing, tracing or simply perceiving letters (control stimuli). This novel finding extends the results of James [31] by demonstrating that it is specifically experienced in the line-by-line printing of letters, and not just any experience involving attention to, or production of letters, that has an impact on the activation of the fusiform gyrus. In addition, we show activation in the *right anterior* fusiform gyrus that is specific to drawing and tracing letters as well as to drawing shapes. As has been previously proposed, in early readers, letter processing is more bilateral than in more advanced readers [62], supporting the general notion of interactive specialization in the developing brain (cf. [37]).

The current results support previous work regarding the role of the fusiform gyrus while at the same time refining our knowledge of its relationship to motor experience. In this study, as in James [31], activation in the left fusiform gyrus was modulated as a result of motor experience. Because this region was more active after printing experience than typing or tracing suggests that there is something about printing per se that changes visual processing to letters. We believe that it is the production of variable forms of letters that results from printing that produces this change in visual processing. That it is the output from this system—the printed form that serves to create exemplars that are variable, in turn producing input to an abstract category. That is, the motor output from parietal and frontal regions creates the visual input that is processed in the fusiform gyrus. This input may be stored along with other instances of the stimulus, serving to broaden the perceptual category that refers to a particular letter. Once exemplars of abstract categories are successfully classified, left hemisphere structures dominate visual recognition [64]. It makes sense that classifying exemplars into subordinate level categories (like letters) would recruit this region given the abundance of literature showing that experts classify their objects of expertise in the fusiform gyrus (cf. [25]). In fact we have recent research showing this phenomena with expert categorization in children—those that were experts in a category of visual objects recruited the bilateral fusiform more than novices (James and James, submitted [35]). One interesting difference in the present study and the notion proposed by Seger et al. [64] compared with the adult literature on expertise processing is that we find a greater effect in the *left* fusiform gyrus, whereas most adult experts process their expert category in the right fusiform gyrus (cf. [26]). Presumably, this is because letters are the basis of reading, which is left lateralized in the literate adult, or it may be due to the type of exemplar categorization that is being performed: that is, how diverse the exemplars are in appearance. Lateralization issues aside, the most novel result of our ROI analysis is that visual processing of letters is affected by specific motor experience—the act of printing a letter.

Interestingly, a middle frontal region, called Exner's area that is involved in actual writing in the adult (cf. Katanoda et al., 2001) was not recruited during letter perception in the current study. Previous work has found reactivation of this region during letter perception [41]; thus we expected to see activation here as well. It is possible that Exner's area is not used during letter writing in the young child, or alternatively, it may not be activated during perception in the young child, perhaps due to their lack of writing experience. We are currently investigating the time course of BOLD activation seen during writing in the young child, but currently, it is unknown why Exner's area would not be recruited during letter perception in the current study.

Learning to write letters is not a simple task; children must use their immature fine-motor skills to adopt a specific series of writing strokes for each character [22,43]. Further, the exact location of each stroke relative to other strokes, overlap of strokes and orientation of strokes are all crucial for subsequent letter identification. At the same time, the child must learn that other dimensions, such as size, slant of global form, and small features added to the strokes (as in serifs), are not important for letter recognition. Understanding the important attributes that define letter identity is not a simple task, and printing may be the gateway through which children learn the attributes of letters that are important for successful categorization.

Thus, we argue that construction of letters, stroke by stroke, helps children understand the important components that define a letter. But this creation process is not the whole story, or we would see the same results for printing free-form and for tracing. Although the actual motor tasks of printing and tracing may be very similar, the processes that occur prior to the motor act as well as the output of the motor act are both quite different. Only free-form printing leads to a non-stereotypical, noisy form of a specific letter. We assert here that this variable output is a crucial factor in learning to identify and categorize letters. Categorization based on exemplars that are variable may create a broader letter representation, leading to enhanced letter identification skill, and perhaps greater fusiform gyrus activation.

In summary, when preliterate children perceive letters, only free-form printing experience results in the recruitment of the visual areas used in letter-processing, and the motor regions seen in letter production. This finding adds to previous research showing that letter perception is facilitated by handwriting experience, and it further suggests that handwriting experience is important for letter processing in the brain.

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THE KODÁLY APPROACH

Jill Trink, Ph.D.

Background

Zoltán Kodály (1882-1967), a prominent Hungarian composer, musician, teacher, linguist, and ethnomusicologist, directed a significant portion of his creative endeavors to the musical education of the Hungarian nation—an interest that permeated his life. Such efforts were initiated with his folk song collecting expeditions, beginning in the early 1900s with his colleague, Béla Bartók. As he became aware of the musical illiteracy of his music students at the Liszt Academy and the great need to improve the general quality of singing and music training of music teachers and children, he began composing for children's choruses in the 1920s, requiring his composition students to do the same. Folk music was the inspiration, as well as the musical basis, for many of the compositions.

By 1929, Kodály was determined to reform the teaching of music and to make it an integral part of the education of every child. Kodály encouraged his colleagues and students to travel throughout Europe in search of the best models for teaching music. Their findings formed the basis for what is now known internationally as Kodály Music Education, an approach that is more of a philosophy about the role of music in society and in the lives of children, youth, and adults than it is a "method" of music instruction. (Szönyi, 1973)

A significant portion of Kodály's output as a composer was devoted to composing folksong arrangements and exercises specifically for nurturing musical literacy and understanding of musical forms and styles. This corpus is now known as the Kodály Choral Library, and includes such works as *333 Reading Exercises*, *Bicinia Hungarica Vols. I-IV*, 77-, 66-, and 15-*Two Part Exercises*, *Tricinia*, numerous choral pieces, settings of nursery songs, and exercise books based on particular musical traditions.

Underlying Kodály's compositional productivity was his fervent belief that education should not be measured in terms of the quantity of knowledge dispensed, but how capable it is of "bringing the basic mobilizing forces of the human spirit to life and turning them in a worthy direction." (Dobszay, 1972, p. 31) The Kodály concept is not about absolutism but the "the continuation of deep tradition, virtually a cry for help for the right to education in a true humanistic spirit, to complete humanity." (Dobszay, 1972, p. 31)

Kodály Philosophy

The Kodály philosophy of music education is based upon a vision of the role of music in the intellectual, emotional, physical, social, and spiritual development of every child. A central tenet of the Kodály approach is that music belongs to everyone - that an education in music is the right of every human being and cannot be left to chance.

Kodály believed that music is meant to develop one's entire being – personality, intellect, and emotions. "... music is a spiritual food for everybody. So, I studied how to make more people accessible to good music." (Kodály, in *The Kodály Concept*, 1966, p. 2) Indeed, the Kodály approach integrates many of the best principles and techniques in music education history, drawing from Johann Heinrich Pestalozzi, Hans George Nägeli, Hermann Kretschmar, Leo Kestenberg, and Robert Schumann. Jenő Adám, an early and prominent colleague of Kodály stated, "The most important thing is to actualize the instinctive love of the child for singing and playing, to realize the changing of his moods through the songs, his feelings, his experiences. . . in other words, to bring about the miracle of music." (Adám, in *The Kodály Concept*, 1966, p. 2)

Kodály believed that the future of a nation's music is determined in their schools. Consequently, the Kodály approach places music as a core curriculum subject in the school setting.

Main Goals of the Kodály Approach

Fundamentally, a main goal of this approach is to develop, to the fullest extent possible, the innate musicality present in all human beings. Thus, music experience and instruction must begin in a child's life as early as possible. In fact, Kodály advocated that a child's musical education should begin nine months before the birth of his mother.

Further, the aim is to instill within each child a love of music based on knowledge and understanding, stemming from first-hand, active music-making experiences, beginning with lullabies, childhood chants, folk songs, and singing games.

Kodály insisted that the musical materials to be used must be of the highest artistic caliber. Therefore, only the most musically valuable and attractive material is good enough in music education. Children should be led to masterpieces by means of masterpieces. In the grand scheme, Kodály hoped to use schools to change society and transform culture by concentrating on the individual, providing the humanizing emphasis in an increasingly technological society that, for many pupils, may not be experienced elsewhere.

Principles of the Kodály Approach

In a word, the essence of the Kodály approach is singing. The human voice, the most accessible musical instrument, is the foundation of musical development. "A deeper musical education can at all times develop only where singing forms its basis. Instruments are for the privileged few. Only the human voice – accessible can—to all, free of charge, yet the most beautiful of all instruments be the fertile soil of a musical culture extending to all." (Kodály, in Eosze, 1982, p. 19)

Kodály believed that the folk music of a people contains all of the basic characteristics needed to teach the foundations of music and to develop a love of music to last a lifetime. Accordingly, the daily singing of folk songs of the students' own musical heritage is the bedrock from which music of other ethnic backgrounds and art musics of the world are introduced, compared, and contrasted.

Inherent in the Kodály approach is Kodály's belief that the path from musical illiteracy to musical culture is through writing and reading music, and that acquisition of musical culture by the masses is possible only through the use of moveable - do tonic solfa. Specific musical content and experiences are arranged according to developmentally appropriate practices, and much experience with music with music -- at the subliminal level -- precedes naming and symbolization. In general, "doing" (experiencing) leads to thinking, which leads to understanding.

Materials of the Kodály Approach

The musical materials of the Kodály approach are:

- Authentic children's musical literature: nursery rhymes and songs; counting out rhymes; jump-rope game songs and chants; ring games; and singing games.
- Authentic music of the child's culture (reflecting the ethnic backgrounds in a given community), e.g., folk songs; singing games; play parties; ballads; lullabies and folk dances.
- Authentic folk music of other cultures.
- Reading examples and exercises based on music of oral/aural traditions.
- The best art music written by master composers.

Methodological Tools

Methodological tools employed in the Kodály approach are:

- Moveable-do tonic solfa. Originating in the eleventh century, based on Latin chant, the syllables (do, re, mi, fa, so, la, ti) are more easily and reliably memorized than letters and numbers, especially at an early age. Through aural memorization of intervals, the sense of tonal function is developed.
- Curwen/Glover Handsigns. Drawn from the tradition of chironomy (100-600 B.C. Vedas, ancient Hindu sacred books; 8th-c. Byzantine sources; and 10th-c. Gregorian Chant manuscripts), and developed by John Curwen (19th-c. England) as an augmentation of Sara Glover's work, the handsigns are a tool for individualizing, visualizing, and physically representing solfa syllables, giving each tone a distinct personality in relation to the tonic. By providing a visualization of relative spatial relationships of pitches, the handsigns aid aural memory of pitch patterns and interval relationships while allowing for music making without the encumbrances of standard notation. [HANDSIGNS CHART](#).
- Rhythm syllables. Adapted from Emile-Joseph Chev  s' rhythmic syllables (mid 19th-c. France), a set of verbal syllables are used during initial stages of rhythmic training. The syllables – meant to be voiced and not written as words -- are used as a tool for reading and writing rhythms. Typically, "ta" is used to indicate a quarter note; "ti-ti" paired eighths; "ti-bi-ti-bi" for four sixteenths, etc.
- "Stick" or Solfa Notation. Used as a short cut to standard staff notation, solfa notation (a combination of rhythmic stick figures and solfa) enables children to read and write music using a relative, rather than fixed system of notation, thus developing in their ears a firm grasp of intervals and tonal and rhythmic patterns.

Kod  ly Pedagogy

Instruction progresses from sound to sight, from the known to the unknown, from the simple to the more complex, and from the concrete to the abstract. Learning occurs through problem-solving, comparison, and guided question-and-answer. The general order of instruction is hearing, singing, showing, verbalizing, deriving, writing, reading, and creating.

More specifically, musical elements and concepts are taught in a sequence based on the most prominent musical idioms of a culture's song repertoire. Musical content domains are: rhythm, melody, form, harmony, expression, style (historical and emergent), and terminology and symbols. Musical skill domains to be developed are singing and vocal development, listening, movement, memory, inner hearing, writing/dictation, reading/sight-reading, part-work, improvisation, composition, conducting, and instrumental work.

The teacher leads students to discover musical elements (content domains) and develop their musical skills (skill domains) through a five-phase instructional sequence: Prepare, Make Conscious, Reinforce, Practice, and Create. Assessment of student achievement is embedded within the activities present in each phase.

- Prepare phase: Students experience the new element or concept mainly through listening, moving, singing by ear, inner hearing, and part work. The teacher then uses group aural analysis to guide students to identify the presence of a new element and articulate its critical attributes.
- Make Conscious phase: Students name the element, revisit its aural context, and show its visual representation.
- Reinforcement phase: Students write and read the specific pattern used to name the new element, and then explore -- through listening, singing, moving, inner hearing, writing and

- reading, etc.,-- the new element as it exists in very familiar patterns extracted from song repertoire presented in the Prepare phase.
- Practice phase: Students explore the new element or concept in familiar and unfamiliar patterns in unfamiliar materials such as songs, exercises, reading pieces, and listening examples. All skill domains are then plumbed, relative to the new element, in myriad musical settings. Additionally, the new element is applied in familiar settings to instruments such as the recorder, barred instruments, rhythm sticks, etc.
 - Create phase: Students apply their knowledge by engaging in higher level improvisation, composition, and performance on instruments, thereby demonstrating mastery of the musical element or concept.

Finally, music instruction in the Kodály-based music classroom is based on Kodály's guiding principle: "A thorough knowledge of the material must precede everything, for anything else can be built only upon this knowledge. Any efforts to achieve aesthetic results which either precede or discard knowledge are equivalent to building castles in Spain." (Kodály, in Eöszé, p. 18)

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THE ORFF-SCHULWERK APPROACH

Mary Shamrock, Ph.D.

The term “Orff-Schulwerk” identifies an approach to music making that has found application primarily with children but can be equally useful in other contexts. It began in Germany (Bavaria) in the 1920s with adult music and dance students, and was revitalized there around 1950--to a great extent through the efforts of Orff's colleague, Gunild Keetman--for use with school children of that area.

Philosophy

The impetus for Orff Schulwerk lies in children's natural group play behavior, utilizing various of its components (see Activity Components below) to awaken and begin development of the potential musicality inherent in all human beings. The tonal and topical content is to come from the child's surrounding folk tradition. Rhythm drawn from the child's native language forms the foundation. The Schulwerk approach provides a pedagogical model, or framework, that enables hands-on music making by participants of whatever age or experience level. The task of the teacher is to design and facilitate activities appropriate to the participants that will enable success, satisfaction, and—very important—joy and delight in the experience. There is opportunity for individuals of greater talent to utilize these abilities, but the emphasis is cooperative group effort.

Music/movement activities in Orff Schulwerk are to be “elemental”; Orff defined this term as follows:

What is elemental? The Latin term "elementarius" means "belonging to the elements," to the origins, the beginnings, appropriate to first principles.” Further, what is elemental music? [It] is never music alone; it is bound together with movement, dance and speech; it is a music that one must make himself, into which one is drawn in not as listener, but as participant. It is unsophisticated, knows no large forms or grand structures; instead it consists of small series forms, ostinatos, and small rondo forms. Elemental music is near the earth, natural, physical, to be learned and experienced by everyone, suitable to the child. (Orff 1973, p. 5)

The most important purpose for experiencing the elemental is the spiritual nourishment provided by fulfilling a primeval human need:

The child should accompany his/her rhythms, as they are danced, with his/her own musical possibilities. In order to provide child-appropriate possibilities, so desperately needed for spiritual growth, the original indivisibility that for all humans in the elemental sense was once a fact of life, should again be the goal in children's dance and music making, which for all humans in the elemental sense was once a fact. (Guenther 1976, p. 18)

Music and movement, the two primary art forms in the Schulwerk, are to be considered equal and interdependent. (As implied in the above quote, this relationship is drawn from traditional cultures in which music and movement are often inseparable.) In music the elemental building blocks include components of all musical elements--melody, rhythm, harmony, form, texture, timbre, and expressive qualities. In movement the blocks include locomotor and non-locomotor movement, use of time, space and energy in free and patterned forms.

The goal is to develop individuals who have the competence and confidence to join and interact with others in simple group music/movement making—and to enjoy it! They also will have the tools and knowledge to develop further as students of music and/or movement. The Schulwerk does not concern itself with this further development; there are many and various paths available to be explored and disciplines to be followed.

Activity Components

Schulwerk lessons will explore and develop skills through the following means:

Speech. Children's play frequently involves little sayings and rhymes, with or without specific meaning, often accompanying a game in some way. The following example is one of many that can be used for choosing "it" for a game to follow:

Acka backa soda cracker, acka backa boo -
Acka backa soda cracker, out goes YOU.

This would be said rhythmically, with a feeling of steady beat; activities surrounding it can be expanded to stabilize sensitivity to beat and develop the sense of pattern. Later, more complex rhythmic/metric elements can be introduced with appropriate speech examples. A well-chosen word pattern in the mother tongue very naturally establishes the "feeling" needed to identify and execute the rhythm as a separate entity.

Singing. Children's group play involves simple little songs, often with accompanying games, that provide a basis for 1) strengthening the ability to sing, and 2) developing the sense of tonal relationships. Using appropriate song material drawn from folk sources, the relationships begin with the falling minor third, proceed to the "childhood chant" pattern (so mi-la so mi) found in children's group play songs from many cultures, then expand to the anhemitonic pentatonic scales, and finally to the diatonic scales - major, minor, and the church modes. The musical tradition of a particular culture may indicate the need for adjusting or changing this sequence.

Movement. In the early stages, time is spent in developing a vocabulary of stationary and locomotor movements that can be used in countless combinations and situations. Simple game forms provide many opportunities - for example, in a circle game children develop a sense for spatial relationships between themselves and others, for coordinating their steps to a steady beat, and for regulating step length to the group's pace.

Playing Instruments. This category tends to be particularly identified with the Schulwerk approach:

1. Body Percussion. The four basic sound motions (or gestures) are clapping, snapping fingers, slapping thighs (often called "patching," from the German term), and stamping feet; others can be added as invented and desired. These sound motions are combined in patterns and phrases, used alone and in combined layers, as accompaniment for speech or singing, and incorporated into instrumental ensembles .

2. Unpitched hand percussion. This includes the many small instruments often found in a music classroom; however, each must be of a quality that will produce an interesting and satisfying sound. Examples are: maracas, claves, tone block, triangle, jingles, finger cymbals, suspended cymbal, tambourine, cowbell, and various sizes of hand drum. This list may be expanded with special items such as vibraslap, ratchet, wind chime, etc.

3. Orff Instruments. These special pitched percussion instruments were designed to be of a size readily accessible by children and to produce a satisfying musical sound with a minimum of technical facility. They include 3 sizes of xylophone (bass, alto, soprano), the same of metallophone (highly resonant thick metal bars), and two sizes of glockenspiel (soprano and alto, small metal bars). These can be supplemented by timpani and/or bass bars (each bar mounted individually on a resonating box). The bars supplied for each instrument are diatonic, starting with C and ascending upward an octave plus a sixth. Bars are removable; instruments come with F# and Bb bars that can be exchanged for F and B. Chromatic instruments are also available, but are needed only in advanced applications. The recorder is added as contrasting melody instrument to this percussion ensemble. Pitched instruments provide a means for tonal exploration, for playing and inventing melodies, for providing songs with drone and ostinato accompaniments, and for improvisation.

Pedagogy

Schulwerk teachers refer to several general procedures for guiding students along the path of music/movement development:

A. Exploration - discovering possibilities with a given piece of material involving any of the activity components listed above. Examples: "Find different ways to make a circle - by yourself, with two people, with everyone"; "Experiment to see what sounds the triangle can make"; "Make your own melody using only so and mi."

B. Imitation - developing skills through "echo" - that is, repeating a pattern performed by the teacher or other leader. It is also the procedure used regularly for teaching songs, rhythms, and instrumental pieces one phrase at a time.

C. Improvisation - making up new patterns and longer structures, based on exploration and the models learned through imitation.

D. Creation - combining material from any of the previous procedures into small forms such as ABA, rondo, and mini-suites. It also involves developing small multimedia performance pieces from stories and poems, using any or all of the performance tools mentioned.

The term "Orff process" is often used for the sequence of steps used by a teacher in developing a lesson utilizing the above procedures. The more all-embracing use of this term refers to developing student knowledge and skills in music/movement through these procedures. Guiding students toward success with each of these is much more important than developing impressive end products. Discovery learning is highly valued; the anticipated outcome of a given lesson may shift a little or a lot, depending on "discoveries" made during the lesson time. As students gain in competence and confidence, ideally they will take increasing responsibility for working out music/movement tasks. The teacher then takes on a facilitative role. Ongoing teacher leadership is needed for further advancements in all areas.

Literacy

The Schulwerk approach considers aural music learning to be legitimate and valuable. It also suggests that learning to read music is also valuable, but specifies no particular tools to use in developing that skill. Teachers frequently use moveable do solfege and some system of rhythm syllables in incorporating literacy development into their programs. However, making music together successfully, with confidence and joy, is the higher goal.

Materials

In the original Schulwerk model, the folk heritage of the child's own culture is considered the primary source for materials—songs, games, rhythms, forms, etc. Since the first adaptation of Schulwerk for children took place in southern Germany, the first published materials were built on materials of that tradition. The publications are called Orff-Schulwerk: Music for Children, Vols. I-V. The pieces and exercises in the volumes are intended as models for exploration rather than finished artistic products. The teacher is welcome to add, subtract, transpose, simplify, and modify to better accommodate the particular students and the lesson objectives. These volumes have been translated into many other languages as the Schulwerk approach has made its way into cultures around the world. The German material is most often replaced by songs and speech materials from the culture involved. There are also a great many supplementary volumes at this point, with materials from a great many cultures and points of view.

Cultural Perspective

The Schulwerk approach developed in a predominantly homogeneous cultural environment; the "traditional" folk material of the area was readily identified. In the classrooms of today in the U.S.A. and many other parts of the world, the cultural mix of students can be from somewhat to very diverse. Identification of any one tradition as dominant would be unrealistic and unfair to many. Schulwerk teachers nowadays often draw upon materials from a variety of cultures that will introduce the elements needed to structure the projected growth in music/movement understanding and skills. This plan also serves as a springboard for introducing various cultures; lessons are coordinated with the classroom teacher so that many aspects of a particular culture can be explored.

The musical system introduced by the original Schulwerk model is the West European or "western" model, using tempered tuning, major/minor/modal scales, functional (albeit simple) harmonies, and specific metered rhythms. Nowadays the Schulwerk resources - exploration, imitation, and particularly the instruments—make the approach attractive for developing hands-on introductions to examples of musical traditions outside the western system. This activity can be very effective in helping participants listen to recorded or live examples with some understanding of its structure. The development of competence and confidence in using another musical system, however, takes a careful restructuring of processes and goals, possible only for someone thoroughly "musical" in that system.

Teacher Support and Training

The American Orff-Schulwerk Association (AOSA), founded in 1968, supports and promotes the Schulwerk approach to music teaching in the U.S.A. Its annual national conference offers intensive in-service training sessions to those who attend. Its more than sixty local chapters around the country host daylong workshops throughout the year, focusing on specific aspects of Schulwerk practice. More extended training is offered primarily in summer courses, from a few days to two weeks in length. These are usually connected with a college or university, with academic credit available, and sometimes are co-sponsored by a local chapter of AOSA. There is an established sequence of three levels, consisting of two weeks each for three summers, that leads to a "Teacher Certificate." For information on dates and locations of AOSA-approved courses, contact AOSA headquarters (www.aosa.org; P.O. Box 391089, Cleveland, Ohio 44139-8089).

Background

Carl Orff (1895-1982), a German composer, is noted primarily for his musical/dramatic stage works based on ancient and classic texts. The work most often performed is the "Carmina Burana." The pedagogical ideas that became Orff-Schulwerk (literally "school work") originated in the 1920s,

influenced by the experimental "New Dance" movement of the time and by Dalcroze eurhythmics. Orff and colleague Dorothee Guenther, a movement teacher, in 1924 founded the Guenther school (Guenther school) in Munich (Bavaria), providing an environment for musicians and dancers to gain understanding of each others' art forms through participation and especially through improvisation. Gunild Keetman, gifted in both music and movement, came to the school as a student and stayed on as a teacher. The school gained performance reknown in Europe at the time; the most noteworthy event was the design and execution of opening ceremony music and dance for the 1936 Olympics in Berlin.

The Guenther school flourished until World War II; in 1944 it was bombed beyond use. In 1948 a recording of Guenther school music making caught the attention of the education directors of Bavarian Radio; they asked Orff to develop this same kind of music making for and with children. He and Keetman set to work with a group of children, developing materials that embodied their ideas about "elemental" music. These sessions were recorded and then broadcast to German elementary schools, with the intent that teachers there would develop comparable music making with their own students.

The continuation of this work with children led to the publication of volumes I-V of Orff-Schulwerk: Musik für Kinder (Schott, Mainz, 1950-54). A later volume, *Paralipomena* (1977) contains material considered essential to the original set but not included at that time. In most cases, these have been the materials first translated when other cultures became interested in developing the Schulwerk for their own children. Beginning in 1953, Schulwerk courses were offered at the Mozarteum in Salzburg, Austria for its own students and for interested outsiders; children's classes were also offered on an ongoing basis. The first four-semester teacher training course began in fall 1961.

The program outgrew its facilities, and in 1963 a new, separate building called the Orff Institute opened. Dr. Hermann Regner was the first director; Barbara Haselbach was in charge of the movement department and Wilhelm Keller of the work with handicapped. Orff died in 1982, Keetman in 1990, Regner and Keller have retired, and there have been many changes in the program. However, the Orff Institute continues to offer courses for local students and for those from a great many parts of the world, and its faculty travel abroad on request to offer introductory and continuation courses. A special division of the Institute's work, the Orff Zentrum, was established specifically to maintain contacts with Schulwerk people throughout the world, including many who have studied at the Institute.

Arnold Walter, an outstanding German music educator who became music department chair at the University of Toronto (Ontario, Canada), is responsible for introducing the Schulwerk to North America. In the 1950s he sent Doreen Hall, a young music education instructor, to Salzburg to study with Orff and Keetman. Upon return, she started children's classes and teacher training courses; in 1962 she brought Orff and Keetman for a special weekend during the summer course. Later the courses became organized as Levels I, II, and III, each three weeks long. A number of music educators from the U.S. attended these Toronto courses and then founded training courses built on this model at various institutions here. The three-level training course remains the U.S. standard, now with just two weeks at each level. These can be supplemented liberally by master classes, AOSA conference and chapter workshops, and other training opportunities that contribute to the ongoing development of the Schulwerk teacher.

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The Approach of Emile Jaques-Dalcroze

R. J. David Frego, Ph.D.

The Dalcroze approach to music education was developed in Switzerland in the early twentieth century by Emile Jaques-Dalcroze. While the approach was initially intended for conservatory students, Dalcroze Eurhythmics soon expanded to the training of musicians, dancers, and actors of all ages, as well as to therapeutic applications. (for background, see pp. 4-6).

Philosophy

The Dalcroze philosophy centers on the concept that the synthesis of the mind, body, and resulting emotions is fundamental to all meaningful learning. Plato said in his *Laws*: "Education has two branches, one of gymnastics, which is concerned with the body, and the other of music, which is designed for the improvement of the soul" (Pennington, 1925, p. 9). Emile Jaques-Dalcroze believed that every musician should strive to be sensitive and expressive, and to express music through purposeful movement, sound, thought, feeling, and creativity.

Mead (1994) cites four basic premises that encapsulate the Dalcroze philosophy:

1. Eurhythmics awakens the physical, aural, and visual images of music in the mind.
2. Solfège (sight-singing and ear-training), improvisation, and eurhythmics together work to improve expressive musicality and enhance intellectual understanding.
3. Music may be experienced through speech, gesture, and movement. These can likewise be experienced in time, space, and energy.
4. Humans learn best when learning through multiple senses. Music should be taught through the tactile, the kinesthetic, the aural, and the visual senses.

Jaques-Dalcroze wanted to create an approach to music education in which sensory and intellectual experiences are fused into one neuromuscular experience—reinforcing the body's response to music (Caldwell, 1995). He felt that this would lead to performance at high levels, beyond expectation (Carder, 1990). He believed that music education should center on active involvement in musical experience. Technique and intellectual understanding are important, but active experience must come first. Today's music education is based on the "sound before the symbol" philosophy, a legacy of Jaques-Dalcroze and Pestalozzi before him. Jaques-Dalcroze felt that students could practice and learn musical expression through the active discovery of time, space, and energy. He believed that as music moves, so should musicians; therefore, rhythm is elemental to this philosophy. Jaques-Dalcroze taught that through rhythmic movement, musicians could experience symmetry, form, tension and relaxation, phrasing, melody, and harmony. Experience should teach the musical elements (Martin, 1965).

Jaques-Dalcroze intended for his approach to develop musical understanding through eurhythmics and to help students develop immediate physical responsiveness to rhythmic stimuli. Developing muscular rhythms and nervous sensibility would ultimately lead to the capacity to discriminate even slight gradations of duration, time, intensity, and phrasing. Through rhythmic movement, students would begin to think and express themselves more musically. Initially, Jaques-Dalcroze's conception of eurhythmics was designed for the education of conservatory musicians but soon expanded to the early musical education of children, and to those with special needs. His philosophy grew to include his belief in the development of a more musical society through rhythmic training in the schools (Campbell, 1991).

Components

The Dalcroze approach, often identified as Eurhythmics, consists of three related components. The first is Rhythmic Solfège, or ear training. Jaques-Dalcroze believed that students must learn sophisticated listening skills and develop "inner hearing." Musicians should be able to hear what they write and write what they hear. Music notation is meaningless unless realized in real performance or in the imagination. Solfège is taught using the fixed-do approach, based on the French system. Students develop sensitivity to pitches, their relation to each other, and to the tonal framework. What makes Dalcroze solfège unique is that it is always combined with rhythm and movement, both locomotor and nonlocomotor.

The second component of Dalcroze music education is improvisation. Improvisation skills are developed sequentially and used in many ways. An instructor may play the piano while students improvise movement, react spontaneously to verbal instructions, or change in musical character. In the reverse, a student might improvise movement while another student accompanies with a drum, at the piano, or in song. Students soon develop skills to be able to improvise musically and expressively on their own instruments. These spontaneous performance activities are designed to improve response time and communication accuracy (Mead, 1994).

The third piece in the puzzle is the eurhythmics itself. Often considered the core of the Dalcroze approach, eurhythmics was actually the last part to be developed. It is of equal importance with rhythmic solfège and improvisation, but not more. The term eurhythmics is from the Greek "eu," meaning good, and "rhythmy," meaning rhythm, proportion, and symmetry. This idea embodies Dalcroze philosophy in two ways. First, human beings can experience symmetry, balance, and rhythmic accuracy in music through symmetry, balance, and rhythmic accuracy in movement. Second, the three components of the Dalcroze approach (rhythmic solfège, improvisation, and eurhythmics) are interdependent and must be taught together. The three complement and reinforce each other, providing a complete and balanced musical education. Modern music educators and music therapists often identify the approach as Eurhythmics, though all three facets are implied.

Lessons

A typical introductory Dalcroze lesson involves activities or games that require total mental and kinesthetic awareness. The lesson is presented in a somatic approach that allows the participant to hear and react physically to the musical stimulus, which produces body awareness and sensations. These physical sensations are transmitted back to the brain as emotions and a more developed comprehension of the experience. It is common to begin a Dalcroze lesson with walking to improvised music and responding to changes in tempo, dynamics, and phrase in quick reaction games. Through these activities, the students begin to understand how physical adjustments, such as energy and flow of the body weight, need to occur in order to "physicalize" the music. Through these basic instructions, the teacher can address musical elements such as pulse, beat, subdivision, meter, rhythm, phrase, and form.

Intermediate Dalcroze lessons can address polymeters, polyrhythms, canon, tension and relaxation, breathing, conducting, counterpoint, and the interactions of anacrusis, crusis, and metacrusis. Creativity is pervasive throughout the lesson. All classes are in a group setting where the participants interact with partners or small groups to develop the nonverbal communication skills and creativity necessary in music and movement.

Plastique Animée, or more often referred to as plastique, is the culminating experience in a Dalcroze class. A plastique combines the skills addressed throughout the class, and from previous rhythmic experiences, into a loosely based choreography that is both physically expressive and musical. The students are provided with the basics of the requirements and are asked to

spontaneously create an interactive composition with the music. Someone who is stepping into a Dalcroze studio at that moment would see music in motion and might not be aware that the movement is spontaneous.

Dalcroze in Today's Classrooms

Modern music education benefits from Jaques-Dalcroze's teaching in many ways. Today's teachers focus on active learning on the part of the students. This implies less instruction and more experience for the students (Caldwell, 1993). Dalcroze philosophy also places emphasis on musical behavior and expression, and their demonstration through observable movement. Visible evidence of musical understanding through experience takes some of the mystery out of the verbal definitions of musicality.

Another aspect of modern music education inherited from Jaques-Dalcroze is the celebration of the individual. Teachers expect to provide appropriate musical experiences for all their students. Creativity and imaginary play are encouraged through improvisation. Music class is student oriented, with groups of students actively thinking about, listening to, and analyzing and creating music (Johnson, 1993).

Jaques-Dalcroze placed special emphasis on child-centered learning. He developed a particular interest in the natural development of the child (Johnson, 1993). Across ages, Jaques-Dalcroze developed music teaching strategies that were age and ability-level appropriate. His approach to music learning was broken down into experiences for the primary grades, intermediate grades, and upper grades (Mead, 1994).

Dalcroze exercises and pedagogical principles are easy to apply to most teaching situations (Johnson, 1993). Multiage classrooms are becoming popular; Dalcroze exercises can be adapted to suit a variety of student skill and experience levels. Dalcroze teacher training allows instructors to become creative and flexible in the give-and-take of modern education. The ability to be spontaneous in the classroom is valuable for all educators. Teachers can follow through unexpected teaching opportunities with ease, and provide students with a model of an adaptable and creative personality.

Today, Dalcroze Eurhythmics is taught in music preparatory schools and is part of the music theory and aural skills curriculum in conservatories and universities throughout North America, Europe, Asia and Australia. It also is used in K-12 music education, studio teaching, dance education, and therapeutic situation. Training in the approach is available in the United States and in Europe. In addition, national and international professional organizations exist to support eurhythmics teachers and those interested in pursuing the experience. The Dalcroze Society of America posts the locations of training sites in the United States. www.dalcrozeusa.org

Jaques-Dalcroze believed the learning process involved direct sensory experience. He advocated kinesthetic learning. Through movement, learning comes through experience in addition to observation. Varied musical experiences—including movement, singing, improvisation, music reading and writing, and playing instruments—reinforce musical learning (Johnson, 1993). Moreover, Jaques-Dalcroze believed that the way to health was through a balance of mind, body, and senses. Many people have discovered that they can improve and refine skills by rehearsing a combination of movements, first in the real body and then imagining going through these movements with special fluidity in the kinesthetic body. One can then return the same movement in the real body, allowing the improved flow of kinesthetic rehearsal to carry over into actual movement (Abramson, 1980).

Background

Émile-Henri Jaques was born into a musical home on July 6, 1865. His Swiss parents were living in Vienna, and young Émile and his sister Hélène were supported in their artistic education by their mother Julie, herself a fine music teacher and pianist. She had studied the philosophy and teaching methods of educational reformer Heinrich Pestalozzi (1746-1827). He was an early advocate of teaching through the senses and through experience, not merely through the written word. He also supported the addition of vocal music instruction to school curricula. Pestalozzi's influence on Madame Jaques was evident in her son as well. Since the Dalcroze approach centers on the philosophy that experience in music is key to musical understanding, it seems that Pestalozzi and Dalcroze philosophies share common ground (Collins, 1993). Childhood in the Jaques household was a time of singing, playing, dancing, acting, and creating. Emile had a happy childhood and was described as "lively, friendly, and even contemplative for a child" (Spector, 1990, p. 5).

In 1875, the family moved to Geneva. After several years in a private school, Émile Jaques enrolled at the Geneva Conservatory. At the age of eighteen, he had not yet decided upon a career. The following year, 1884, he went to Paris where he studied drama at the Comédie Française and music at the Paris Conservatory. Young Emile reveled in the artistic atmosphere of the city. A passionate young actor and musician, he also found time to compose and perform, singing as he accompanied himself on the piano.

While in Paris, Émile Jaques became familiar with the teachings of Mathis Lussy (1828-1910), a piano instructor and writer. Lussy wrote extensively on the subject of expressive musical performance and musical understanding (Caldwell, 1995). Through Lussy, Émile Jaques learned of the process of scholarly inquiry: to recognize problems; to approach them scientifically; and to devise methods for their solution (Spector, 1990). Émile Jaques' interests were shifting toward an emphasis in music, and after a visit with his family in Geneva in the summer of 1886, he accepted the position of assistant conductor and chorus master at the Théâtre des Nouveaux in Algiers, North Africa. Algeria had been a French colony since 1847, and consequently felt the influence of Western European culture. Émile Jaques underwent two changes while enjoying his first professional employment. Feeling that his youthful appearance might inhibit his effectiveness as a leader, he began sporting the mustache and goatee he would maintain for the rest of his life. This was also the time when he added Dalcroze to his birth name Jaques. It seems that a composer of polkas in Bordeaux, France, also had the name Emile Jaques. To avoid confusion, Émile-Henri borrowed the name Valcroze from a friend, changed the first letter to D, and was known thereafter as Emile Jaques-Dalcroze (Spector, 1990).

After one season, Jaques-Dalcroze returned to Geneva in 1887 and, later that year, moved to Vienna and enrolled at the Vienna Conservatory in the studio of Anton Bruckner (1824-1927). Their collaboration was brief: Bruckner insisted that "der dumme Franzose" study harmony from the beginning, which Jaques-Dalcroze refused to do. Eventually Bruckner attempted to have Jaques-Dalcroze thrown out of the conservatory, but was thwarted by the faculty. Adolf Prosniz (1827-1917) invited Jaques-Dalcroze into his studio. It may have been Prosniz who helped Jaques-Dalcroze focus his musical concentration and learn to study music with greater depth (Spector, 1990). In spite of his clashes with Bruckner, Jaques-Dalcroze considered their association valuable. Bruckner's intolerance and authoritative style were the antithesis of Jaques-Dalcroze's loving, playful nature. Perhaps this experience helped to solidify his idea that an effective teacher is one who respects and educates the whole child.

Spring of 1889 brought Jaques-Dalcroze's return to the Paris Conservatory and composition study with Gabriel Fauré. The twenty-four-year-old musician made the most of his opportunities, moving in the same musical circles as César Franck and other artists of his stature. Jaques-Dalcroze continued to compose an assortment of songs, ensembles, and sketches based on the customs of the

day.

In 1892, Jaques-Dalcroze returned to the Geneva Conservatory, this time as a professor of solfège. He began to question the teaching methods of the day and wonder what improvements he could make. Careful observation of his students showed him that while the students could be good musical technicians, they often did not hear or feel the nuances of the music they were required to play. Just keeping a steady beat was often difficult for the students. Jaques-Dalcroze began by getting the students up from their seats keeping a steady beat by moving about the space. From there he added other fundamental qualities of singing, breathing, walking at various tempi, skipping, and conducting with large gestures (Odom, 1998). He then added quality to the movement by asking them to physically react to the improvised music that he was providing at the piano. These qualities included legato, marcato, and staccato movements to complement the music. Cooperative work with a partner allowed the students to experience timing, space, strength and weight, creativity, and cooperative learning. By adding rhythmic movement to music, students acknowledged the body as the first instrument of expression (Dutoit, 1971, p. 9). As instructor of solfège, Jaques-Dalcroze believed that the compartmentalization of music courses was detrimental to the pupils' true musical development (Carder, 1990). By combining solfège with rhythmic movement and improvisation into rhythmic gymnastics, as he first called this work, Jaques-Dalcroze began to teach in a holistic style.

From 1903 to 1910, Jaques-Dalcroze actively pursued the development of a teaching approach based on rhythmic gymnastics. However, his colleagues at the Geneva Conservatory considered him something of a radical. The disapproval that met his innovations was due partly to the conservatory faculty's unwillingness to condone his experimental techniques, and to have its students become "performing monkeys" (Dutoit, 1971, p. 14). Another branch of resistance was from Genevan society itself. Jaques-Dalcroze's students dressed in short-sleeved tunics, with bare legs and feet, to allow free movement in class. This was quite an affront to most Genevans, who lived according to the rigid morality of the early twentieth century.

People outside of Geneva, however, were keen to adopt Jaques-Dalcroze's philosophy of music and movement education. After a demonstration of his approach in Berlin, Jaques-Dalcroze received an offer to develop an institution for rhythmic study at <http://www.real.com/?src=blackjack> experimental Garden City being designed north of Dresden, Germany. The premise of Hellerau was to be a community that combined a planned industrial settlement with a school for artistic development attended by children and adults. Between the period of 1910 and 1914, Hellerau became a cultural center for music, theatre, and dance.

In partnership with Adolphe Appia, a noted theatre designer, Jaques-Dalcroze supervised the construction of a school and performance space that was noted for its architectural and theatrical innovations—instead of a proscenium, the space was now open, which brought the audience closer in to the performances. In addition, all components were completely modular, which allowed the performers to move the stage in front of the audience (Spector, 1990). During performances, students were not categorized as musicians, dancers, or actors, but functioned as all three. In the summers of 1912 and 1913, audiences flocked to Hellerau to see the student summer performance of Gluck's *Orfeo ed Euridice*. These demonstrations attracted notable artists and teachers from around the world: theatre luminaries Konstantin Stanislavsky and George Bernard Shaw; dancers Mary Wigman, Sergei Diaghilev and Rudolf von Laban; and musician Darius Milhaud (Martin, 1965).

With the outbreak of World War I, the Hellerau school was closed and a permanent school was founded in Geneva. Jaques-Dalcroze, recognizing the need for qualified instructors, designed a professional training curriculum that enabled others to teach his approach. Instructors continue to graduate in Dalcroze Eurhythmics from the Dalcroze School in Geneva. These graduates have

established training schools in many cities around the globe (Dutoit, 1971). Jaques-Dalcroze continued writing, composing, and teaching in Geneva until his death in 1950. Besides his teaching philosophy, he is also remembered as a prolific composer of songs, operettas, and large-scale festival presentations.

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Recommended Additional Readings and video

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David Frego, professor and Chair of the Department of Music at the University of Texas at San Antonio, received a G.M. from Brandon University in Canada, and an M.M., M.M.Ed. and a Ph.D. from Florida State University. In 1998 he established the Dalcroze Research Center in the Lawrence and Lee Theatre Research Institute at The Ohio State University. He regularly presents workshops in Dalcroze Eurhythmics throughout the globe. Dr. Frego is past-president of the Dalcroze Society of America.

Videos:

Four Variations on a Theme: Dalcroze approach, presented by David Frego

Original Source Documents

From: *National Archives*

<http://www.archives.gov/education/research/history-in-the-raw.html>

History in the Raw

Documents--diaries, letters, drawings, and memoirs--created by those who participated in or witnessed the events of the past tell us something that even the best-written article or book cannot convey. The use of primary sources exposes students to important historical concepts. First, students become aware that all written history reflects an author's interpretation of past events. Therefore, as students read a historical account, they can recognize its subjective nature. Second, through primary sources the students directly touch the lives of people in the past. Further, as students use primary sources, they develop important analytical skills.

To many students, history is seen as a series of facts, dates, and events usually packaged as a textbook. The use of primary sources can change this view. As students use primary sources they begin to view their textbook as only one historical interpretation and its author as an interpreter of evidence, not as a purveyor of truth. For example, as students read personal letters from distressed farmers to President Franklin D. Roosevelt, as they look at WPA administrators' reports on economic conditions in Pennsylvania and Oregon, or as they listen to recordings of government-produced radio dramas, they weigh the significance of these sources against such generalizations as that provided by Todd and Curti: "The most urgent task that Roosevelt faced when he took office was to provide food, clothing, and shelter for millions of jobless, hungry, cold, despairing Americans." Students begin to understand that such generalizations represent an interpretation of past events, but not necessarily the only interpretation. They become aware that the text has a point of view that does not make it incorrect but that does render it subject to question. Primary sources force students to realize that any account of an event, no matter how impartially presented it appears to be, is essentially subjective.

As students read eyewitness accounts of events at Little Big Horn or letters to congressmen expressing concern about woman suffrage, or look at photographs from the Civil War and then attempt to summarize their findings, they become aware of the subjective nature of their conclusions. The disagreements among students in interpreting these documents are not unlike

those among historians. Through primary sources students confront two essential facts in studying history. First, the record of historical events reflects the personal, social, political, or economic points of view of the participants. Second, students bring to the sources their own biases, created by their own personal situations and the social environments in which they live. As students use these sources, they realize that history exists through interpretation--and tentative interpretation at that.

Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people about whom history is written. They participate in human emotions and in the values and attitudes of the past. By reading a series of public opinion surveys from World War II, for example, students confront the language of the person interviewed and his or her fears about shortages, as well as the interviewer's reactions recorded after the interview. These human expressions provide history with color and excitement and link students directly to its cast of characters.

Interpreting historical sources helps students to analyze and evaluate contemporary sources--newspaper reports, television and radio programs, and advertising. By using primary sources, students learn to recognize how a point of view and a bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. Essential among these skills is the ability to understand and make appropriate use of many sources of information. Development of these skills is important not only to historical research but also to a citizenship where people are able to evaluate the information needed to maintain a free society.

Perhaps best of all, by using primary sources, students will participate in the process of history. They will debate with teachers and classmates about the interpretation of the sources. They will challenge others' conclusions and seek out evidence to support their own. The classroom will become a lively arena in which students test and apply important analytical skills.

Primary Sources and Where to Find Them: Suggestions for Teachers

To introduce your students to primary sources, you might begin with materials that they themselves possess, such as birth certificates, social security cards, passports, or drivers' licenses. What do these sources tell us about the individuals and the society in which they live? How might these sources be used by historians? Consider how school, employment, medical, and family records could be used to develop generalizations about twentieth-century student life.

Beyond personal records, there are a variety of other sources available. Where can you locate documentation on your neighborhood or community? Your sources can be both governmental and private: Federal census figures, newspapers, local government files, personal diaries, and interviews with longtime residents. In most cities and towns, local historical groups, preservation societies, and museums serve as excellent starting points for classes locating documentary materials about local communities. On the state level, historical societies, archives, and museums are valuable depositories for useful primary materials. Many of these agencies offer specific programs for high school students, and many would welcome suggestions for joint projects.

At the federal level, materials and training courses are available from the National Archives. In addition to document based materials for the classroom teacher, the National Archives runs an 8-day summer workshop for educators: *Primarily Teaching*. In this workshop, teachers of all levels use National Archives Records to develop units based on topics of their choice and design. It is not necessary to take a course, however, to turn your classroom into an active history laboratory. Local resources and teacher imagination are enough. When students and teachers participate together in the exciting and evolving process of historical inquiry, returns, in terms of knowledge, skills and interest, can be great and lasting.

Great Works/Classics

Ascent Classical Academy Student Library

The following is a list of books our students read, study, and keep for their personal library.

- | | |
|---|---|
| 1 st Aesop's Fables | 8 th To Kill a Mockingbird |
| | Lord of the Flies |
| 2 nd A First Book of Fairy Tales | Pride and Prejudice |
| Charlotte's Web | Henry V |
| | The Autobiography of Benjamin Franklin |
| 3 rd The Wind in the Willows | Essentials of Music Theory, Book 3 |
| Alice in Wonderland | |
| Little House in the Big Woods | 9 th The Illiad |
| Aladdin and Other Favorite Arabian Nights Stories | The Odyssey |
| | Plato's Republic |
| 4 th In Their Own Words: Paul Revere | Aeneid |
| Pollyanna | Anthony & Cleopatra |
| Legend of Sleepy Hollow | The Essential Horace |
| King Arthur | Rise & Fall of Athens |
| Robin Hood | The Landmark Thucydides |
| Treasure Island | The Trial and Death of Socrates |
| Robinson Crusoe | Fall of the Roman Republic |
| Tales from Shakespeare | Wheelock's Latin Reader |
| ScienceSaurUS | |
| | 10 th Canterbury Tales |
| 5 th Shakespeare Stealer | A Tale of Two Cities |
| Don Quixote | Paradise Lost |
| Midsummer Night's Dream | Frankenstein |
| The Secret Garden | Persuasion |
| The Adventures of Tom Sawyer | Hamlet |
| Little Women | Shakespeare's Complete Sonnets |
| | English Romantic Poetry: An Anthology |
| 6 th Children's Homer | Two Lives of Charlemagne |
| Julius Caesar | Confessions, St. Augustine |
| The Prince and the Pauper | The Prince and Other Writings |
| The Sea Wolf | |
| Scarlet Pimpernel | 11 th Autobiography of Benjamin Franklin |
| Ragged Dick | The Scarlet Letter |
| Count of Monte Cristo | Self Reliance and Other Essays |
| Latin for Children | Moby Dick |
| Essentials of Music Theory, Book I | 101 Great American Poems |
| | Adventures of Huckleberry Finn |
| 7 th Fahrenheit 451 | America: A Narrative History |
| Cyrano de Bergerac | The Federalist |
| Animal Farm | Revolutionary Characters |
| Twelfth Night | |
| The Strange Case of Jekyll and Hide | 12 th MacBeth |
| Diary of a Young Girl | Trial and Death of Socrates |
| All Quiet on the Western Front | Portable Nietzsche |
| Wheelock's Latin | Crime and Punishment |
| Essentials of Music Theory, Book 2 | Heart of Darkness |
| | The Revolt of the Masses |
| | The Richest Man in Babylon |

Ascent Classical Academy Charter Schools of South Carolina
Graduation Requirements - DRAFT

Subject	Courses	Credits
English	Core courses: Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters)	4.0
Math	In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters)	4.0
Science	In addition to meeting the credit requirements, students must successfully complete Biology (2 semesters), Chemistry (2 semesters), and Physics (2 semesters)	4.0
History	Core courses: Intro to American History (2 semesters) Western Civ I (2 semesters), European History 500-1815 (2 semesters), American History (2 semesters), Modern World History (2 semesters)	5.0
Government	Core course: American Government and Politics (2 semesters)	1.0
Economics	Core course: Economics (1 semester)	0.5
Foreign Language	Students who begin Latin in grade 6 must successfully complete Latin through grade 9. Students who begin Latin in grades 7, 8, or 9 must successfully complete Latin through 10 th grade. Additional courses in Latin or other foreign language are offered to allow students to fulfill the six-semester language requirement	3.0
Composition, Logic and Rhetoric	Core courses: Logic OR Composition (1 semester) and Rhetoric (1 semester)	1.0
Philosophy	Core courses: Introduction to Moral and Political Philosophy (1 semester) and Moral and Political Philosophy (1 semester)	1.0
Financial Literacy		.5
Senior Thesis	Year long self-directed Capstone Project	.5
Electives	Core courses: Fine Arts and P.E. (1 semester each)	1.0
Electives	Various Other Electives (See Description Below)	2.0
	Total	27.5

Ascent Classical Academy Charter Schools of South Carolina

Grading Scale (4 Point)

A	94-100%	4.0
	-93%	7
+	-89%	3
	-86%	0
	-83%	7
+	-79%	3

C	74-76%	2.0
	-73%	7
+	-69%	3
	-66%	0
	-63%	7
	-59%	0

Ascent Classical Academy Charter Schools of South Carolina

Grading Scale (5 Point)

A	5
A-	4.7
B+	4.3
B	4
B-	3.7
C+	3.3

C	3
C-	2.7
D+	2.3
D	2
D-	1.7
F	0



A Kindergarten Lottery Evaluation of Core Knowledge Charter Schools: Should Building General Knowledge Have a Central Role in Educational and Social Science Research and Policy?

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The Core Knowledge curriculum is a K-8 curriculum focused on building students General Knowledge about the world they live in that is hypothesized to increase reading comprehension and Reading/English-LA achievement. This study utilizes an experimental design to evaluate the long term effects of attending Charter schools teaching the Core Knowledge curriculum. Fourteen oversubscribed kindergarten lotteries for enrollment in nine Core Knowledge Charter schools using the curriculum had 2310 students applying from parents in predominately middle/high income school districts. State achievement data was collected at 3rd-6th grade in Reading/English-LA and Mathematics and at 5th Grade in Science. A new methodology addresses two previously undiscovered sources of bias inherent in kindergarten lotteries that include middle/high income families. The unbiased confirmatory Reading-English-LA results show statistically significant ITT (0.241***) and TOT (0.473***) effects for 3rd-6th grade achievement with statistically significant ITT and TOT effects at each grade. Exploratory analyses also showed significant ITT (0.15*) and TOT (0.300*) unbiased effects at 5th grade in Science. A CK-Charter school in a low income school district also had statistically significant, moderate to large unbiased ITT and TOT effects in English Language Arts (ITT= 0.944**, TOT = 1.299**), Mathematics (ITT= 0.735*, TOT = 0.997*) and positive, but insignificant Science effects (ITT= 0.468; TOT = 0.622) that eliminated achievement gaps in all subjects.

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**A Kindergarten Lottery Evaluation of Core Knowledge Charter Schools:
Should Building General Knowledge Have a Central Role in Educational and
Social Science Research and Policy?**

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A Kindergarten Lottery Evaluation of Core Knowledge Charter Schools: Should Building “Cumulative Knowledge” Have a Central Role in Education Research and Policy?

ABSTRACT

The Core Knowledge curriculum is a K-8 curriculum focused on building students General Knowledge about the world they live in that is hypothesized to increase reading comprehension and Reading/English-LA achievement. This study utilizes an experimental design to evaluate the long term effects of attending Charter schools teaching the Core Knowledge curriculum. Fourteen oversubscribed kindergarten lotteries for enrollment in nine Core Knowledge Charter schools using the curriculum had 2310 students applying from parents in predominately middle/high income school districts. State achievement data was collected at 3rd- 6th grade in Reading/English-LA and Mathematics and at 5th Grade in Science. A new methodology addresses two previously undiscovered sources of bias inherent in kindergarten lotteries that include middle/high income families. The unbiased confirmatory Reading-English-LA results show statistically significant ITT (0.241***) and TOT (0.473***) effects for 3rd-6th grade achievement with statistically significant ITT and TOT effects at each grade. Exploratory analyses also showed significant ITT (0.15*) and TOT (0.300*) unbiased effects at 5th grade in Science. A CK-Charter school in a low income school district also had statistically significant, moderate to large unbiased ITT and TOT effects in English Language Arts (ITT= 0.944**; TOT = 1.299**), Mathematics (ITT= 0.735*; TOT = 0.997*) and positive, but insignificant Science effects (ITT= 0.468; TOT = 0.622) that eliminated achievement gaps in all subjects.

Keywords: General Knowledge, Core Knowledge curriculum, kindergarten lottery, Charter schools

INTRODUCTION

Over the last 40 years, there have been several education reform efforts at the national and state level to improve achievement in both Mathematics and Reading/English-LA from K-12 (A Nation at Risk, 1983; National Education Goals Panel, 1998; No Child Left Behind, 2001, Common Core State Standards, 2013). A puzzling pattern of achievement gains has emerged over this 40 year period. At 4th and 8th grade, students have made very small gains in Reading/English-LA, while much larger gains occurred in Mathematics achievement, while at 12th grade, the math gains have also been small and no gains occurred for English-LA (Shakeel, M. D. & Petersen, P., E., 2022).

Figure 1 shows the contrasting long term achievement gains in Mathematics and Reading/English-LA at 4th and 8th grade using two different National Assessment of Educational Progress (NAEP) data sources. Gains in Mathematics at both 4th and 8th grade have been 3-4 times larger than Reading/English-LA gains. For instance, the median student taking Long Term NAEP in 2012 compared to the median student in 1978- 34 years earlier- would be scoring about 7 percentile points higher in Reading/English-LA, but 25 percentile points higher in Mathematics. Adding to the puzzling contrast between achievement gains in Mathematics and Reading/English-LA is the amount of weekly K-8 classroom time spent on teaching Mathematics (4.9. to 5.7 hours) is far less than Reading/English-LA (10.5 to 11.6 hours) and has changed little in decades (Morton, B., & Dalton, B., 2007; Hoyer, K., M., & Sparks, D., 2017; Perie et al, 1997).

Two questions that arise for researchers and policymakers from this data are:

- Why has so little progress been made in increasing English-LA achievement at 4th, 8th and 12th grade in the last 30-40 years?
- What kinds of new educational and social reforms and policies are needed to improve future Reading/English-LA achievement?

Future national, state and local K-12 school reforms cannot be successful unless research can address these two questions.

Several national and select panels have been convened over 40 years to specifically address the lack of progress in Reading/English-LA achievement (Anderson et al, 1985; National Research Council, 1998; National Reading Panel, 2000; National Research Council, 2000; RRSF, 2002; Pearson & Cervetti, 2015). A consensus emerged in these reports that early

Reading/English-LA instruction needed to proceed by developing skills in five areas: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. However, while there is currently little disagreement on whether and how to teach phonics, phonemic awareness and vocabulary, there is much uncertainty and intense debate on the best approaches to improving a student's comprehension and fluency of what they read. Comprehending what is heard and read is a complex cognitive process that lies at the heart of learning, yet is still not well understood.

In the last 30 years, two approaches to improving reading comprehension have been articulated. The first approach assumes that students primarily need a learned set of “procedural skills” that enable comprehension of what is read. These “procedural skills” are learned by students during their Reading/English-LA instruction that presumably allow them to comprehend what they read. This “procedural skills” based approach to reading comprehension has been a major focus of the national and select panels recommending educational policy and classroom practice during the period of time allocated to Reading/English-LA instruction for forty years.

A second approach to improving reading comprehension assumes that building a stronger base of previously stored General Knowledge allows better comprehension (Hirsh et al, 1988, Hirsch, 2003, Hirsch, 2006; Willingham, 2006, Hirsch, 2011; Willingham and Lovette, 2014; Willingham, 2017, Willingham and Riener, 2019; Cabell and Hwang, 2020; Hwang & Duke, 2020). However, the approaches and methods to building a stronger base of General Knowledge are much more complex, less understood and more difficult to measure than implementing the “procedural skills” approach.

For instance, building a stronger base of General Knowledge can involve changing out-of-school environments from birth and during early schooling and also can involve a multi-year, multi-grade effort during schooling that starts at kindergarten and requires more exposure to subjects that build General Knowledge- typically more time spent on Science and Social Sciences. While the reading and select panels have acknowledged the need to build a stronger base of General Knowledge, none of the panels suggested the more comprehensive curriculum changes required to accomplish this.

One of the reasons that long term Mathematics gains may be much greater than Reading/English-LA is that Mathematics requires a much more limited and well defined amount of background knowledge that can be provided in earlier mathematics instruction, and except for word problems, does not require a wide ranging amount of General Knowledge. Comprehending

the wide-ranging texts that are used in Reading/English-LA often requires a breadth and depth of General Knowledge about a wide range of domains of knowledge. Unlike Mathematics, the General Knowledge required to comprehend these diverse texts can encompass virtually any of the domains of knowledge that typical students experience in school or in their out of school environment. And, unlike Mathematics, it seems likely that a significant part of their capacity for comprehending Reading/English-LA texts relies on General Knowledge acquired out of school and before students enter school in their family and community environment. Thus, the origin of the often repeated ideas that Mathematics is more school dependent, whereas Reading/English-LA is more widely dependent on out-of- school environments.

Significant long term improvements in Reading/English-LA achievement similar to gains in Mathematics achievement would have required a much more comprehensive strategy than simply improving the quality of instruction during the time spent on Reading/English teaching improved “procedural skills”. Over the last 30-40 years, there has been little change in the time spent teaching different subjects. The time spent on different subjects in elementary grades in public schools shows the largest time spent on Reading/English-LA (10.5 to 11.6 hours) weekly followed by Mathematics (4.9 to 5.7 hours) with much less time on Science (2.8 hours) and Social Science (2.9 hours) and this pattern shows little variation across public schools with different student populations and has changed little over the last 30 years (Morton, B., & Dalton, B., 2007; Hoyer, K., M., & Sparks, D., 2017; Perie et al, 1997).

This data would suggest the absence of any long term widespread curriculum strategy to increase Reading/English-LA achievement nationally by placing increased emphasis on subjects that build General Knowledge. The small gains (7 percentile points) that have occurred in 4th and 8th grade Reading/English-LA over the last 30-40 years may be accounted for by improving the early skills involved in phonics, phonemic awareness and vocabulary and improving the “procedural skills” approach to improving comprehension. However, there has been no large scale, long term experimental evidence that provides support for the current reading curriculum using the “procedural skills” approach. A few experimentally designed interventions have been implemented for periods of 1-3 years with typically significant small or null effects on standard measures of reading comprehension (Conor et al, 2013, Kim, et al., 2021; Kim et al., 2023). However, no longer term follow-up measures were collected.

Recent Reading Panels convened to address the lack of progress in improving Reading/English-LA achievement have increasingly pointed to the need to address the more complex issue of building General Knowledge through “knowledge-rich” curriculum, but have not suggested the more basic structural curriculum reforms across grades and subjects that might be needed (Pearson et al, 2020). Wexler, 2019 provides a compelling case for such knowledge-rich curriculum and is a leading advocate (Wexler, 2018; Wexler, 2022). Several states have recently developed a variety of approaches to address the “Science of Reading” problem (Schwartz, 2022; Schwartz, 2021a; Schwartz, 2021b). However, the conceptual basis for the building of General Knowledge as well as a curriculum designed to build General Knowledge pre-dates current interest by three decades.

E. D. Hirsch—the leading long term proponent of the knowledge-based approach—led a research and consensus-building effort in the late 1980’s to develop a comprehensive curriculum directed at building students “cumulative General Knowledge” of the world they live in. This “knowledge-based” curriculum (The Core Knowledge curriculum) included all subjects (language arts, history and geography, mathematics, science, music, and visual arts) and all K-8 grades (Core Knowledge Foundation, 2010). Since its inception, the Core Knowledge foundation has produced teacher instructional manuals for all subjects and K-8 grades and offered professional development support for teachers, and the curriculum has been implemented in hundreds of schools nationally (Core Knowledge Foundation, 2010). Despite its presence for over 25 years in hundreds of schools nationwide, there have been no experimental evaluations of schools teaching the Core Knowledge curriculum.

This study utilizes an experimental approach through a kindergarten-based lottery to assess the long term effects (after 4-7 years of intervention from K to 3rd-6th grade) on Reading/English-LA, Science and Mathematics achievement in Charter schools teaching the Core Knowledge curriculum (CK-Charter). This evaluation is also the first to assess effects of a Reading/English-LA intervention using a kindergarten lottery that includes predominately middle/high income students. A new methodology addresses two sources of bias inherent in kindergarten lotteries that include middle/high income families.

Fourteen oversubscribed kindergarten lotteries for enrollment in nine CK-Charter schools using the K-8 Core Knowledge curriculum had 2360 students applying from parents in predominantly middle/high income school districts. State achievement data was collected at 3rd -

6th grade in English Proficiency and Mathematics and at 5th Grade in Science, and “intent to treat” (ITT) and “treatment of the treated” (TOT) effects estimated.

The confirmatory Reading-English-LA results show statistically significant ITT (0.241***) and TOT (0.473***) effects for combined 3rd-6th grade achievement with statistically significant ITT and TOT effects at each 3rd-6th grade. Exploratory analyses also showed significant ITT (0.15*) and TOT (0.300*) effects at 5th grade in Science and positive, but insignificant effects in 3rd-6th grade Mathematics. A CK-Charter school in a low income school district also had statistically significant moderate to large ITT and TOT effects in English Language Arts (ITT= 1.089**; TOT = 1.737**), Mathematics (ITT= 0.807*; TOT = 1.271*) and Science (ITT= 0.667*; TOT = 1.032*). These effects were large enough to close achievement gaps for disadvantaged students by 3rd-6th grade in all subjects measured.

The policy-relevant TOT effect size of 16 percentile points for all students equals the 40 year difference in gains between Mathematics and Reading/English-LA. The size of these gains could also close the international gap in Reading/English-LA for U.S. students. U.S. students placed 15th among 50 countries taking the 2016 PIRLS 4th grade Reading/English test, but national student gains similar to gains in this intervention would place the U.S. among the top five countries (PIRLS, 2016; Mullis et al, 2017).

The characteristics of this intervention as well as the results are atypical in the intervention research literature involving RCTs to improve Reading/English-LA achievement. Interventions in Reading/English-LA typically report null to small size, short term effects when standardized outcome measures of Reading/English-LA are used with declining effects whenever longer term outcomes are measured (Kraft, 2020; Bailey, 2017). The atypical moderate size, statistically significant TOT effects in this intervention for students from all family income groups together with the much larger, statistically significant TOT effects for a lower income CK-Charter school may be due to several aspects of the intervention that are also atypical.

These include an intervention that was implemented from K-6 providing at least 4 years and up to 7 years of dosage to students. Perhaps more importantly, the intervention changed not only the instruction in Reading/English-LA, but changed the emphasis and coordination of the instruction across all subjects and grades to increase a student’s General Knowledge of the world (Hirsch, 2011; Hirsch 2019). Teachers in the Core Knowledge schools utilized completely different instructional material across all subjects and grades and implemented different

classroom methods such as read-alouds (Core Knowledge Foundation, 2010). From this perspective, the intervention changed instruction and teacher preparation across all subjects and grades for up to 7 years. No Reading/English-LA intervention has been designed to have such a potentially comprehensive and long term effect on student achievement. Nagy, 2005 suggests that only long term and comprehensive interventions can be expected to improve long term measures of reading comprehension.

Students exposed to a curriculum that is aligned across grades and subjects such as Core Knowledge may bring greater efficiency from building on knowledge learned in previous grades and avoiding unnecessary content repetition (Engel et al., 2013). This kind of integration and focus across all grades and subjects is not typically prioritized in schools or school districts or states where, typically, two subjects (Mathematics and Reading/English-LA) are given the highest priority and little integration occurs across all subjects.

The level of General Knowledge is highly positively correlated with the more traditional measures of SES, parental education and income. However, unlike these measures, General Knowledge is malleable and can be increased with interventions and can be targeted to students with lower levels. Perhaps the most intriguing result from this study is that the K-6 intervention implemented in a single low income school had effects that eliminated achievement gaps at 3rd-6th grade in Reading/English-LA, Science and Mathematics. If these results replicate, early interventions that build General Knowledge may be a new direction for eliminating achievement gaps across all subjects.

There has been substantial **non-experimental** evidence linking gains in measures of General Knowledge to later achievement in Reading/English-LA, Science and Mathematics (Claessens et, 2009, Duncan et al, 2007; Duncan et al, 2020, Grissmer et al, 2010; Morgan et al, 2016). The experimental results in this study are very similar in magnitude and in their pattern across subjects with these non-experimental results. This evidence suggests that gains in General Knowledge would have a larger effect on future achievement than similar gains in the more widely studied non-cognitive skills including executive function, visuo-spatial/fine motor and socio-emotional skills (Grissmer & Eiseman, 2008; Grissmer, et al, 2010).

Together the experimental and non-experimental evidence linking the level of early General Knowledge to later achievement in Reading/English-LA, Science and Mathematics suggest that increasing General Knowledge should be an important area for future research. New research

initiatives need to assess experimental replication and explore causative mechanisms through collection of mixed methods data from classroom observations, surveys of teachers, parents and students.(Grissmer, 2017). If future research supports these findings and the underlying theory, there are significant long term implications for the direction of educational and social science research and policy.

Federal data collections are designed to monitor and better understand the most important economic, educational, and social trends in society. Educational policies over decades have considered increasing achievement in Mathematics and Reading/English-LA to be the primary building blocks for later achievement and positive educational outcomes, and are among the primary early predictors for a range of later outcomes in life. Achievement in Mathematics and Reading/English-LA are also the primary current measures used to evaluate and compare the effectiveness and quality of schools and teachers. For these reasons, early achievement levels in Mathematics and Reading/English-LA are tracked at national, state and local testing levels.

This paper has suggested that the primary measures currently collected to monitor education including measures of Mathematics and Reading/English-LA (as well as other subjects) do not capture an important aspect of learning, namely, the level of General Knowledge. Well-designed measures of General Knowledge should be considered as an important addition to our routinely collected national measures for students in elementary grades. However, designing nationally collected measures of General Knowledge will pose a substantial challenge for researchers and policymakers, not unlike the challenge of measuring the Gross National Product as an economic indicator.

However, measures of General Knowledge will carry an additional challenge. Characterizing and measuring the General Knowledge that young students have in lower elementary grades will need not only scientific validity, but also political viability. Adults will offer different judgments as to which General Knowledge matters most for students, and that will undoubtedly trigger debates and a variety of viewpoints. But characterizing the General Knowledge that is needed to better understand the books actually read by children and the textbooks used in future education seems essential to educational efficiency and meeting long term educational goals.

To some extent, common ground may be established by taking an empirical approach that seeks to link the gains in early General Knowledge (however defined) to later rising achievement. Whatever the method to make the decision, it's important to remember that the

decision cannot be avoided. Making no active decision about curriculum—that is, doing nothing—is still a choice, but it’s a choice that means students may not have the option of a knowledge-rich, logically sequenced curriculum and the nation may miss the opportunity to have a better educated future work force.

The implications of raising long term Reading/English-LA achievement by an average of 16 percentile points for a sample of students across all income levels and closing achievement gaps for low income students carries implications for possible wider and longer term effects. The achievement gains in this study, if mediated through increased reading and verbal comprehension due to General Knowledge, would suggest that future achievement gains might also occur in later schooling across all subjects that require increasing reading and verbal comprehension- virtually all subjects to different degrees. Students that carry higher levels of verbal and reading comprehension into later schooling might be expected to have higher achievement across a range of subjects, have higher educational attainment, increases in high school completion, college entrance and years of education as well as higher wages and labor force productivity.

A significant weakness in previous research and theory may be embedded in the theory and language involving human capital that places the emphasis on “skill building” as the primary developmental cognitive process involved in learning (Bailey et al, 2017). This theory characterizes development as the process of building increasingly complex skills summarized in the phrase “skill begets skill” (Heckman, 2006). The results of this study would suggest that there are two separate but complementary, cognitive processes involved in development and learning: “skill building” and “knowledge accumulation”. Perhaps the phrases that better capture cognitive development would be- “skill begets skill; knowledge begets knowledge; and almost certainly- skill \times knowledge begets skill \times knowledge”.

However, the results from a single intervention and evaluation can never provide sufficient evidence for achieving a new longer term research or policy consensus among researchers or policymakers or for understanding of the causative mechanisms. Rather the implications of these results should primarily initiate a large new research and policy agenda directed to replication as well as research that identifies and leads to better understanding of the causative mechanisms and theory involved in the Core Knowledge curriculum. In the long term, it is stronger theories and

increased understanding of the causative mechanisms that predict the results of new experimental evidence that moves science forward.

Background

This study takes advantage of two large-scale interventions in U.S. education directed at improving student achievement: charter schools and the Core Knowledge K-8 curricular design. Charter schools enrolled 3.4 million students in school year 2019-2020- over 5% of students in public schools nationwide (Digest of Educational Statistics, 2021). In 2019, there were approximately 1700 pre-K-8th public schools- about 2.5% of public schools- using the Core Knowledge K-8 curriculum (Core Knowledge Foundation, personal communication).

This study incorporates data from 14 kindergarten lotteries from 9 oversubscribed Charter schools teaching the Core Knowledge curriculum (CK-Charter) to provide the first experimental evidence for the long term achievement effects (3rd to 6th grade) of the Core Knowledge curriculum. To interpret the results of this study, it is important to understand the rationale and previous research findings underlying both the Core Knowledge curriculum and Charter schools.

Charter Schools - Rationale

Charter schools are publicly funded but granted more autonomy than traditional public schools in shaping major decisions about how to educate students. There are four rationales for granting such flexibility. First, public schools were constrained by a political and bureaucratic process more influenced by local, state, and federal requirements (Chubb & Moe, 1990). Granting charters greater flexibility in choosing policies and curriculum was expected to lead to a more diverse set of schools that could be evaluated for improving student outcomes. The charter school movement has focused on improving three aspects of schools: autonomy, innovation, and accountability. Advocates for charter schools argue that these aspects of reform will produce organizational innovations which in turn will lead to better student outcomes (Chubb & Moe, 1990; Walberg & Bast, 2003).

The second rationale for charter schools is to offer parents a wider variety of schools, enabling them to select one that fits the developmental needs of their children (Betts, 2005). Practices and conditions related to autonomy, innovation, and accountability are expected to differ across schools (and school types) in response to parental and community preferences, further promoting student achievement (Walberg, 2011). The third rationale is that an evolving competitive process between public and charter schools would lead to improvements in both charter and public schools and in student achievement (Betts, 2005; Hoxby, 2001, 2003).

The fourth rationale for charter schools is to promote their potential as incubators of innovation, experimenting with different school policies and organization, curriculum, and pedagogical practices (Nathan, 1999), which could be more rigorously evaluated using the random lottery selection process often mandated for over-subscribed charter schools (Hoxby & Murarka, 2008). Such evaluations could identify specific interventions that raise achievement, and these interventions could then be adapted to improve both charter and public schools. This study is made possible by the flexibility given to Charter schools who implemented the Core Knowledge curriculum and allows the experimental measurement of the effects of Charter Schools teaching the Core Knowledge curriculum.

Charter Schools - Empirical Evidence for Impacts

The advent and rapid growth of charter schools has been accompanied by a voluminous research literature to assess whether charter schools are achieving the envisioned outcomes. There have been several reviews or meta-analyses of this literature that have been done at different points in time as well as large scale studies that inform our literature review, as do the original studies covered by these reviews (Buddin & Zimmer, 2003; Bifulco & Ladd, 2006; Sass, 2006; Zimmer, et al., 2011; Baude, Casey, Hanushek, & Rivkin, 2013; CREDO, 2009, 2011, 2013; Clark, Gleason, Tuttle, 2015; Berends, 2015; Cheng et al., 2017; Epple et al., 2016; Chabrier et al., 2016; Gamoran & Fernandez, 2018; Austin & Berends, 2018, 2020; Betts & Tang, 2019; Ferrare, 2020; Zimmer et al., 2020; Cohodes and Parham, 2021; Zimmer, Buddin, Smith, and Duffy, 2020).

Overall, these studies reach no consensus on the key question of whether charter schools produce higher achievement than public schools, but rather show a mix of positive and negative differences. This evidence suggests that simply freeing public schools from their perceived bureaucratic constraints through charter schools does not reliably produce higher achievement. However, Berends (2015, 2020, in press) suggests that asking whether typical charter schools can outperform public schools may be the wrong question. There is a large amount of variability among both charter schools and non-charter public schools in both educational policies, pedagogical practices, and student/family characteristics. Instead, the question is whether there are conditions under which charter schools consistently outperform non-charter public schools, and whether the conditions causing these differences reside primarily in innovative charter school practices or the characteristics of non-charter public schools.

The research has suggested that Charter schools have distinct advantages over non-charter public school counterfactuals located in inner city schools, but not for suburban schools. In Massachusetts, charter schools in inner city, urban districts have consistent, small-to-moderate positive effects on reading and math, while charter schools in suburban school districts show no effects (Angrist, Pathak, & Walters, 2013). A series of CREDO city analyses show fairly consistent results of small to very large statistically significant achievement gains in math and reading in inner city charter schools over non-charter inner city public schools, but no consistent evidence for achievement gains outside of inner cities (Center for Research on Education Outcomes, 2013). Gleason, Clark, Tuttle & Dwyer's (2010) lottery-based evaluation of charter school impacts included 36 middle schools across 15 states located in both inner city and suburban areas (see also Clark et al., 2015). Gleason et al. found no overall significant impacts on math or reading test scores. However, consistent with the findings of Angrist et al. (2013), schools in large urban areas had statistically significant positive effects on math (+0.16 SD), whereas schools outside urban regions had statistically significant negative effects (- 0.14 SD). Cohodes and Parham, 2021 suggest that charter schools may outperform public schools in certain urban school districts, but there is no consistent evidence for charter schools outperforming public schools outside of the inner city.

A few studies have measured what happens inside charter schools outside the inner city. Their results shed light on why particular kinds of charter schools might be more effective (Hess & Loveless, 2005; Zimmer & Buddin, 2007; Berends, Watral, Teasley, & Nicotera, 2008; Betts et al., 2006; Berends et al., 2010, 2019; Berends, 2015, 2020; Zimmer et al., 2020). For example, research from Texas charter schools using quasi-experimental methods suggests that charter schools in operation longer tend to show stronger effects, and the overall effectiveness of charter schools seems to improve over time from the combination of more years of operation and other schools' exits from the market (Baude, Casey, Hanushek, & Rivkin, 2014).

Charter schools outside the inner city have often been designed as "test-beds" for identifying policies and curriculum that, if successful, could be implemented more broadly in charter and public schools (Betts & Tang, 2019). A movement to implement and financially support groups of charter schools (Educational Management Organizations (EMO); Charter Management Organization (CMO) with similar policies is spreading within and across states (Farrell, Wohlstetter, & Smith, 2013; Berends, in press).

Dynarski et al. (2018) used a lottery-based design to examine the effects of a large for-profit set of schools (EMO-National Heritage Academy) on student achievement. Using lotteries from 44 schools in Michigan between 2003 and 2014, they estimated the impacts on achievement for the EMO National Heritage Academy. They found that attending a National Heritage Academy charter school resulted in a 0.04 SD gain in mathematics; effects on other outcomes like reading, attendance, grade progression, disciplinary actions, and special education placement were not significant. Heterogeneous effects also occurred among non-profit Charter Management Organizations that estimated effects for 22 middle schools (Furgeson et al. (2012)). Results showed more positive than negative effects with substantial variation in each direction.

Overall, this literature supports three main conclusions:

Charter schools in urban school districts show consistent, statistically significant gains in Reading/English-LA and Mathematics over their inner-city traditional public counterfactuals with ITT effect sizes that range from small to moderate.

Typical charter schools in non-urban school districts show no consistent, significant effects for higher achievement than traditional public schools in Reading/English-LA and Mathematics at the elementary, middle, or high school level. Almost all studies involving large samples of similar traditional public and charter schools have shown a large variance in results, from significant negative to positive results.

Evaluation of instructional designs for charter schools outside of inner cities is an important avenue for future research to extend our knowledge base (Berends & Dallavis, 2020). However, this research requires starting or finding a large enough sample of charter schools with similar instructional design to provide the needed lottery data.

In this context, the current study takes advantage of the large number of charter schools teaching the Core Knowledge curriculum in Colorado. CK-Charter schools were started in the 1990s and their popularity spread such that by 2012 there were more than 50 CK-Charter schools in Colorado. Many of these schools were oversubscribed mandating kindergarten lotteries for admission. This study utilizes data from 14 oversubscribed school lotteries in 9 CK-Charter schools to generate experimental evidence about the long term achievement effects (3rd - 6th grade) of Charter schools using the Core Knowledge K-8 instructional design and curriculum.

Core Knowledge Charter Schools

CK-Charter schools were first implemented in Colorado in the early 1990s and have grown steadily to over 50 of these schools in Colorado. We identified schools with a history of excess enrollment demand and associated use of kindergarten lotteries for admission. We offered \$1000 for each year of participation in the study. We prospectively tracked lotteries for one or two entry cohorts in these schools. Some of these lotteries were eliminated because they made offers to all applicants, leaving the 14 CK-Charter lotteries in 9 schools with excess demand.

All schools in the study had been in operation for a minimum of four years and up to 14 years when the study began. We tracked each lottery and lottery outcome prospectively at each school at least two months before the lottery until one month after kindergarten entry to provide internal validity of the study. Each school developed a spreadsheet with applicant information that also tracked email and phone communication with lottery applicants. The information on each student included first and last name, lottery number, and the timing of any offer and acceptance/rejection of offers. Eleven of the lotteries included data on birth date—about 75% of applicants. Most lotteries included gender- and using software that assigns gender from first names- gender was identified for applicants in lotteries not having gender information, resulting in gender missing on only 3% of applicants with androgynous names.

Core Knowledge Curriculum

The Core Knowledge curriculum takes an unconventional approach to improving achievement. It uses a comprehensive approach to specifying curriculum in every subject (Language Arts, Mathematics, Science, History, Geography, Visual Arts and Music) at each K-8 grade (Core Knowledge, 2010). The curriculum is designed to build students' cumulative General Knowledge and their range and depth of vocabulary to boost their capacity to comprehend the world they live in (Hirsch, 1988, 2003, 2006, 2011). General knowledge comprises content about people, objects in the world, facts and meanings of words, and associations among these entities. The curriculum is controversial because it suggests that student's Reading/English-LA and Science achievement in later grades may depend not only on the quality of direct instruction in these subjects but on the content and quality of curriculum outside of these subjects.

The Core Knowledge curriculum has early and continuing emphases on: (a) following a planned sequence of specific topics that integrates knowledge from the seven subject areas

across K-8 grades to systematically build their knowledge and comprehension of the world; (b) exposing children to broad, information-rich curricula across subjects to build oral vocabulary; and (c) using read-alouds to build oral vocabulary, knowledge, and listening skills (Core Knowledge, 2010). Throughout this study Core Knowledge had a K-8 integrated set of teacher manuals for the specific topics in each year, as well as associated student reading materials (Core Knowledge, 2010), and it offered access to aligned lesson plans from a variety of authors. The Core Knowledge foundation also provided professional development and support opportunities for teachers and principals across the nation.

Research on General Knowledge in Learning

Measures of General Knowledge have not typically been included in major longitudinal data that are used to study factors that influence achievement from early grades. However, the 1998 Early Childhood Longitudinal Survey (ECLS-K) that tracked students from kindergarten to 5th and 8th grade collected family and student characteristics as well as a range of early cognitive measures including early reading and math skills along with executive function (attention), visuo-spatial/fine motor skills, socio-emotional skills and General Knowledge prior to kindergarten entry. Duncan et al, 2007 utilized this data in combination with international longitudinal data sets having measures of executive function to estimate significant effects from measures of executive function on 5th grade Mathematics and Reading/English-LA achievement. Grissmer et al, 2010 and Murrah, 2010 utilized the ECLS-K to predict 5th and 8th grade Mathematics, Reading/English-LA and Science achievement that added variables for visuo-spatial/motor skills and the level of General Knowledge. Figure 2 shows the relative significance of the predictors for 5th grade Math, English and Science.

Fifth grade math is most strongly predicted by early domain specific Mathematics skills, followed by level of General Knowledge, and reduced, but still significant impacts from executive function and visuo-spatial/fine motor skills. Fifth grade Reading/English-LA and Science is most strongly predicted by the level of General Knowledge followed by early Mathematics, executive function and visuo-spatial/fine motor skills. The variable that would have the largest cumulative impact across later subjects is the early level of General Knowledge. These non-experimental results suggest that early General Knowledge acquisition may be as critical to long term achievement as the more well-studied early skills in Mathematics and Reading/English-LA, executive function and visuo-spatial/motor skills. Despite this empirical

evidence for the role of General Knowledge in predicting later achievement, a consensus in educational research on its importance, its measurement or a theory specifying its role in cognitive development has been slow in developing.

Early General Knowledge can emerge informally through everyday interactions and experiences, conversations with peers, teachers, parents and other adults, as well as through more prescriptive activities such as travel, reading books and visits to museums (National Research Council, 2009). By the time children enter school they may have considerable prior General Knowledge gained from early childhood environments (National Research Council, 2007). Once in school, students with high prior knowledge tend to learn course content better than those with low prior knowledge (Steinkamp & Maehr, 1983; Tobias, 1994).

The link between General Knowledge and later achievement may operate through improvements in reading comprehension as well as improvements in motivation to learn. The systematic building of General Knowledge has been long identified as an important component in building skills needed for reading and verbal comprehension (Hirsch, 2003, 2006; RRSg, 2002; National Research Council, 2000, 2007, 2009; Pearson, P.D, et al, 2020).

For instance, according to many contemporary theories of comprehension, the reader may construct a “situation model” integrating relevant prior knowledge with a “textbase” or mental representation of the meanings of the words and sentences in the text (Graesser, Singer, & Trabasso, 1994; Kintsch, 1998; Zwaan & Radvansky, 1998). The situation model enables the reader to fill in gaps and unstated ideas in the text, disambiguate the meaning of words and sentences, integrate information across sentences, and make inferences. Readers who lack prior General Knowledge often fail to fill in conceptual gaps within texts and fail to make inferences that go beyond information that is explicitly stated in the text (e.g., Beck et al, 1991; Voss & Silfies, 1996), even when they receive training in comprehension strategies (McNamara, 2004).

The effects of prior General Knowledge on reading comprehension are also revealed in studies of adults and children who are (a) high or low on measures of knowledge or expertise in a domain and (b) high or low on measures of reading skill or general cognitive ability (Adams, Bell, & Perfetti, 1995; Recht & Leslie, 1988; Schneider, Korkel, & Weinert, 1989; Walker, 1987). These studies show that prior knowledge can compensate for low reading skill or cognitive ability. For example, 3rd, 5th, and 7th graders with high levels of knowledge about a

topic but low performance score better on comprehension posttests than high-performance novices, and third-grade experts outperform fifth-grade novices (Schneider et al., 1989).

Reading/English-LA, Mathematics and Science at later grades may demand increasing student contextual understanding of their physical and social world. The National Council of Teachers of Mathematics advocates for students to understand the practical, real-world applications of mathematics in order to best learn mathematical concepts (National Council of Teachers of Mathematics, 2000). Also, word problems in mathematics often demand comprehension of the world. Further, having extensive prior knowledge may aid in developing higher order cognitive skills, such as mathematical and scientific reasoning, since such processes are thought to require a combination of content General Knowledge and process skills (Zimmerman, 2000).

Improved verbal and reading comprehension may also increase student motivation. Expectancy value theory posits that students have increased motivation when they see the value of what is learned for their everyday lives (Wigfield & Eccles, 2000). Increased General Knowledge can impact student motivation by enabling students to make connections between their personal lives and academic subject knowledge. Such connections are the foundation of inquiry-based education, and serve as a foundation for both interest and knowledge development (Renninger & Hidi, 2011; National Research Council, 2000). Research demonstrates that students' perceived utility value of academic course content is closely related to achievement, engagement, interest, and to perceived utility in their lives (Hulleman et al., 2010; Hulleman & Harackiewicz, 2009). For instance, when students write essays linking science learned in school to their lives, students showed increased interest in taking more science courses and overall grades in their science class.

A final source of empirical evidence on the effect of General Knowledge on achievement comes from the psychological literature- the Cattell-Horn-Carroll (CHC) theory- that identifies the differences in cognitive characteristics between higher and lower scoring students. One of the most important characteristics identified that is hypothesized to explain these differences is the level of General Knowledge defined as "the student's knowledge about the world that they live in" (Evans et al, 2002; Zaboiski et al, 2018).

The Core Knowledge theory of action suggests that students from middle/high income families present a stringent test for the Core Knowledge curriculum for three reasons. First, these advantaged children typically have family environments that have provided wide exposure to

vocabulary and sources of General Knowledge (Lareau, 2011). Second, these middle/high income parents who lose the lottery have access to a wide range of high quality public, charter, private and home schooling alternatives (Murnane and Riordan, 2018; Lareau & Goyette, 2014). Third, previous research on charter schools has found no consistent impacts for charter schools in middle/high income school districts. Thus, it may be difficult for middle/high income students in Core Knowledge charter schools to show achievement gains above those in control schools. The range of school and family characteristics in our study from very high income suburban school districts to a school in a low income district enables a test of whether Core Knowledge charter schools are effective for a wide range of family income levels.

Research on Effects of the Core Knowledge Curriculum

Existing research on the effects of Core Knowledge is limited in several ways. There are no experimental studies. The few quasi-experimental studies have been conducted under conditions of partial or early implementation, and the sample sizes have been relatively small with a wide variance in results. Datnow et al. (2003) compared the standardized test performance of fourth grade students in two urban Core Knowledge schools and two matched comparison schools and found no difference in reading achievement. Taylor compared scores on the Iowa Tests of Basic Skills for more than 300 matched pairs of Core Knowledge and non-Core Knowledge students in Grades 3-5 in an urban school district with statistically significant effects across several subtests including reading comprehension ($d = +.17$) (Richards, O. H. (2001).

Datnow, Borman, and Stringfield (2000) examined achievement outcomes for two student cohorts in four Core Knowledge schools in four states. Each Core Knowledge school had a within-district, demographically matched non-Core Knowledge comparison school. Results on norm-referenced test of reading achievement showed no effects. However, using classroom observations, they found evidence for wide variance in implementation, and adjustments showed Core Knowledge had positive effects on norm-references reading. Borman et al. (2003) reported a mean effect size of $+0.03$ for six studies of Core Knowledge, combining results for reading, math, and other subjects. However, the results also appeared to be sensitive to fidelity and years of implementation.

Our study has many unique aspects that extend the current research on both the Core Knowledge curriculum, Charter schools and research on educational interventions. It is the first study to provide experimental evidence about the Core Knowledge curriculum. Second, schools

were located predominantly in middle/high income school districts, whereas most intervention research using lotteries focused on urban, inner city schools (Betts & Tang, 2019). Third, almost all educational intervention research has focused on interventions lasting for shorter time periods than 4-7 years. Fourth, interventions using lotteries have focused more on lotteries at later elementary, middle, or high school and measured impacts over shorter time periods. This focus on later grades may underestimate the impact of charters since research suggests that early interventions may be more effective than later interventions (Heckman, et al, 2006; Cunha and Heckman, 2007). Fifth, the Reading/English-LA achievement test (Partnership for Assessment of Readiness for College and Career) has a combined achievement score that includes both a reading and writing component with achievement scores available from 3rd-6th grade.

DATA

School Sample and Characteristics

Nine CK-Charter schools participated in the study. Five of the schools participated in consecutive lotteries for kindergarten entrance in school years 2009-2010 and 2010-2011. Four schools participated in only one lottery to provide a total of 14 lotteries for analysis. The nine schools were located in six school districts that stretched from the Denver area to northern districts including Loveland and Ft. Collins.

Table 1 shows the characteristics of the schools and their school districts. Six of the schools are in the Denver-Aurora-Lakewood SMSA that includes 10 counties around Denver. Four of these schools are in very high income suburbs of Denver in the Douglas county school district. Two schools were northwest of Denver in middle-income Jefferson County and Littleton school districts, and one school is in Aurora- a low income, urban school district east of Denver. Three schools are outside of the Denver SMSA in northern Colorado near Loveland and Ft Collins in the Thompson and Poudre school districts. The study schools vary in size having 2016 K-8 enrollments ranged from 466 to 2359.

Table 1 also shows the school district median family income (2010) and percentage of families with children below the poverty level. Three schools in the Douglas school district have a median family income of \$114,233, while five schools are in districts with median income from \$92,137 to \$75,105. The median family income in these districts is above the Colorado median income (\$74,000) and also the national median income (\$64,000). One school in the

lower income Adams-Arapahoe school district near Denver has a median income of \$51,424, with 28.8% of families under the poverty level. This school participated in only one lottery, leaving 13 of our 14 lotteries in middle to high income school districts.

Lottery Samples and Characteristics

The lotteries at each school occurred in the December to February window prior to kindergarten enrollment in September. Each lottery was monitored to ensure adherence to randomization and until enrollment in kindergarten could be verified. Matching all lottery applicants using first and last names across 14 lotteries revealed that some students applied to more than one of the 14 lotteries. Almost all of those applying to more than one lottery applied to two or more schools for kindergarten entry in the same year, while some made applications in two consecutive years for kindergarten entry. The former group lived in catchment areas where more than one of our schools allowed multiple applications. The latter were in schools participating in consecutive lotteries who applied and lost the first lottery, and delayed kindergarten entry and reapplied in a lottery in the next year. We treat these two groups differently in the analysis and use the term “multiple applier” only to the former group, while referring to the latter group as “delayed entrants or red-shirts”.

We estimated the effects of the intervention for single appliers and for the larger sample including all lottery applications from single and multiple appliers (“all-applications”). As shown in Table 2, there were 2853 applications across all 14 lotteries submitted by 2310 students. The student sample of single appliers is 1831 or 79.3% of all students, while 479 or 20.7% of students submitted more than one application. Of the 2853 applications, 1831 or 64.2% were from single appliers, while 35.8% were from multiple appliers.

Table 3 summarizes the lottery outcomes for the all-applications and single-applier samples. For single appliers, 37.6% were lottery winners. Across all-applications, 35.4% were winners, and 41.3% of all students won at least one lottery. Table 4 shows the lottery characteristics and lottery outcomes for the “all-applications” sample for each of the 14 lotteries. Overall, 35.4 % of the “all-applications” were lottery winners, and 47.0 % of applications resulted in enrollment leaving a 53.0 % rate of non-compliance (not enrolled) by lottery winners. The non-compliance for lottery losers who entered the lottery kindergarten after losing the lottery was very small, and was mainly due to being admitted under a sibling provision.

The lottery characteristics show wide variation across lotteries. The total lottery applications varied from 62 in lottery 5 to 397 in lottery 4, while the percentages winning the lottery varied from 13.5 % in lottery 13 to 76.8 % in lottery 11. Moreover, the percentage of winning applications that resulted in an enrollment varied from 29.7% in lottery 3 to 70.2% in lottery 2. The number of applications that resulted in an enrollment varied widely from 16 in lottery 5 & 14 to 71 in lottery 4. The diversity in the characteristics of the lotteries likely strengthens the generalizability of the results.

Table 5 presents the data on the two available co-variates (gender and age). Statistically significant differences between lottery winners and losers would imply potential bias in the randomization process. Two of the 14 lotteries (lottery 2 & 3) showed marginally significant differences in the gender distribution, while no lotteries showed any significant differences in the age distribution. This evidence suggests adherence to the randomization process.

Fidelity Data

To determine the extent to which the study schools were implementing the Core Knowledge curriculum, we reviewed school websites, surveyed and interviewed teachers and principals, and observed classrooms in kindergarten through third grade. Key findings were as follows:

- 100% of the teachers reported that Core Knowledge (CK) will “definitely” be a major element in their school’s curriculum in the next several years.
- 100% of teachers reported having a copy of the CK teacher handbook in their grade.
- Depending on the subject, between 86% and 95% of the teachers reported that they planned to teach “all or almost all” of the topics in the Core Knowledge Sequence.
- 91% of the teachers participated in a professional development workshop conducted by the Core Knowledge Foundation.
- Principal interviews suggested that the teachers were enthusiastic about teaching the CK curriculum.
- Based on the 15-minute classroom observations by an expert on Core Knowledge implementation was rated as medium to very high, and the percentage of the curriculum being implemented was between 80-100%.

The evidence suggests that teachers were adhering to the curriculum as developed by the Core Knowledge Foundation, and that students were being exposed to the curriculum’s knowledge and concepts.

Achievement Data

Achievement data in Reading/English-LA and Mathematics from 3rd, 4th, 5th and 6th grades comes from Colorado state-wide PARCC (Partnership for Assessment of Readiness for College and Careers) tests. The PARCC tests were a multi-state effort that built new tests to measure how well students are learning the Common Core standards. The Common Core Standards and associated PARCC tests are designed to test complex “critical thinking” skills. The PARCC English-LA test contains a reading/literacy component as well as a writing component. Scores are combined into one overall score. The Science test is only given at 5th grade and is designed by CTB/McGraw-Hill.

The PARCC Reading/English-LA and Mathematics tests were implemented in Colorado in the 2015-16 school year. Six of our lotteries were in 3rd grade before the change to PARCC tests, and took an older Colorado Transitional Assessment Program (TCAP) given from 2012-2014 in Reading, Math and Writing that was developed by the Colorado Department of Education and CTB/McGraw-Hill. We have eliminated this 3rd grade data for these six lotteries due to the absence of comparable 3rd grade achievement scores, but have comparable PARCC tests at 4th, 5th and 6th grade for these lotteries.

Research Questions

The confirmatory research question is:

- whether CK-Charter schools teaching the K-8 Core Knowledge curriculum have a long term positive and significant effect on 3rd, 4th, 5th and 6th grade English-LA achievement and combined 3rd-6th grade achievement.

The exploratory questions include:

- whether CK-Charter schools teaching the K-8 Core Knowledge curriculum have a long term positive and significant effect on 5th grade Science achievement and on 3rd, 4th, 5th and 6th grade Mathematics achievement and combined 3rd-6th grade Mathematics achievement.
- whether each of the estimated effects are positive and significant for females and males, and are there significant differences between genders?
- whether the ITT and TOT 3rd-6th grade effects show significance differences between a CK-Charter school in a low income school district and the remaining lotteries in middle/high income school districts

The exploratory research questions on Math and Science effects flow from both the underlying theory of the Core Knowledge curriculum and empirical work with the ECLS-K (Grissmer et al, 2010, Murrah, 2010). The exploratory questions concerning gender differences and differences by school district income level reflect the common finding of such differences in educational outcomes.

Attrition Data

Each lottery applicant's first and last name was used to search Colorado enrollment files to identify the Colorado identification code (CIC) for each student. This CIC code was then used to extract their Colorado state achievement scores for 3rd to 6th grade in Reading/English-LA and Mathematics and 5th grade Science. This matching process identified 7 categories of lottery applicants that were either missing achievement data or had achievement data from a different year than "On-Track" applicants and are all considered part of study attrition. These categories of attrition and the associated assumptions include the following:

- **"No Achievement Data"**-Applicants with no valid 3rd – 6th grade achievement data).
 - **"Attended Private/Home school"**- No enrollment data in K-6th grade
 - **"Moved Out of State/Transfer to Private/Home School"**- Partial or complete enrollment records from K-2nd but no enrollment data from 3rd-6th grade
- **"Not Tested Due to LEP/IEP Exclusion"**- applicants with a valid enrollment record in the 3rd-6th grade but having no achievement data at one of more grades).
- **"Off-Track"**- applicants with enrollment records, but with achievement data from *a year earlier or later* than their cohort
 - **"Skippers"**- applicants who skipped a grade between K-3rd grade.
 - **"Retained in Grade"**-applicants who started kindergarten with their cohort, but were retained in grade before 3rd grade
 - **"Delayed Entrants or Red-shirts"**-applicants who started kindergarten a year after their cohort.

Table 6 shows the overall attrition statistics by gender and lottery status for the all-applications" sample. The overall attrition rate for all 10349 applications from 3rd to 6th grade is 35.5%. Lottery winners (32.5%) have lower attrition than lottery losers (37.1%) and a statistically significant level of differential attrition (-4.6***). There are strong gender differences in attrition. Females have lower overall attrition rates (31.3%) than males (36.4%); and females have no significant level of differential attrition (-0.4). In contrast, male differential attrition is highly statistically significant (-7.2***). Significant attrition differences commonly

occur in RCTs by income or SES groups, but attrition differences between males and females is an unusual result.

The What Works Clearinghouse (WWC) provides guidelines for analyzing levels of overall and differential attrition to assess the potential risk for bias in results (What Works Clearing House, Standards Manual, 2020). These results suggest that any estimates using the full sample will have moderate bias risk. The male sample will have very high risk for bias, but estimates using the female sample have low bias risk.

Analytic Strategy for Estimating, Presenting and Interpreting Results

This intervention was registered in the Open Science registration in 2017-18 as part of receiving funding from the Arnold Foundation. The evaluation methodology registered at that time did not take account of the possibility of having high and significant levels of differential attrition and the associated bias. That is, the proposed methodology assumed no sources of bias linked to the estimates and proposed the standard RCT methodology for estimation of results. The framework makes researcher bias difficult by ensuring that the primary reported results follow a predetermined methodology using the entire sample. However, this framework does not work well when there is first time, unexpected sources of bias. The bias was unexpected since there were no previous kindergarten lottery evaluations including middle/high income parents. This was the first RCT to encounter this form of bias.

However, the new source of bias primarily affects the male sample. The male sample shows high and significant levels of differential attrition and the associated bias threat. However, the female sample shows no significant level of differential attrition and presents no bias threat. Thus we report all results by gender to highlight the stability of the female results across estimates and the rapid increase in male effects as the sources of differential attrition are eliminated.

Discussion of Analytical Issues

Addressing High and Significant Levels of Differential Attrition in the Male and Full Sample

This study is the first educational lottery analysis to report high levels of differential attrition with statistically significant levels for males and no significant effects for females. To identify potential bias on both the male and full samples linked to these attrition levels, we first examined the causes of this differential attrition. Our approach was twofold. First, we identified the

specific parental decisions made by middle/high income parents that could produce high levels of differential attrition. Second, we assessed whether the differential attrition was primarily confined to a few lotteries or particular subgroups that could be eliminated from the estimation.

The presence of high levels of differential attrition appears to be linked to the parental decision-making process in middle/high income school districts. This self-selected group of middle/high income parents who applied to CK-Charter lotteries have a complex decision process. They are choosing where and when to start children in kindergarten and whether to retain or advance students in early grades. There is a wide choice of schooling alternatives in middle/high income school districts in Colorado, especially in suburban areas. These include high-quality public non-charter schools, a variety of charter school types, sectarian and nonsectarian private schools, and home schooling. Colorado is also an open enrollment state, so parents can apply to any public school regardless of location.

Applicants commonly apply to multiple schools. Entering a lottery to a CK-Charter school suggests that parents prefer this alternative to at least one, and perhaps all of their other schooling options pursued. In addition to pursuing private schools or home schooling, these higher-income parents have the option to delay kindergarten entry by a year (red-shirt) and also chose to retain or advance students in a later grade.

In making these choices, parents are increasing attrition rates in our study. Colorado does not test students in private schools or home schools, and no achievement data is available. Students attending Colorado schools and taking achievement tests—but are red-shirted at kindergarten or retained or advanced in a grade from K-3rd—will not have comparable achievement data to “On-Track” students. Students who are delayed or retained or advanced in a grade take different achievement tests in different years and also experience a different intervention than the “On-Track” main sample, which enters kindergarten immediately after the lottery and proceeds from K-6th grade without interruption. Therefore, students who are delayed, retained, or advanced are also considered part of attrition. If these choices are different for lottery winners and losers, differential attrition and associated bias risk can result.

This bias risk appears to be unique to lotteries that include middle/high income parents and only for lotteries at kindergarten entry and only for male applicants. Lower-income parents do not have the option of delayed entry or private/home schooling due to the higher financial and non-financial costs of choosing private or home schooling and/or red-shirting students.

Middle/high income parents in lotteries at higher grades also do not have the option of delayed entry and are less likely to switch to private/home schooling at later grades. Finally, only the male sample shows significant levels of differential attrition.

Analyzing our enrollment and achievement files allows the differential attrition data to be displayed by three sources of attrition- “Off-Track,” “Not Tested,” and “Private/Home/Out of State”. “Off-Track” students have attended Colorado public schools but are in a different grade than their on-track peers and have no comparable achievement data. “Not Tested” students are enrolled in the appropriate grade, but not tested. These students could have been absent the day of the test due to parents that opted out of testing, or were excluded from testing for IEP or LEP reasons. “Private/Home/Out of State” students have no Colorado enrollment records or enrollment records that terminate before 3rd grade. These students are assumed to have enrolled in a private/home school at kindergarten or transferred at later grades or moved out of state.

Table 7 provides the attrition rates for lottery winners and lottery losers by gender for the three major sources of attrition. Females have no statistically significant levels of differential attrition for the Off-Track (1.8), Not Tested (-0.3), or Private/Home/Out of State sample (-1.7) or the entire female sample (-0.1). Therefore the estimated effects for females have no significant bias risk linked to differential attrition.

However, males have statistically significant differences in differential attrition for the Off-Track (-2.3*) and Private/Home/Out of State samples (-5.1**) and Total Sample (-7.2**), but not the “Not- Tested” sample (0.2). The percentage of male students not tested was 7.7%; 8.5% for females. This accounts for about 24% of all attrition. The absence of significant differential attrition for both genders for the “Not Tested” group implies that student absences and policies used to exclude students from testing on the day of the test do not correlate with lottery outcome. The results imply that CK-Charter schools and the public schools attended by students in our sample follow similar procedures in excluding students from testing. In addition, levels of student absences and student characteristics are similar across these schools.

Two other sources account for the differential attrition for males. Parents may decide to delay kindergarten entry or retain or advance a student in grade before 3rd grade. This places the student in the “Off-Track” group. Parents may also decide to use private/home school, either from kindergarten or later, or they might move out of state before 3rd grade.

These parental decisions have been studied in the literature. Bassock and Reardon, 2013, using a national sample, report that delayed entry (red-shirt) rates were about 3-5% of enrollments and rates were much higher for higher SES parents, twice as high for males than females, and much higher for younger students. The lower rate of red-shirting for females may indicate that males are behind females their age in kindergarten readiness measures. This result suggests that parents perceive similarly aged males as more problematic than females for school entry decisions (Chatterji, M. 2006; Ready et al, 2005; DiPrete, T. A., & Jennings, J. L. (2013). However, Bassock and Reardon, 2013, also suggest that parental assessment of readiness is more focused on males who are perceived to have marginal levels of readiness for kindergarten entry.

Huang, 2014 suggests that early grade retention is higher for males and strongly linked to being among the youngest at kindergarten entrance. This result suggests middle/higher income parents use grade retention as another strategy (in addition to red-shirting) to give a perceived long-term advantage to a student. The parental decision to advance a child in grade occurs less often than deciding to retain a child in grade. The evidence suggests that males and females have similar rates of grade advancement, which occurs mainly for older students.

Our Colorado enrollment data shows that red-shirting occurred in our sample of middle/high income parents with 5.9 % of males and 2.7% of females entering kindergarten a year later, while no red-shirting occurred in the lottery in the low-income school district. Red-shirts were almost all younger students with birthdays before or close to school cut-off dates. Male red-shirts were predominantly 5.4 years of age or younger, while female red-shirts were 5.2 years of age or younger. Grouping red-shirt students and those retained in early grades shows that 8.6% of males and 4% of females in our sample red-shirted or stayed in grade. Red shirts were predominately younger students.

Our data also shows that 3.2% of males and 1.8% of females skipped grades. These students are almost entirely older. However, males and females are equally likely to be lottery winners or losers, and pose little threat for bias.

The second source of potential bias from attrition includes parents choosing private/home schooling or moving out of state. It seems unlikely that a kindergarten lottery outcome would be correlated with later decisions whether to move out of state. So the differential attrition in this category likely arises from attendance at private/home schools. Some parents who apply in our

lotteries may see a CK-Charter school as an alternative to private schools or home schools or as a back-up in case the student is not admitted to private school.

Buddin, 2012, analyzed national data from 2000-2008 and concluded that charter schools in suburban areas drew 68% of their students from public schools, 18% from nonsectarian private schools and 16% from religiously affiliated private schools. This suggests that the lottery applicants in our study could include a mix of parents with varying preferences for regular public schools or private sectarian or nonsectarian schools. In some cases, the CK lottery application could provide a back-up for not being admitted to a preferred public or private school. In other cases, the lottery applicant could prefer a CK-charter school as a first choice, but would enroll in one of the alternate schools if the lottery is lost.

Parents may have a higher propensity to enroll males than females in private/home schools if they lose the lottery. This higher propensity is much stronger in highly populated, suburban areas because of the expanded number of private schooling options,- some of which are tailored toward males.(Long, M.C., & Conger, D., 2013). These private schooling options may include “irregular” private schools that serve students with special needs as well as religious and nonsectarian schools.

Parents whose decisions involve private schools are also more likely to have higher incomes that can fund private school tuition. The average inflation-adjusted tuition in private elementary schools was \$12,000 in 2011 with a much higher rate in private nonsectarian schools—\$23,000, and the percentage of higher income families choosing a private school in a national sample was approximately 15-20% (Murnane and Reardon, 2018, Murnane, et al 2021). Choosing a private school at kindergarten entry could incur six years of tuition until middle school with approximate costs of \$72,000 to \$140,000. Winning the lottery may avoid substantial private school costs for some students in this lottery, and the sibling preference allows all children in the family to also attend without entering a lottery.

Not all CK-Charter schools are necessarily substitutes for private schools. CK-Charter schools with outstanding reputations in higher-income school districts might be expected to attract higher-income parents whose alternative would be a private school. This motivation might explain the very large number of applications combined with very low acceptance rates at lotteries 6, 8, 12,13 and 14 (see Table 4). Anecdotally, these lotteries are at CK-Charter schools with well-established reputations in high-income districts and can be seen as viable substitutes

for private schools. These higher-income parents may be more likely to send their children to CK-Charter schools if they win the lottery, but to private nonsectarian schools if they lose.

We use two types of sensitivity analyses to address these potential sources of bias and to provide transparency in the analyses of results. The first sensitivity analysis **eliminates 4 of the 14 lotteries** with the highest differential attrition; the second sensitivity analysis also eliminates all young students with early birthdays. The first sensitivity analysis eliminated four of the fourteen lotteries that had the highest level of differential attrition and associated risk for bias. These lotteries were in higher-income school districts with a CK-Charter school having a strong, long term reputation and having among the largest number of applications in our 14 lotteries. Our hypothesis suggests that parents in these districts have the resources to send their children to private schools, but some of these parents view their CK-Charter option as a free, close substitute for a nonsectarian school. The CK-Charter option could save from \$70,000 to over \$125,000 in tuition over 6 years of attendance. The second sensitivity analysis eliminates all young students in the age window for delayed entry and/or grade retention that includes male students younger than 5.4 years and female students younger than 5.2 years.

A final source of potential bias stems from lotteries with small samples of achievement data from either winners or losers. Small samples can result in highly non-representative achievement levels for lottery winners or losers, which causes bias. Small samples are more likely in two cases: for lottery winners since only about one in three applicants win the lottery and in schools with smaller kindergarten enrollment. Small samples are also more likely when estimating results by gender. We eliminate lotteries in each analysis when the number of lottery winners or losers falls below six achievement scores.

Estimating Single and Multiple Appliers with Achievement Data Across Three Grades

Some schools are located close enough together that parents could apply to more than one study school (multiple appliers). We provide estimates for “single appliers” and also for “all applications” that includes both single appliers and all multiple applications. Estimates using all-applications has significantly more statistical power to detect smaller effects by increasing the sample of students by about 25% and the number of lottery applications by about 56%. The single applier sample can be estimated using the standard methods (Bloom, 1984). A more complex estimation method is needed for the all-application sample that uses multi-way

clustering with pooling across grades and applications using a Huber-White adjustment for student-level variance (Wooldridge, 2002).

Non-Compliance

The non-compliance rate for lottery winners is 53.0%. This figure reflects the wide range of schooling choices in our middle/high income school districts. This result required estimating both ITT and TOT effects because TOT effects account for non-compliance. These effects are critical to interpreting policy impacts and in comparing results to other studies. The TOT effects have nearly identical levels of statistical significance as the ITT effects. TOT effects are in the range of 1.8 to 2.2 times larger than ITT effects in this study.

Estimation Methodology

The presence of multiple appliers requires a different estimation methodology than for single appliers. About 20% of students were in more than one lottery, and almost all applied to two lotteries. Our analysis for single appliers uses the standard RCT methodology for estimating ITT and TOT effects (Bloom, 1984; Raudenbush et al, 2012). The analysis including those applying to more than one lottery uses the multi-path clustering approach (Cullen et al, 2006) with each application (as opposed to each student) as the unit of observation and is referred to as the “all-application” sample.

We developed statistical models to identify how access to a CK charter school affected student achievement. For single appliers, the ITT model is estimated using Ordinary Least Squares (OLS) and reflects the impact of being offered a position in one of the CK-Charter schools. This so-called “intent to treat (ITT)” model is

$$A_{ig} = \beta W_{ij} + \gamma X_i + \sum_{ij} \delta_j D_{ij} + \varepsilon_{ijg} \quad (1)$$

where A_{ig} is an achievement score for student i in the g th grade, W is an indicator variable for the i th student winning the j th lottery, X is a set of student characteristics, D is an indicator for the student’s application to the j th lottery, and e is a stochastic error term.

Multiple applier students will have multiple records for each achievement score and for each charter school application (Cullen et al. 2006) in Eq. 1, so student-level residuals are likely to be correlated with one another at both the grade- and application-levels. For example, a student’s residual in 3rd grade math was unlikely to be independent of their 4th and 5th grade residual. Clustering methods were used to adjust for possible correlations of student residuals across

different grades and applications. The adjustment was based on a Huber-White sandwich estimator of student- or applicant-level variance (Wooldridge, 2002).

If winners were required to attend a charter or all winners choose the charter alternative, then β would reflect the relative achievement benefit (or decrement) from attending a charter school. Applicants are not required to attend the charter, however, and many “winning” parents choose another alternative as their circumstances change or they acquire more information on schooling options. As a result, β reflects the average benefit from receiving a charter offer, where the average is comprised of some students in a charter and some in an alternative school.

We extended the model to estimate how actual charter enrollment affected student achievement, i.e., the “treatment on treated (TOT)” estimates. TOT is a two-equation instrumental variable model where charter enrollment (E) is a function of W , X , and D :

$$E_{ij} = \theta W_{ij} + \vartheta X_i + \sum_{ij} \tau_j D_{ij} + \varphi_{ij} \quad (2)$$

The second equation estimates achievement (A) as a function of imputed enrollment from Eq. 2, as well as X , and D .

$$A_{ig} = \phi E_{ij} + \pi X_i + \sum_{ij} \alpha_j D_{ij} + \omega_{ig} \quad (3)$$

The TOT effect is ϕ , the effect of expected charter enrollment on achievement.

The ITT and TOT models were estimated separately by subject in grades 3 through 6 for English-LA and Mathematics as well as for a Colorado 5th grade science test. Several schools had lotteries in both cohorts, and these lotteries were treated separately for each cohort. The models also included demographic controls for grade, gender, race/ethnicity, and free/reduce lunch eligibility. Race/ethnicity and free/reduce lunch eligibility is only available for students who had at least one year of enrollment in Colorado schools. Achievement scores are standardized by grade and cohort.

Our TOT estimates use CK charter enrollment in kindergarten in the year of application as the enrollment variable. Additional models were estimated where enrollment was characterized as charter enrollment in any year or total years enrolled in a charter. These results were similar to those reported below.

RESULTS

We provide detailed results for the ‘All applications’ sample and both genders. The All-Application sample has the largest sample and highest power to detect effects. Both gender results are also included due to the higher potential for bias in the male sample. We also present a comparison of effects from single appliers with the “all applications” sample. Results showed slightly larger effects for the single applier sample.

Differential Attrition Characteristics of the Samples

Table 8 summarizes the sample sizes and the overall and differential attrition for the three estimated samples that include all applications. The three samples are the full sample (Full), the sample that eliminates the four lotteries with the highest differential attrition (Lotteries left out-L-LO), and the sample that, in addition, eliminates young students (L-LO & YS-LO). Table 8 shows that the high level of differential attrition for males in the full sample (-7.0***) is reduced in the L-LO sample (-3.4⁺) and eliminated in (L-LO&YS-LO) when young students are also left out (-0.0). The L-LO & YS-LO sample also eliminates differential attrition (-0.01) in the full sample. Thus while the Full sample and L-LO sample have significant bias risk, the L-LO&YS-LO sample has little risk for bias. Each estimate of effects below includes estimates for the Full sample, the L-LO sample and the L-LO&YS-LO sample to assess the extent and direction of potential bias.

These results suggest that the sources of differential attrition and the associated bias threat arise from two groups: (1) the four lotteries that have the largest differential attrition and, (2) all younger, primarily male students with early birthdays who parents often choose to delay entry or retain in grade. The former group are located predominately in high-income school districts that have CK-Charter schools with reputations that parents likely perceive as substitutes for private sectarian schools. In both situations, some parents who win the lottery may enroll in a CK-Charter school; but to hedge against losing, they may also apply to a private school or red-shirt or later retain a student if they lose the lottery. In the first case, parents will avoid the cost of private sectarian tuition. In the second case, parents who delay entry have another opportunity to win the lottery in the next year or can retain a child at a later grade. Eliminating differential attrition from the estimated sample reduces the bias threat, but the direction of the bias and the associated changes in estimated effects cannot be predicted in advance. Whether effects weaken

or strengthen is an empirical question that we address by comparing results across the three sample estimates.

Effect Estimates

The confirmatory hypothesis is that CK-Charter schools will have long-term, positive significant effects on English-LA achievement. We estimated intent-to-treat ITT results (Table 9) using achievement data from all grades as well as comparable estimates for grades 4, 5 and 6.

- The estimates using combined achievement from all grades show statistically significant effects that increase from the FULL sample (0.143**) to the L-LO sample (0.179**) to the L-LO&YS-LO sample (0.241***).
- The effects by grade show similar trends: statistically significant or marginally significant effects for each grade with similar trends that increase from the FULL sample to the L-LO sample to the L-LO&YS-LO sample. For instance, 6th grade effects increase from the FULL sample (0.114⁺) to the L-LO sample (0.128⁺) to the L-LO&YS-LO sample (0.208*).
- The estimates for the L-LO&YS-LO sample with no differential attrition show statistically significant, small size ITT effects at all grades (0.241***) and at 4th grade (0.196**), 5th grade (0.281**) and 6th grade (0.208*).

These results show a counterintuitive trend. As the sample declines from 6652 in the FULL sample to 4949 in L-LO sample to 4027 in the L-LO&YS-LO sample, the effect size increases and has stronger significance. These results suggest parental decision-making in middle/high income school districts may introduce a downward bias in kindergarten lotteries from parents who red-shirted or retain a student in grade and from higher income parents who can afford private schools but see a particular type of charter school as a close substitute. Since males are behind females in school readiness, much of the parental concern and bias is focused on males

Table 10 shows results by gender. Female effects show statistically significant effects for all three samples with small increases from the Full sample (0.223**) to the L-LO sample (0.242**) to the L-LO&YS-LO sample (0.267**). Since differential attrition was at low and nonsignificant levels in all three samples for females, the similarity in the effect size and significance might be expected.

However, the male results show a different pattern. We find insignificant positive effects for the Full sample (0.063) and the L-LO sample (0.068), and marginally significant effects for the L-LO&YS-LO sample (0.207⁺). The somewhat weaker size and significance of male effects may

reflect that the higher differential attrition for males (Table 8) only disappears for the L-LO&YS-LO sample. The reduced size of the male sample (1514) compared to females (2556) may also weaken male effects relative to female effects.

Table 11 compares estimated 3rd-6th grade effects for single applier students to the effects estimated for all applications that include students applying to more than one school. The single applier effects are statistically significant for all samples and show similar increasing effects as lotteries and young students are eliminated. The single applier effects show similar or modestly higher estimates for the FULL sample (0.155* vs. 0.143**), the L-LO sample (0.199* vs. 0.179**) and the L-LO&YS-LO sample (0.306** vs. 0.241**).

Table 12 compares both ITT and TOT estimates for all grades (3rd-6th), and for 4th, 5th and 6th grades for the L-LO&YS-LO sample. The TOT effects are all approximately twice as large as the ITT effects due to the 52% compliance rate. The TOT effects are statistically significant and moderate in size for the estimates, including all grades (0.473***), 4th grade (0.383**), 5th grade (0.543***) and 6th grade (0.404*). There are no upward or downward trends by grade suggesting the effects may have stabilized by fourth grade.

Table 13 provides the exploratory ITT and TOT effects for Mathematics and Science with effects also by gender for the L-LO&YS-LO sample. The science effects measured at 5th grade show statistically significant ITT effects (0.154*) for the all-gender sample, with marginally significant effects (0.184⁺) for females and positive, insignificant effects for males (0.083). The results for mathematics show insignificant, positive ITT effects for female (0.146) and male (0.003) results and for the all- gender (0.081) sample. The TOT effects for females in math (0.273) and science (0.339⁺) are much larger than the corresponding effects for males in math (0.006) and science (0.175), but the differences are not statistically significant.

Table 14 compares ITT effects for a single lottery for a CK-Charter school in a low income school district to the remaining 13 lotteries in middle to high income school districts. The ITT effects for the CK-Charter in a low income school district are statistically significant and large to very large in English-LA (0.944**) and Mathematics (0.735*), and positive, but insignificant for Science (0.468). The lotteries in middle/high income school districts show statistically significant effects in English-LA (0.201**), and positive, insignificant effects for Mathematics

(0.041) and Science (0.125). The effect differences between the two types of school districts are statistically significant for English-LA and Mathematics, but not Science.

Table 15 shows the more policy-relevant TOT effects comparing results from the low income school district to the middle/high income schools districts. The data show very large, statistically significant effects for the CK-Charter in a low income school district in English-LA (1.299**), and Mathematics (0.997*), and positive, but insignificant effects in Science (0.622). The corresponding TOT effects for the schools in middle/high income school districts (English-LA (0.445**), Mathematics (0.090) and Science (0.270)) show statistically significant differences compared to the low-income charter in English-LA and Mathematics, but not Science.

Overall, these effects are large enough to eliminate achievement gaps between advantaged and disadvantaged students in all three subjects. This long-term intervention that changed curriculum from K-6th grade shows no achievement gaps at 3rd-6th grade in English/Proficiency or Math or Science at 5th grade between low income students and middle/high income students.

Table 16 summarizes the 3rd – 6th grade TOT results by subject for the total sample and by gender with the estimated percentile gain across subjects and genders. These results show that the percentile gains estimated from the TOT effects for the all-applications sample were statistically significant for Reading/English-LA (16.1 percentile points), Science (10.2 percentile points) and positive, but insignificant for Mathematics (5.4 percentile points). Female results showed statistically significant TOT gains for Reading/English-LA (17.0 percentile points), marginally significant gains for Science (11.5 percentile points) and positive, but insignificant for Mathematics (9.3 percentile points). Male results showed marginally significant TOT gains for Reading/English-LA (15.0 percentile points), marginally significant gains for Science (6.0 percentile points) and positive, but insignificant for Mathematics (0.00 percentile points).

Discussion

Summary

There has been substantial **non-experimental** evidence linking gains in measures of General Knowledge to later achievement in Reading/English-LA, Science and Mathematics (Claessens et, 2009, Duncan et al, 2007; Duncan et al, 2020, Grissmer et al, 2010;). This evidence suggests that gains in General Knowledge would have a larger effect on future achievement than similar gains in the more widely studied non-cognitive skills including executive function, visuo-

spatial/fine motor and socio-emotional skills. However, the lack of experimental evidence for interventions directed at changing levels of General Knowledge has left improving non-cognitive skills as one of the best viable options for improving achievement even though it has proven challenging to design interventions using non-cognitive skills that raise later achievement.

The present study provides the **first experimental evidence** that suggests that a curriculum (Core Knowledge Curriculum) directed toward building General Knowledge from kindergarten to 8th grade leads to long term achievement gains. These results open a new category of interventions that build General Knowledge with potential effects predicted to be larger than interventions that target non-cognitive skills.

The current results (see Tables 15 & 16) show:

- statistically significant, moderate size, long-term TOT achievement gains (0.473***) from 3rd-6th grade in Reading/English-LA for the entire sample of students and schools spanning low to high income characteristics.
- statistically significant, small-size TOT achievement gains (0.300*) in 5th Grade Science for the entire sample of students and schools spanning low to high income characteristics.
- a small positive, but insignificant, TOT gain (0.159) in Mathematics for a sample of students and schools spanning low to high income characteristics.
- Large to very large, statistically significant, achievement gains in Reading/English-LA (1.299**) and Mathematics (0.997*) and moderate, positive, but insignificant Science effects (0.622) for a school in a low income school district that eliminated achievement score gaps in 3rd-6th grade in Reading/English-LA and Mathematics.

The evidence would suggest that the level of General Knowledge may be a critical, largely unmeasured, cognitive characteristic that may help explain the factors underlying achievement for students from all income levels as well as accounting for current achievement score gaps between advantaged and disadvantaged students. Moreover, this study suggests that the level of General Knowledge is malleable, and an intervention that increases General Knowledge may increase achievement for students from all family income groups with much larger effects that eliminate achievement gaps for disadvantaged students. The much larger effects for a school in a low income school district may simply reflect the greater opportunity that students from higher income homes have to acquire General Knowledge outside of school. However, it remains

surprising that the academic disadvantages associated with students from lower income families may be largely reflected in their lower level of General Knowledge, and that the level of General Knowledge is malleable, and that a school curriculum from K-6th could ameliorate the differences in General Knowledge and close achievement gaps.

The size of the long term TOT effects for Reading/English-LA (~ 16 percentile points) in this intervention is approximately equal to the difference in the achievement gains over the last 30-40 years between Reading/English-LA (7 percentile points) and Mathematics (25 percentile points) (Shakeel, M. D. & Petersen, P., E., 2021). The size of these 16 percentile gains could also close the international gap in Reading/English-LA for U.S. students. U.S. students placed 15th among 50 countries in the 2016 PIRLS 4th grade Reading/English test, but national student gains similar to gains in this intervention would place the U.S. among the top five countries (PIRLS, 2016).

This study may be the first experimental intervention that shows statistically significant ITT and TOT effects that improve long term achievement for students from all income groups. Conolly et al, (2018) has identified 1017 RCT's evaluating educational interventions in the 1980-2016 time frame, and the WWC has maintained a data-base of published results for experimental and quasi-experimental evaluations. Chabrier et al, 2016 has also summarized the results of high school, middle school and elementary school/kindergarten lottery based RCT's utilizing state achievement as outcomes. Few interventions in this universe are directed to raise achievement for students in all income groups and/or implement interventions that last for four or more years and/or measure long term effects, and none that have all of these characteristics.

Kraft, 2020 and Hill et al, 2008 characterizes how the size of educational intervention effects should be viewed that differs from the traditional view that labels small effects (~.25 SD), medium effects (~.50 SD and large effects (.75 SD). This new characterization recognizes that the size of actual intervention measurements are commonly insignificant, and those showing significant effects almost always lie in the range less than .25 SD for ITT effects. Unfortunately, this literature does not provide comparisons of TOT effects- which are often unreported. Using TOT effects provides better predictions of the effects for a student who actually experienced the intervention. The TOT effects in this intervention (.47 SD) would likely be in the range of the largest effects measured in previous interventions.

The absence of previous interventions with similar characteristics leaves open the question of whether the effects arise partly from the longevity of the intervention as opposed to the specific causative mechanisms arising from the Core Knowledge curriculum. The question becomes whether there are causative factors inherent in the intervention that might explain the effects.

Exploring Potential Causative Mechanisms

The Core Knowledge curriculum has many similarities and areas of agreement with more standard curriculum. For instance, the two curriculums do not differ on incorporating similar methods of building the early reading related skills associated with phonemic awareness and phonics. Both curriculum require teaching the subjects of Mathematics, Reading/English-LA, Geographical, History, Science and Mathematics. Core Knowledge incorporates a Mathematics Curriculum, but also allows schools to choose other Mathematics curriculum.

However, there are major differences in the Core Knowledge curriculum from the curriculum taught in typical public schools that might help account for the results. **The Core Knowledge curriculum is directed toward** building accumulative knowledge which requires a reconceptualization of the teaching of all subjects and the time devoted to each, and unlike almost all previous reading comprehension interventions, is not simply an instructional change during the Reading/English proficiency part of the reading curriculum.

Darling-Hammond et al, 2015, Darling-Hammond et al, 2020, Osher et al, 2020 and Cantor, 2019 provide comprehensive syntheses of the research involving learning and development that includes classroom practices that have evidence for improved short and long term student learning. The Core Knowledge curriculum has several characteristics identified by these syntheses that might help account for the achievement gains, and should be the focus of future mixed methods research in the classroom. These include:

- Curriculum that takes advantage of and enhances a student's existing knowledge about the world they live in (Barron et al, 2015; Willingham, 2003)
- Building knowledge through more emphasis on History, the Social Sciences and the Arts (Elleman & Osmond, 2019)
- An early and sustained focus on developing background knowledge (Ellerman & Osland, 2019; Willingham, 2003; Willingham, 2006)

- Learning the unique structure, the particular modes of inquiry and different types of text analysis that are unique to each subject taught (Ellerman & Osmond, 2019; Goldman et al, 2016; Shanahan & Shanahan, 2008).
- Combining explicit instruction organized around a conceptual map or schema (Kim et al. 2021; Kim et al, 2023, Core Knowledge, 2010)
- Learning and taking advantage of each student’s interest (Hidi et al, 2017)
- Greater efficiency from building on knowledge learned in previous grades and avoiding unnecessary content repetition (Engel et al., 2013).
- Reductions in cognitive load from a well-designed and integrated curriculum across all subjects and all K-8 grades (Paas & van Merriënboer, 2020; Engel et al., 2013; Willingham, 2006; Ellerman & Osmond, 2019).

The kind of integration and focus across all grades and subjects that characterizes the Core Knowledge curriculum is not typically prioritized in previous literacy interventions or in school districts or states where, typically, two subjects (Mathematics and Reading/English-LA) are given the highest priority and little integration occurs across subjects and grades.

These experimental results also directly address the three decades debate about the causative mechanisms underlying reading and verbal comprehension (Hirsh et al, 1988, Hirsch, 2003, Hirsch, 2006; Willingham, 2006, Hirsch, 2011; Willingham, 2017, Wexler, 2019). This debate involved whether the causative mechanism involved in increasing reading comprehension is due mainly to increasing the level of previous General Knowledge or to the acquisition of “procedural skills” that enable comprehension. This debate could not be settled due to the absence of definitive, long term experimental research testing both hypotheses. The results from this study would provide the first experimental evidence suggesting that building General Knowledge leads to higher Reading/English-LA achievement. While there is no long term experimental evidence on the effects of improving “procedural skills”, this approach has been the major focus to improving reading comprehension of Reading Panels and researchers for 30-40 years.

During this period, the major reading panels convened to recommend policies to improve reading comprehension focused primarily on improving the productivity of the time spent in Reading/English-LA instruction by teaching improved “procedural skills” to facilitate better comprehension. While acknowledging that the level of General Knowledge was an important

factor in comprehension, the series of panel recommendations over this extended period made no recommendations for the kind of dramatic policy changes that would be needed to enable significant improvements in General Knowledge; i.e, shifting the curriculum to much more time on Science and Social Science vs. time on Mathematics and Reading/English-LA instruction.

Rather, the panels and researchers primarily confined their search for interventions to the quality and type of instruction provided during the classroom time devoted to Reading/English-LA instruction. Improving this instruction was almost entirely directed toward improving the “interpretative skills” of students. While the role of General Knowledge was generally acknowledged to be an important factor in comprehension, there was no strategy or intervention identified in the various reading panel reports that was directed toward dramatic changes to improve a student’s General Knowledge. There has also been little change over 40 years on the time spent in different subjects in elementary grades (Morton, B., & Dalton, B., 2007; Hoyer, K., M., & Sparks, D., 2017; Perie et al, 1997). For instance, teacher reported weekly time spent at 3rd grade was 9.9 hours on Reading/English-LA, 5.8 hours on Mathematics, 2.9 hours on Science and 2.8 hours on Social Science.

This pattern of stable time usage over 30-40 years implies no dramatic changes in the time used to teach Reading/English-LA and rules out the type of curriculum changes required to implement an instructional strategy directed toward building reading comprehension through increasing General Knowledge. Rather, the large amount of classroom time devoted to Reading/English-LA is largely accounted for by teaching the early stages of reading comprehension (phonemic awareness, phonics, vocabulary). The achievement gains in Reading/English-LA of 7 percentile points over the 30-40 year period likely reflects the results of increasing the effectiveness on these early reading improvements, but there is little evidence that any dramatic changes occurred to increase reading comprehension.

The current results suggest that the “procedural skills” approach to teaching reading comprehension that has dominated reading comprehension instruction over the last 30 years in public schools is less effective than a “knowledge-based” approach that places cumulative General Knowledge as the main mechanism for increasing comprehension. Our conjecture is that the failure to significantly increase long-term English-LA achievement lies in the long term assumption that reading and verbal comprehension- the final phase of learning to read- is achieved by activities and subjects that attempt to teach students “procedural skills” rather than

activities and subjects that enable them to increase their General Knowledge. Multiple models of reading comprehension (Cromley & Azevedo, 2007; Talwar et al., 2018; O'Connor et al., 2017; Kim et al., 2017; Mol & Bus, 2011; Neuman et al., 2011; Reid et al., 2021; Shanahan et al., 2010) suggest that vocabulary and background knowledge (e.g., science and social studies topics) are essential to improved reading comprehension. If the current results prove replicable, the future theory underlying the “Science of Reading” will incorporate the acquisition of cumulative General Knowledge as a strong causative mechanism in later verbal and reading comprehension.

An intervention focused on increasing General Knowledge to improve reading comprehension appears to set off an unusual long term, compounding process whereby improved reading comprehension leads to increased knowledge, and increased knowledge leads to even better comprehension, leading to more increases in knowledge, etc. This compounding process would not only occur in Reading/English-LA linked to instruction, but across all subjects to the extent that they depend primarily on reading comprehension for learning. So achievement gains would likely spread across nearly all subjects. Moreover, these achievement gains in subjects would likely extend into future years as increased comprehension in one year leads to increased knowledge and comprehension in the next year, leading to even longer term gains. These cascading achievement effects across all subjects and over time would likely also increase years of educational attainment and future labor market success.

However, elevating General Knowledge to a more central place and higher priority in research and policy will require a significant conceptual shift from current impressions and understanding of the term “General Knowledge” as well as new research directions that aid in better understanding and articulating the role of General Knowledge in cognitive development. The term, “Building General Knowledge” does not readily trigger a conceptual map linking the intervention to higher achievement that occurs when other common interventions such as reducing class size, extending the school day, and raising teacher pay are considered.

Elucidating the possible causative links between increasing early General Knowledge and higher later achievement will be a necessary step in building this conceptual map. However, the first step is to provide a different conceptual understanding of the term “General Knowledge” and what it measures.

Understanding “General Knowledge”

The difficulty in conceptually linking General Knowledge to achievement may arise partly from the methodology of measuring General Knowledge that asks students a series of seemingly “simple” questions across a wide variety of topic domains. However, what makes a question simple and the answer remembered may be the presence of more in-depth knowledge and schema in a given domain (Willingham, 2003). That is, a student may be able to answer a “simple” question about baseball- how many outs in an inning- because he has experience and/or more in-depth knowledge from playing or watching or tracking baseball games. If a student has little knowledge of baseball, it is unlikely to either come across and/or remember any reference to baseball having three outs in each inning.

Measures of General Knowledge would then measure the number of domains in which a student has developed some in-depth/critical knowledge and understanding. Thus, measures of General Knowledge might then reflect both the breadth and depth of knowledge across all domains of a student’s knowledge. Thus the term “Total Knowledge” may more accurately convey the meaning of “General Knowledge” and also provide a possible explanation of why it may be the single most important predictor of later achievement across all subjects and may also be the single best predictor of years of educational attainment, future wages and productivity.

Currently the measures that are used to characterize the overall status of educational progress and used to predict long term outcomes include early Mathematics and Reading/English-LA achievement. This emphasis leads to the identification and research on non-cognitive characteristics like executive function, socio-emotional and visuo-spatial skills as targets of interventions to improve achievement. However, this approach leaves out what may be the single most important variable linked to future achievement in all subjects and possibly later life outcomes - the students level of General Knowledge.

The level of a students General Knowledge is highly correlated with the more traditional measures of SES, parental education and income often used to predict future achievement and account for achievement score gaps. This correlation is likely linked to the greater opportunities in higher income and SES families to accumulate General Knowledge (Lareau, 2011). This level of General Knowledge may underlie the power of SES measures to predict a range of future outcomes. However, unlike such SES measures, General Knowledge is malleable and

interventions that raise students General Knowledge may be the single most effective way to increase later achievement, close achievement gaps and raise other long term outcomes.

A recent study adds a new dimension to the role of General Knowledge in raising later achievement. Jirout et al, 2022 suggest that students early attitudes toward school and learning (curiosity, enjoyment of schooling) in pre-k and 1st grade is bi-directionally linked to their level of General Knowledge. Thus expanding early General Knowledge that links to students curiosity about the world they experience may play a pivotal role in shaping students attitudes, motivation and satisfaction with early schooling and possibly extend into later schooling.

It is hard to identify a more central and important cognitive learning capacity than continually being able to comprehend more and more of what is read. Such continually increasing comprehension appears to be built upon an increasing accumulation of General Knowledge. Success in this process not only affects all future learning, but also builds self-confidence, motivation and social connections. This capacity appears to lie at the heart of individual cognitive and social development.

Future Research Implications

Future research on the Core Knowledge curriculum needs a broad focus that:

- Identifies opportunities for replication by identifying oversubscribed charter schools teaching the Core Knowledge curriculum
- Uses historical empirical research to estimate whether there are significant differences in achievement in Core Knowledge schools vs. schools with similar characteristics that do not teach Core Knowledge.
- Designs newly implemented state or district level RCTs that randomly assign the Core Knowledge curriculum to schools using mixed methods data collections to discover causative mechanisms including classroom observations and surveys of parents, teachers and students.,
- Develops and refines specific causative hypotheses that might account for the results of this study and establish links to established theories and empirical research.
 - Identifies through case studies and classroom observations the differences in time spent on subjects and in student and teacher interactive behavior by subject and grade between schools teaching Core Knowledge and similar schools not teaching Core Knowledge
 - Integrates these results into the broader literature that includes Darling-Hammond et al, 2015, Darling-Hammond et al, 2020, Osher et al, 2020,

Cantor, 2019, Hanushek et al, 2019, Pellegrino, 2012 and Pellegrino, & Hilton, 2013; Schneider and McGrew, 2012).

- Addresses whether the Core Knowledge curriculum raises achievement for students from all family income levels with much larger effects for low income students.

These experimental results together with the extensive non-experimental evidence about General Knowledge seems sufficient to initiate a large scale research effort aimed at replication of results and better understanding of the causative mechanisms underlying the effects. The results from a single intervention and evaluation can never provide sufficient evidence for achieving a new longer term research or policy consensus among researchers or policymakers or for understanding of the causative mechanisms. However, unexpected experimental results often suggest that current theories underlying learning and educational interventions need to be examined to assess how to accommodate the new experimental results. In the long term, it is stronger theories and increased understanding of the causative mechanisms that predict the results of new experimental evidence that moves science forward.

Issues in Implementation

State and local policymakers will be the primary decision-makers involving implementation of Core Knowledge in Charter schools and/or in public schools. When making such decisions, a number of factors are involved besides the size of the expected impact and its uncertainty. RCTs that produce significant effects that can be replicated often pose a significant challenge to maintaining effects when implemented in the real world. Implementing new interventions from small scale RCTs often carries risk from decaying effects in the longer term, limited generalizability, lack of fidelity in transferring the intervention from the lab to widespread implementation in schools and uncertain costs.

One risk in implementing interventions that have shown significant effects in RCTs is that measurements of effects have only been made over short terms, and long term effects may decay (Guerrero-Rosada, et al, 2021; Kruger, 2011; Dick et al, 2019; Romero et al, 2021; Bailey et al, 2017; Bailey et al, 2020). However, this study measured the long- term effects of the Core Knowledge intervention implemented from K-6 through 3rd-6th grade, and results remained significant through 6th grade.

Another implementation risk is that later replications would significantly reduce the size and significance of effects, as has occurred in other interventions (Ioannidis et al, 2017; Kirkham, et al, 2010; Dwan et al, 2013, Shah et al, 2020). While this risk is a possibility, not all RCTs have

equal replication risk. Failure to replicate results is probably more likely when results are short term, sample sizes and/or effects are small, the statistical significance is in the marginal $p < .05$ range, and the intervention is research-based and not yet widely implemented making fidelity problematical. In this study, the replication risk is likely reduced by four factors: (1) the size of current TOT effects in the moderate size range, (2) their strong statistical significance ($p < .005$) due partly to a very large sample size together with their measurement in the long term over four grades, and (3) the widespread, long term implementation of the intervention in over 700 schools nation-wide and, (4) an associated professional development infrastructure exists to aid in implementation.

Finally, implementing new interventions from small scale RCTs often carries risk from limited generalizability and uncertain costs. This intervention included students from all income levels with different sizes of significant effects for low vs. middle/high income students that limits the risk from generalizability. Finally, the long-term cost of the intervention is low since the marginal costs involve mainly the professional development expenditures involving the Core Knowledge curriculum.

Policymakers should consider future implementations that combine the Core Knowledge curriculum intervention with other types of non-curriculum interventions that have experimental evidence for increasing achievement. Interventions that have measured both Mathematics and Reading outcomes have almost always shown larger effects in Mathematics than in Reading/English-LA (see, for instance, Chabrier et al, 2016). Thus, combining Core Knowledge with the non-curriculum intervention, “No Excuses”, in KIPP schools would combine two interventions with experimental evidence that may better address eliminating achievement gaps in both Mathematics and Reading/English-LA.

Implications for Educational and Social Policy

Federal data collections are designed to monitor and better understand the most important economic, educational, and social trends in society. This paper has suggested that the primary measures currently collected to monitor education including measures of Mathematics and Reading/English-LA (as well as other subjects) do not capture an important aspect of learning—namely the level of General Knowledge. Well-designed measures of General Knowledge should be considered as an important addition to our routinely collected national measures for students in elementary grades. However, designing nationally collected measures of General Knowledge

will pose a substantial challenge for researchers and policymakers, not unlike the challenge of measuring the Gross National Product as an economic indicator.

However, measures of General Knowledge will carry an additional challenge. Characterizing and measuring the General Knowledge that young students have in lower elementary grades will need not only scientific validity, but also political viability. There may be differences among groups of adults that vary by SES and/or cultural characteristics about what General Knowledge may be important for children to have to enable higher later achievement and other educational objectives. Attempting to define such General Knowledge will undoubtedly trigger debates and a variety of viewpoints. But characterizing the General Knowledge that is needed to better understand the books actually read by children and the textbooks used in future education seems essential to educational efficiency and meeting long term goals. What seems essential, and less controversial, is to focus on linking the gains in early General Knowledge (however defined) to later achievement-

Finding a lack of progress over the last 40 years in raising long-term Reading/English-LA achievement is not an unusual pattern in fields of scientific research. Fallow periods are the rule rather than the exception, as are periods of very rapid progress, often triggered by unexpected experimental results, new experimental technologies, or new theories. The lack of more rapid progress in Reading/English-LA achievement cannot be assigned to poor quality research or failing to adhere to a scientific approach in research or the lack of research funding. Rather the primary problem in educational research is that the field of inquiry is one of the most difficult and challenging for the scientific method to address. Slow scientific progress is to be expected with the presence of a multitude of forces that can influence outcomes in a non-linear and interactive manner, together with the great difficulty in producing definitive experimentation with younger subjects.

Accumulating General Knowledge leading to better understanding of a student's experience in the world is certainly an unmeasured by-product of current curriculum and educational and social policies. However, the current results suggest that explicitly making building General Knowledge one of the primary objectives of early development and elementary education may lead to higher long-term achievement across all subjects. Currently, the primary measures used to characterize the performance of K-12 students are achievement scores in Mathematics and Reading/English-LA. These subjects and associated trend measures are used in policy to broadly

characterize the quality and performance of students and of the education system leading to their prioritization in the curriculum.

The results of this study would suggest that this prioritization of the subjects of Mathematics and Reading/English-LA fails to adequately capture a critical measure of a student's cognitive development- namely their General Knowledge of the world. The level of General Knowledge may be the single best indicator of a wide range of future outcomes. The absence of this measure in educational and social science research and policy may have high opportunity costs from lower achievement for all students and larger achievement gaps between advantaged and disadvantaged students. Assuming future replication will support the current evidence, priority should be given to **making measures of General Knowledge a central objective of educational and social policy and future data collection.**

A significant interpretive weakness in previous research may be embedded in the theory and language involving the economic theory of human capital that places the emphasis on “skill building” as the primary developmental cognitive process involved in learning as described in Bailey et al, 2017. This theory characterizes development as the process of building increasingly complex skills summarized in the phrase “skill begets skill” (Heckman, 2006).

However, the results of this study would suggest that there are two separate, but complementary, cognitive processes involved in development and learning: skill building and General Knowledge accumulation. So, in addition to characterizing learning and development as a process of “skill begets skill”, “knowledge begets knowledge” must be added as a critical process. And it would not be surprising to eventually find that “skill x knowledge begets skill x knowledge. Building skills and building knowledge both seem essential to learning, and are likely interactive and our research and policy frameworks should change to incorporate both cognitive processes.

Caveats

This RCT had no pre-test data. Ideally pre-test data can provide evidence for significant deviations from perfect randomization and also information to assess bias risk especially for smaller sample RCTs. However, the value of pre-tests depends on the quality and reliability of the measures and the attrition rate in the pre-tests. For kindergarten-based lotteries that have much later school achievement tests as outcome measures, any earlier pre-test would have to be administered outside schooling during a narrow window between the lottery application and the

actual lottery after obtaining parent permission. Such measures would have less reliability and lower response rates than the state administered measures of achievement partly due to the younger age of students, more limited testing time and out-of-school administration. Pre-tests under these circumstances would appear to add little to the quality of the effect estimates. These limitations will always be present in experimental studies using kindergarten lotteries with later state collected achievement data as outcome measures.

The results in this study will generalize only to the types of CK-Charter schools that were selected for inclusion in the study. These CK-Charter schools had been in operation for over four years, spanned all income groups and were oversubscribed. Being oversubscribed is a limitation in all kindergarten lottery-based experimental studies. The characteristics of oversubscribed schools may differ from schools that were not over-subscribed. For instance, the over-subscribed schools may have characteristics better known by local parents that reflect their higher achievement in ways not linked to Core Knowledge. If the oversubscribed schools were similar to one another, the threat for bias and limited generalization could be significant. However, the oversubscribed lotteries in our sample have a wide diversity in characteristics including amount of oversubscription, size of school, location of school, sample size of winners and losers, percentage of lottery winners, size of queue and characteristics of the school districts and parents. Future experimental studies that rely on different methods for establishing randomization that do not exclude oversubscribed schools will be needed to assess whether effects differ between such schools.

The effects measured in the low income school district depend on a single lottery and a relatively small lottery sample size of 62. Although the results are highly significant, these results carry much more replication risk than do the main results from all lotteries. Also, the cause of the effect may be different than for the schools in middle/high income districts. For example, the public school alternatives in the low-income district may have weaker relative performance than the alternatives in middle/high income districts. For these reasons, it will be essential to replicate these effects in low income school districts.

Another important question is the extent to which these effects can be attributed to the Core Knowledge curriculum as opposed to being implemented in a charter school. However, the evidence reviewed in the study suggests that being a charter schools alone does not predict higher achievement outside of inner city charter schools, leaving Core Knowledge as a likely

cause of the effects in suburban schools. But much more replication is needed utilizing the charter school methodology in this study.

Currently, the Core Knowledge curriculum is implemented widely in both charter and regular public schools suggesting the possible absence of substantial implementation issues that would differentially impact the effectiveness of Core Knowledge in regular and charter schools. However, the study provides no experimental evidence that the Core Knowledge curriculum in regular public schools would produce similar effects. There may be differences between charter and public schools that might lead to differences in impacts of the Core Knowledge curriculum. For instance, teachers may play a critical role in successfully implementing and taking advantage of the Core Knowledge curriculum – and any differences between charter and regular public schools in attracting, retaining and enabling high quality teachers could account for part of the measured effects.

An important consideration for policymakers deciding whether to implement the Core Knowledge curriculum is that the evidence shows achievement effects on 3rd-6th grade students only for students who have experienced Core Knowledge from kindergarten through 3rd-6th grade. Implementation in early grades may be critically important since early knowledge building appears to be a critical element. However, implementation at later grades or for shorter periods in early grades would be problematical. Finally, measurable effects may require experiencing Core Knowledge for several years, i.e., measuring no effects after one or two years may not test whether longer term effects exist.

Researcher bias is a potential threat whenever cited results are based on samples that eliminate a significant fraction of total observations. This study certainly carries that threat since some of the cited results are based on samples that have eliminated over one-third of the observations. Moreover the sources of the missing observations (attrition) cannot be accounted for by the often cited random non-response, but rather primarily occur due to parents making alternative schooling decisions for their children at kindergarten entry or between kindergarten entry and third grade. These decisions to delay entry, retain in-grade or attend private or non-sectarian schools prevented students from taking state administered achievement tests between 3rd-6th grade that were comparable across the entire sample. And these decisions caused both non-random attrition as well as attrition differences between lottery winners and losers, making using the full sample for estimation potentially biased.

However, the threat of researcher bias is not present for effect estimates for females, but only for estimates that include males. The absence of researcher bias for female estimates is due to the lower, insignificant level of female attrition and the absence of differential attrition in the female sample (see Table 6). This absence of the potential for researcher bias in female results is indicated by the similarity of effect estimates across the three estimated samples for females (see Table 8). On the other hand, the male estimates using the three samples have results that range from null effects in the first two samples to a statistically significant effect in the third sample (see Table 8).

There are two different interpretations of these different gender results. The first interpretation from the set of results with the full sample is that the intervention worked for females, but not for males. However, the interpretation from the results from the third sample would be that the results for the full sample of males is biased downward, but removing the bias through elimination of observations that cause high levels of differential attrition makes effects for both genders significant and similar in magnitude.

The theory underlying at least part of these gender differences in bias potential (articulated in the report) is that females have higher levels of parent perceived levels of school readiness than similarly aged males. This gender difference in school readiness leads to parent preferences to delay entry for some younger males. However, the decision to delay entry can be made more complicated for those winning the lottery- an opportunity that may not be present in the next year. Thus the data would suggest that some parents who win the lottery decide to start a child in a preferred school, but if that lottery is lost, parents decide to delay entry to the following year. A second mechanism that helps explain these gender differences is that parents of the marginally readiness males more often apply to private and non-sectarian schools as an additional alternative. However, these parents would have to be in higher income groups that could afford private/nonsectarian tuition.

Finally, this intervention was registered in the Open Science registration in 2017-18 as part of receiving funding from the Arnold Foundation. The evaluation methodology registered at that time did not take account of the possibility of having bias in the results, and utilized the standard RCT methodology for estimation. The bias was unexpected since it stems only in RCT's using kindergarten lotteries having middle/high income student samples. This was the first RCT to encounter this form of bias. The Open Science framework for reporting results works well for

RCTs that do not encounter new, unexpected forms of bias. Future RCTs using kindergarten lotteries that include middle/high income students can incorporate the methodologies used here to predict future effects using the Open Science framework.

The unexpected sources of bias in this study changed the method for reporting results. The Open Science Framework calls for reporting the primary results utilizing the methods specified in the Framework first, and then to present results using other specifications or samples as exploratory analysis. However, when unexpected bias is encountered, the presentation of results should change to reflect the presence of bias.

The results that are presented first as the best estimates arising from the study should be the unbiased results. In this study, the female results with the full sample show no differential attrition and are likely unbiased. The full male sample has significant differential attrition and likely significant associated bias making the sample using both genders also biased. However, identifying and eliminating the sources of bias by eliminating younger students and lotteries with the highest differential attrition leaves a sample with no differential attrition. Estimates from this “unbiased” sample are presented first in our analysis as the primary results. We also present estimates for the full sample of males and for the full sample including both genders as “biased” estimates.

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Appendix A Figures

Figure 1 Achievement Gains in Math and Reading Using Two Data Sources

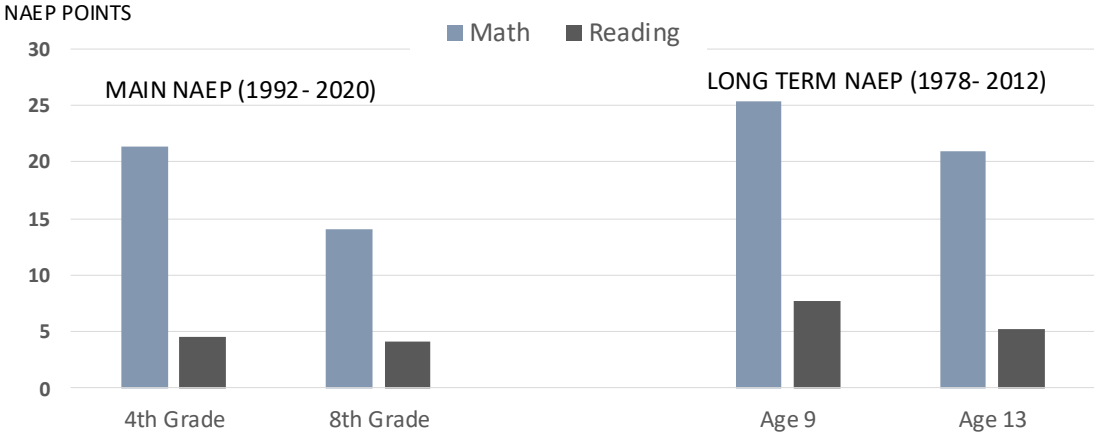
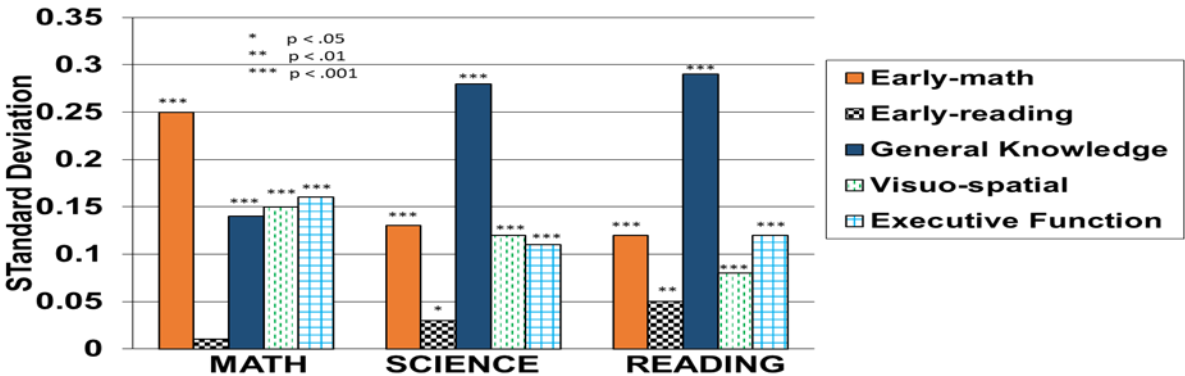


Figure 2 Estimated Effects of Early Skills at Kindergarten Entrance on 8th Grade Achievement



Appendix B Tables

Table 1 Characteristics of School Districts for Nine Participating Schools

Nearest City/Town	Number of lotteries	School District	Median Family Income ¹	% families with children under poverty level ¹	School Size (K-8) ²
Aurora	1	Adams-Arapahoe	51,424	28.8	544
Loveland	2	Thompson	75,105	10.5	481
Ft Collins	1	Poudre	77,491	11	798
Ft Collins	1	Poudre	77,491	11	571
Arvada	1	Jefferson	85,793	9.7	466
Littleton	2	Littleton	92,137	6.7	772
Castle Rock	2	Douglas	114,223	3.6	767
Highlands Ranch	2	Douglas	114,223	3.6	600
Castle Pines	2	Douglas	114,223	3.6	2359

¹ Estimated using the School District Data from the American Community Survey (2014) five year estimates (2010-2014). Median Income in 2010 inflation adjusted \$

² Estimated enrollments for 2016-2017 School Year

Table 2 Sample Sizes for Lottery Applications and Students

	Single Appliers	More Than One Lottery	Total	% Single
Applications	1831	1022	2853	64.2%
Students	1831	479	2310	79.3

Table 3 Lottery Outcomes

	Winners	Losers	% Winners	Winners	Losers	% Winners
	Single Appliers			All-Applications		
Applications	688	1143	37.6%	1011	1842	35.4%
Students	688	1143	37.6%	954 ¹	1356	41.3%

¹ Student Won at Least One Lottery

Table 4 Lottery Applications and Outcomes for the All-Applications Sample by Lottery

		Winning Applications	Losing Applications	Total Applications		% Winning Applications	Winner's Accepting	% Accepting
Lottery 1		57	43	100		57.0%	35	61.4%
Lottery 2		47	116	163		28.8%	33	70.2%
Lottery 3		202	105	307		65.8%	60	29.7%
Lottery 4		233	164	397		58.7%	71	30.5%
Lottery 5		26	36	62		41.9%	16	61.5%
Lottery 6		73	240	313		23.3%	33	45.2%
Lottery 7		34	42	76		44.7%	20	58.8%
Lottery 8		44	160	204		21.6%	24	54.6%
Lottery 9		73	150	223		32.7%	30	41.1%
Lottery 10		36	73	109		33.0%	21	58.3%
Lottery 11		73	22	95		76.8%	24	32.9%
Lottery 12		39	228	267		14.6%	20	51.3%
Lottery 13		46	296	342		13.5%	23	50.0%
Lottery 14		28	167	195		14.4%	16	57.1%
Total		1011	1842	2853		35.4%	475	47.0%

Table 5 Randomization Tests for Gender and Age

		% Female Winners	% Female Losers	Z-Value		Average Age-Losers	Average Age- Winners	Z-Value
Lottery 1		55.81	54.39	-0.14		5.64	5.57	-0.198
Lottery 2		59.13	73.91	1.86		5.57	5.55	-0.063
Lottery 3		60.00	48.47	-1.93		5.61	5.64	0.086
Lottery 4		52.20	53.91	0.33		5.55	5.60	0.162
Lottery 5		51.43	42.31	-0.71		5.71	5.66	-0.151
Lottery 6		52.47	47.95	-0.67		5.55	5.58	0.078
Lottery 7		43.59	41.18	-0.21		na	na	na
Lottery 8		54.84	44.19	-1.24		5.58	5.56	-0.070
Lottery 9		53.38	49.32	-0.57		5.56	5.52	-0.094
Lottery 10		50.00	54.29	0.42		na	na	na
Lottery 11		30.00	40.28	0.87		5.54	5.60	0.189
Lottery 12		53.18	52.63	-0.06		5.66	5.52	-0.503
Lottery 13		50.69	53.33	0.33		5.59	5.55	-0.121
Lottery 14		42.59	29.63	-1.35		5.58	5.37	-0.606
Total		52.02	50.15	-0.943		5.58	5.59	0.012

Table 6 Attrition Statistics for 3rd-6th Grade English-LA Achievement for All-Applications

	Total Sample	Lottery Winners	Lottery Losers	Differential Attrition
FEMALES				
Potential Achievement Scores (3 rd -6 th Grade)	5172	1798	3374	
Missing Achievement	1621	559	1062	
Overall Attrition	31.3%	31.1%	31.5%	-0.4
MALES				
Potential Achievement Scores (3 rd -6 th Grade)	4915	1779	3136	
Missing Achievement	1791	567	1224	
Overall Attrition	36.4%	31.9%	39.0%	-7.2***
TOTAL SAMPLE (including missing gender)				
Potential Achievement Scores (3 rd -6 th Grade)	10349	3632	6717	
Missing Achievement	3674	1181	2493	
Overall Attrition	35.5%	32.5%	37.1%	-4.6***

+ p < .10, * p < .05, ** p < .01

Table 7 Sources of Attrition by Lottery Status and Gender

	Off-track		Not Tested		Private/Home/Out of State		Total	
	No-offer	Offer	No-offer	Offer	No-offer	Offer	No-offer	Offer
<u>Males</u>								
% of Attrition	11.9%	9.6%	4.9%	5.1%	20.6%	15.5%	37.4%	30.2%
Std. Error	0.68%	0.82%	0.45%	0.62%	0.85%	1.01%		
Differential Attrition		-2.3*		0.2		-5.1**		-7.2**
<u>Females</u>								
% of Attrition	4.7%	6.5%	6.6%	6.3%	18.6%	16.9%	29.9%	29.8%
Std. Error	0.68%	0.82%	0.45%	0.62%	0.85%	1.01%		
Differential Attrition		+1.8		-0.3		-1.7		-0.1

+ p < .10, * p < .05, ** p < .01, *** p < .005

Table 8 Overall and Differential Attrition for Samples with Different Bias Vulnerability

	All Ages		Young Ages Excluded ¹	
	All Lotteries (FULL)	Lotteries Excluded ² (LLO)	All Lotteries (YSLO)	Lotteries Excluded ² LLO_YSLO)
	ALL APPLICATIONS ³			
Overall Attrition	34.1%	33.8%	32.8%	31.6%
Differential Attrition	-4.5***	-1.6	-4.8***	-0.01
WWC Criteria	Liberal	Conservative	Liberal	Conservative
Sample	7496	6336	6620	5568
	FEMALES			
Overall Attrition	29.9%	29.7%	28.9%	28.6%
Differential Attrition	-0.0	0.02	-0.02	-0.0
WWC Criteria	Conservative	Conservative	Conservative	Conservative
Sample	3744	3408	3541	3223
	MALES			
Overall Attrition	35.0%	34.6%	32.7%	31.8%
Differential Attrition	-7.0***	-3.4 ⁺	-5.0**	-0.0
WWC Criteria	Liberal	Liberal	Liberal	Conservative
Sample	3562	2980	2889	2324

⁺ $p < .10$, ^{*} $p < .05$, ^{**} $p < .01$, ^{***} $p < .005$

Sample excludes males younger than 5.4 years and females younger than 5.2 years as of October 1

2 Sample excludes lotteries with average 3rd-6th achievement samples less than 7 and/or high and significant differential attrition

3 All Applications includes applications with no gender- about 2.5% of the total sample- and none of these applications have achievement data

Table 9 Comparing English Proficiency ITT Effects¹ for Specific Grades and Different Bias Vulnerability

	All Grades	4 th Grade	5 th Grade	6 th Grade
	Full Sample			
Effect Size	0.143**	0.109 ⁺	0.169**	0.114 ⁺
Sd. Error	(0.053)	(0.059)	(0.062)	(0.064)
Sample	6652	1888	1810	1728
	Eliminate Highest Differential Attrition Lotteries ²			
Effect Size	0.179**	0.167 [*]	0.220**	0.128 ⁺
Sd. Error	(0.063)	(0.072)	(0.074)	(0.074)
Sample	4949	1375	1307	1244
	Eliminate Young Students ³ and Highest Differential Lotteries			
Effect Size	0.241***	0.196**	0.281**	0.208*
Sd. Error	(0.068)	(0.075)	(0.080)	(0.085)
Sample	4027	1162	1098	1037

⁺ $p < .10$, ^{*} $p < .05$, ^{**} $p < .01$, ^{***} $p < .005$

1 Estimated using multiway clustering (Cameron et al, 2011)

2 Sample excludes lotteries in middle/high income school districts with highest differential attrition and lotteries that have very small achievement samples (six or fewer observations)

3 Sample excludes males younger than 5.4 years and females younger than 5.2 years as of

Table 10 Comparing 3rd-6th Grade English Proficiency ITT Effects by Gender for Samples with Different Bias Vulnerability

		Full Sample	Eliminate Highest Differential Attrition Lotteries ¹	Eliminate Young Students ² and Highest Differential Attrition Lotteries
Females	Effect Size	0.223**	0.242**	0.267**
	Sd. Error	(0.077)	(0.081)	(0.085)
	Sample	3541	2960	2556
Males	Effect Size	0.063	0.068	0.207 ⁺
	Sd. Error	(0.074)	(0.094)	(0.112)
	Sample	3111	2200	1514

⁺ p < .10, * p < .05, ** p < .01, *** p < .005

1 Eliminates lotteries in high/middle income school districts that have the largest differential attrition levels

2 Eliminates young applicants- males less than 5.4 years and females less than 5.2 years

Table 11 Comparing 3rd-6th English Proficiency ITT Effects for Single Applicants and All Applications

	Full Sample	Eliminate Highest Differential Attrition Lotteries ¹	Eliminate Young Students and Highest Differential Attrition Lotteries ²
Single Applicants			
Effect Size ³	0.155 [*]	0.199 [*]	0.306 ^{**}
Sd. Error	(0.071)	(0.081)	(0.086)
Sample	4114	3067	2647
All Applications			
Effect Size ⁴	0.143 ^{**}	0.179 ^{**}	0.241 ^{**}
Sd. Error	(0.053)	(0.063)	(0.068)
Sample	6652	4949	4027

⁺ p < .10, * p < .05, ** p < .01, *** p < .005

1 Sample excludes lotteries in middle/high income school districts with highest differential attrition and lotteries that have very small achievement samples (six or fewer observations)

2 Sample excludes males younger than 5.4 years and females younger than 5.2 years as of October 1

3 Estimated using one-way clustering across grades

4 Estimated using multiway clustering across grades and multiple applications (Cameron et al, 2011)

Table 12 Comparing ITT and TOT English Proficiency Effects by Grade for Sample Eliminating Lotteries with High Differential Attrition¹ and Young Students²

	All Grades	4 th Grade	5 th Grade	6 th Grade
ITT Effects				
Effect Size	0.241***	0.196**	0.281**	0.208*
Sd. Error	(0.068)	(0.075)	(0.080)	(0.085)
Sample	4027	1162	1098	1037
TOT Effects				
Effect Size	0.473***	0.383**	0.543***	0.404*
Sd. Error	(0.135)	(0.146)	(0.156)	(0.162)
Sample	4027	1162	1098	1037

+ p < .10, * p < .05, ** p < .01, *** p < .005

- 1 Sample excludes lotteries in middle/high income school districts with highest differential attrition and lotteries that have very small achievement samples (six or fewer observations)
- 2 Sample excludes males younger than 5.4 years and females younger than 5.2 years as of October 1

Table 13 Mathematics and Science ITT and TOT Effects by Gender for Sample Eliminating Lotteries with High Differential Attrition¹ and Young Students²

		Both Genders	Females	Males
ITT Results				
Mathematics(3 rd -6 th Grade)	Effect Size	0.081	0.146	0.003
	Sd. Error	(0.071)	(0.089)	(0.118)
	Sample	4023	2557	1508
Science (5 th Grade)	Effect Size	0.154*	0.184 ⁺	0.083
	Sd. Error	(0.075)	(0.097)	(0.115)
	Sample	1113	690	467
TOT Results				
Mathematics(3 rd -6 th Grade)	Effect Size	0.159	0.273	0.006
	Sd. Error	(0.139)	(0.168)	(0.250)
	Sample	4023	2557	1508
Science (5 th Grade)	Effect Size	0.300*	0.339 ⁺	0.175
	Sd. Error	(0.147)	(0.178)	(0.239)
	Sample	1113	690	467

+ p < .10, * p < .05

- 1 Eliminates lotteries in high/middle income school districts that have the largest differential attrition levels
- 2 Eliminates young applicants- males less than 5.4 years and females less than 5.2 years

Table 14 Comparing ITT Effects by Subject for a CK-Charter School in a Low Income School District to CK-Charter Schools in Middle/High Income School Districts

		English Proficiency (3 rd -6 th grade)	Mathematics (3 rd -6 th grade)	Science 5 th Grade
Low Income School District	Effect Size	0.944**	0.735*	0.468
	Sd. Error	(0.295)	(0.350)	(0.316)
	Sample	167	166	41
Middle/High Income School Districts	Effect Size	0.201**	0.041	0.125
	Sd. Error	(0.070)	(0.073)	(0.077)
	Sample	3860	3857	1072
Effect Difference		0.743**	0.694*	0.343

+ p < .10, * p < .05, ** p < .01, *** p < .005

Table 15 Comparing TOT Effects by Subject for a CK-Charter School in a Low Income School District to CK-Charter Schools in Middle/High Income School Districts

		English Proficiency (3 rd -6 th grade)	Mathematics (3 rd -6 th grade)	Science 5 th Grade
Low Income School District	Effect Size	1.299**	0.997*	0.622
	Sd. Error	(0.459)	(0.439)	(0.380)
	Sample	167	166	41
Middle/High Income School Districts	Effect Size	0.445**	0.090	0.270
	Sd. Error	(0.155)	(0.160)	(0.166)
	Sample	3860	3857	1072
Effect Difference		0.854**	0.907*	0.352

+ p < .10, * p < .05, ** p < .01, *** p < .005

Table 16 Summary of 3rd-6th Grade TOT Effects and Percentile Gains for Sample with Excluded Young Students and High Differential Attrition Lotteries

		English	Math	Science
ALL APPLICATIONS	Effect	0.473***	0.159	0.300*
	Std Error	(0.135)	(0.139)	(0.147)
	Sample	4027	4023	1113
	Percentile Gain	16.1***	5.41	10.2*
FEMALE	Effect	0.500***	0.273	0.339⁺
	Std Error	(0.162)	(0.168)	(0.178)
	Sample	2556	2557	690
	Percentile Gain	17.0***	9.3	11.5⁺
MALE	Effect	0.440⁺	0.006	0.175
	Std Error	(0.238)	(0.250)	(0.239)
	Sample	1514	1508	467
	Percentile Gain	15.0⁺	0.002	6.0⁺

⁺ p < .10, * p < .05, ** p < .01, *** p < .005

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Dramatic New Evidence That Building Knowledge Can Boost Comprehension And Close Gaps

By **Natalie Wexler**, Senior Contributor. ⓘ Natalie Wexler is an education writer...



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Building students' general knowledge can lead to dramatic long-term improvements in reading comprehension, a new study suggests—casting serious doubt on standard teaching approaches.

A [rigorous study](#) involving more than 2,000 students has found that children who got a content-rich, knowledge-building curriculum for at least four years, beginning in kindergarten, significantly outperformed their peers on standardized reading comprehension tests. Students from low-income families made such dramatic gains that their performance on state tests equaled that of children from higher-income families.

To understand the significance of these findings, it's important to have some background information. For [at least the past 25 years](#), reading scores in the U.S. have been largely stagnant, with about two-thirds of students scoring below proficient on national tests. Gaps between students at the upper and lower ends of the socioeconomic spectrum have remained wide and by [some estimates](#) have grown significantly, despite massive efforts to narrow them.

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Reading Comprehension Instruction Focuses on Skills

But most of the time spent on reading is devoted to reading *comprehension*, which is what state and national tests purport to measure. The standard approach is to focus on comprehension skills and strategies, like “finding the main idea” of a text and “making inferences.” Often there is a skill of the week, which the teacher demonstrates using a book chosen not for its topic but for how well it lends itself to demonstrating the skill.

Then students practice the skill on other books—fiction, or nonfiction on random topics—that have been determined to match their individual reading levels. The goal is not for children to acquire any substantive knowledge but rather to master skills that will theoretically enable them to understand the complex texts they’ll be expected to read in the future.

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don't need to acquire much substantive knowledge until they reach higher grade levels.

This approach is so deeply entrenched that it has persisted despite its failure to produce gains in reading test scores. In the face of stubbornly low scores, the prescription has often been to double down on it.

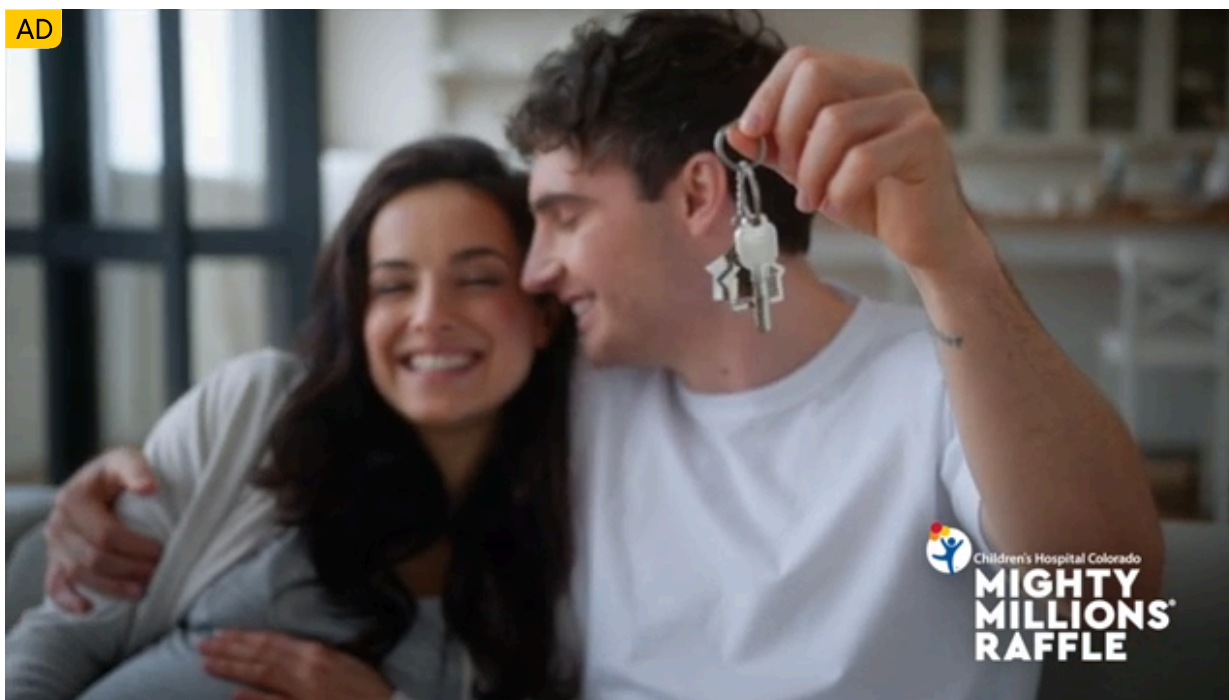
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Nevertheless, over the last several years, an increasing number of schools have shifted to [elementary literacy curricula](#) that systematically build children's knowledge and vocabulary while also providing the kind of phonics instruction backed by science. But the trend towards knowledge-building hasn't gained as much traction as the movement for systematic phonics.



One reason may be that we haven't had strong experimental evidence for knowledge-building. We do have [lots of evidence](#) showing that readers who *have* relevant knowledge—either of the topic they're reading about, or of general academic vocabulary—have better comprehension. That evidence supports

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The reason, researchers and others [have suggested](#), is that it can take a long time for the results of knowledge-building to show up on the standardized tests used to measure reading comprehension. The passages on those tests are on random topics, and it can take years for kids to acquire the critical mass of vocabulary that will enable them to understand texts on topics they haven't actually learned about. In the meantime, the tests may be failing to measure the valuable knowledge students are in the process of acquiring.

The Colorado Study

That brings us to the long-awaited multi-year study released last week, conducted by researchers at the University of Virginia. The experiment took advantage of the fact that Colorado has long had an unusual number of elementary schools that use a knowledge-building curriculum. Researchers focused on nine such schools in the state that have more applicants than seats, requiring them to conduct lotteries for kindergarten admission. That allowed researchers to compare a “treatment group”—children who got in through the lotteries—with a “control group” consisting of children who applied but didn't get in.

The 688 children admitted through the lottery got a curriculum based on the [Core Knowledge Sequence](#), which is similar to the [Core Knowledge Language Arts](#) (CKLA) curriculum. (At the time the study began, in 2009, that curriculum had not yet been developed.) Rather than putting comprehension skills in the foreground, the Sequence—like CKLA—immerses children in rich content in history, geography, science, and other subjects, largely through having teachers read texts aloud and lead class discussions. (The study was done independently of the Core Knowledge Foundation, which developed both CKLA and the Sequence. It was financed through a mix of public and private funding.)

The [various knowledge-building curricula](#) developed in recent years all cover different topics in different ways, but they all share Core Knowledge's focus on content. Instead of jumping rapidly from one topic to another, students spend several weeks learning about each topic. They also read and write about the content covered in the core curriculum rather than random, unconnected topics. Previous studies have measured the results of some of these curricula, including CKLA, after one or two years and found a [positive but modest effect](#).

Researchers conducting the Colorado study waited four years, until the children reached third grade—the first year state standardized tests are given—before measuring the results. They continued to look at test scores for those students, and their peers who failed to win the lottery, through sixth grade.

They found that the treatment group as a whole experienced significant “moderate” gains on reading tests in each grade compared to the control group. The term “moderate” here can be misleading; it refers to categories of “effect sizes” in statistics. In fact the gains were large enough that, if translated to American students as a whole, the U.S. would move up to a position among the top five countries on an

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Breaking down the study's results by income level leads to additional insights. Eight of the nine schools were located in middle- to high-income areas. Even though those children were presumably acquiring a fair amount of academic knowledge at home, they still benefited from acquiring knowledge at school. The effect size—which measures the difference between their performance and their respective control groups—was 0.445.

What does that mean? Again, the researchers characterize the effect as “moderate,” but it needs to be viewed in the context of effect sizes found for other interventions aimed at boosting reading comprehension. One [meta-analysis](#) of 82 studies of interventions for struggling readers—none of which involved systematically expanding knowledge—found an average effect size of 0.35. A federal [government report](#) assessing the effect of 24 studies of comprehension strategy instruction found an average effect size of just 0.10. That was considered sufficient for a panel of experts to recommend adopting the strategies studied, which included things like teaching students how to generate questions about what they were reading and make inferences.

In the Colorado study, the effect size for students at the one school in a low-income area was truly extraordinary: 1.299. They also got large boosts in math scores and on the state science test given to fifth-graders. In fact, their gains were so large that, according to the researchers, they *eliminated* the gaps on Colorado tests between students from low- and high-income families, in all three subjects.

You might have some questions about the study—for example:

- **How reliable is this data?**

The study has not yet been peer-reviewed or published, but the data have been subjected to rigorous evaluation. According to one of the researchers who worked on the study, Daniel Willingham, the lead author—David Grissmer—is extremely careful in analyzing data.

- **How definitive is this study?**

One study can never be definitive, although the researchers tried to eliminate potential sources of “bias” that might limit the applicability of the findings.

For example, all the schools in the study were charter schools, raising the possibility that the findings wouldn't apply equally to other types of schools. But the researchers discount that possibility, observing that—outside of urban settings—charter schools don't have a better track record than traditional public schools. All schools in the study were in suburban areas.

On the other hand, the fact that the one school in the study that served a low-income population was located in a suburb might be a limiting factor. The same results might not be found with a school in a

level. Long-term studies are expensive, which is one reason they're rare, but they may be the only way to get reliable evidence of what actually works to boost reading comprehension.

- **Does this study mean that if we don't start building kids' knowledge in kindergarten, there's nothing we can do for them?**

This study doesn't address what can be done for students at higher grade levels. It's not impossible to build knowledge later on, but it is more difficult. By the time students reach middle school or, especially, high school, the curriculum assumes a lot of academic knowledge they may not have. Those gaps in background knowledge can make it difficult or impossible for them to understand the content they're expected to learn. One thing that can help is to explicitly teach students to [write about what they're learning](#).

- **Does this mean we should just ignore the many studies showing positive effects from comprehension strategy instruction?**

No, but we need to recognize a few things about them. One is that few if any of those studies have followed students long-term—most last only a few weeks—so we don't know how long their effects continue. And those studies can't be used to justify teaching comprehension skills in isolation year after year, which is the standard practice.

It's also important to note that many commonly taught "skills and strategies" [don't actually have strong evidence](#) behind them. And the evidence for strategy instruction is actually strongest when multiple strategies are taught simultaneously—especially if those strategies are appropriate to the particular text at hand.

Any effective knowledge-building curriculum will bring in strategies in that way, even if they're not labeled as strategies. Students might be asked, for example, to predict what will happen next in a story or an account of a historical event, or they might be prompted to connect new information in a text to knowledge they've already acquired. Those are valuable teaching techniques, but they seem to work best when used to help students think analytically about specific content rather than being taught as free-floating skills.

The Colorado Study Should Lead to Changes in Practice

Even though this is just one study, it should be enough—when combined with the strong evidence that relevant knowledge is a key factor in comprehension—to spark a re-evaluation of the standard approach to reading comprehension.

It should also lead us to rethink how we measure academic progress. This study suggests [as have](#)

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from getting that kind of curriculum in the first place.

Reading tests provide a powerful incentive for educators to focus on the comprehension skills the tests purport to measure rather than the social studies and science topics kids need in order to understand the test passages—not to mention the complex texts they’ll be expected to tackle at higher grade levels and in life.

Schools within a state generally have the freedom to choose from a variety of curricula, making it impossible for states to develop tests grounded in the knowledge covered in any particular curriculum. But all states have social studies and science standards that specify content to be taught at each grade level. States could at least connect the passages on their reading tests to that content.

We do need more long-term studies like the Colorado one. But given all the evidence we have—both of the potential benefits of knowledge-building curriculum and the clear failings of the current approach—we can’t afford to wait until we have more data before taking action. We’ve already done enough damage to children’s future prospects—albeit with the best of intentions—and we can’t afford to prevent millions more students from reaching their full potential.

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Charter School Required Signature Certification

***Note:** Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

I. School Information

Name of charter school

Ascent Classical Academy of Moore County

II. Selected Board Attorney

❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

No: ☐

Yes: ☐

Not yet identified: ☒

Name of Selected Board Attorney:

Not identified

Business/Law Firm Name: Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

E-mail address: Click or tap here to enter text.

III. Selected Board Auditor

- ❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

No: ☐

Yes: ☐

Not yet identified: ☒

Name of Selected Board Auditor:

Not identified

Business/Firm Name: Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

IV. Selected CMO/EMO

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

No: ☐

Yes: ☒

Not yet identified: ☐

Name of Selected Management Organization:

Ascent Classical Academies

Business Address: PO Box 1490, Golden, CO 80402

Telephone No.: 720-728-6300

Email address: derec.shuler@ascentclassical.org

V. Selected Financial Management Service Provider

- ❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

No: ☐

Yes: ☐

Not yet identified: ☐

Name of Selected Financial Management Service Provider:

N/A, working with CMO.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

VI. Selected Infinite Campus Service Provider

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided.

No: ☐

Yes: ☐

Not yet identified: ☒

Name of Selected PS or IC Service Provider:

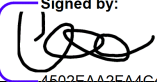
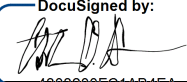
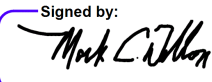
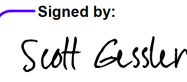
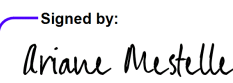
Not identified, may not be using.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.


Email address: Click or tap here to enter text.

VII. Signatures of All Charter Board Members

1. Signed by:  4602EAA2FA4C479...	2. DocuSigned by:  4303200FC1AB4EA...
3. Signed by:  EE5E0D5A7A704AA...	4. Signed by:  BEA4E9DD230043F...
5. Signed by:  01207C5004CB43F...	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Chris Owens, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Ascent Classical Academy of Moore County Charter School is true and correct in every respect.

Signature  4303200FC1AB4EA...	Date 4/24/2025
---	----------------



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April 24, 2025

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Jesus T Barragan Sanchez

Assistant Branch Manager

FirstBank – WEST/MILLS

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Edgewood Partners Insurance Center

Al
Han
Uti
Wright S

Ascent Classical Academy of Moore County

Coverage	Y2027	Y2028
Commercial Property -	TBD	TBD
Building	tbd	tbd
Business Personal Property	\$1,000,000	\$1,000,000
Business Income Incl Extra Exp	\$1,000,000	\$1,000,000
Total Insured Values (TBD)	\$2,000,000	\$2,000,000
Flood/Earth Movement Sublimit	\$1,000,000	\$1,000,000
Deductible Structure:		
All Other Perils	\$10,000	\$10,000
Flood	\$50,000	\$50,000
Earth Movement	\$50,000	\$50,000
Wind/Hail	2% \$50,000 min	2% \$50,000 min
BI Incl EE	72 Hrs Waiting Period	72 Hrs Waiting Period
Rate per \$100 Values	\$0.14	\$0.14
Total Est. Annual Premium	\$2,800.00	\$2,800.00
General Liability	TBD	TBD
General Aggregate	\$3,000,000	\$3,000,000
Each Occurrence	\$1,000,000	\$1,000,000
Medical Expense (Excludes Students)	\$5,000	\$5,000
Employee Benefits Liab. - Aggregate	\$1,000,000	\$1,000,000
Employee Benefits Liab. - Ea Claim	\$1,000,000	\$1,000,000
Self Insured Retention	\$1,000	\$1,000
Abuse/Molestation - Aggregate	\$2,000,000	\$2,000,000
Abuse/Molestation - Ea Conduct	\$1,000,000	\$1,000,000
Total Est. # of Students	448	512
Rate per Student	8.9	8.9
Total Est. Annual Premium	\$3,987.20	\$4,556.80
Automobile Liability	TBD	TBD
Bodily Injury/Property Damage	\$1,000,000	\$1,000,000
Uninsured/Underinsured Motorist	\$50,000	\$50,000
Auto Medical	\$5,000	\$5,000
Hired/Non-Owned Liability	\$1,000,000	\$1,000,000
Deductible Structure:		
Hired Comp	\$100	\$100
Hired Collision	\$500	\$500

Total Est. Annual Premium	\$400.00	\$400.00
Workers Compensation	TBD	TBD
Workers Compensation	State Statutory	State Statutory
Employers Liability	\$1,000,000	\$1,000,000
Total Est. Payroll	\$1,080,000.00	\$1,200,000.00
Est. Rate per \$100 Payroll	\$0.34	\$0.34
Total Est. Annual Premium	\$3,672.00	\$4,080.00
Management Liability	TBD	TBD
Aggregate - All Lines	\$3,000,000	\$3,000,000
Educators Legal Liability	\$1,000,000	\$1,000,000
Employment Practices Liability	\$1,000,000	\$1,000,000
Est. # of Employees	22	25
Self Insured Retention Structure:		
ELL	\$5,000	\$5,000
EPL	\$5,000	\$5,000
Total Est. Annual Premium	\$4,500.00	\$5,360.00
Student Accident - Base	TBD	TBD
Accident Medical	\$25,000	\$25,000
Self Insured Retention	\$0	\$0
Rate per Student	\$6.00	\$6.00
Total Est. Annual Premium	\$2,688.00	\$3,072.00
Student Accident - CAT	TBD	TBD
Accident Medical	\$6,000,000	\$6,000,000
Self Insured Retention	BASE Limit	BASE Limit
Total Est. Annual Premium	\$950.00	\$950.00
Crime	TBD	TBD
Employee Theft	\$500,000	\$500,000
Forgery or Alteration	\$250,000	\$250,000
Inside Premises - Money/Securities	\$250,000	\$250,000
Outside Premises	\$100,000	\$100,000
Computer Fraud (including Funds Transfer Fraud)	\$250,000	\$250,000
Money Orders or Fraudulent Instruction	\$250,000	\$250,000
Total Est. Annual Premium	\$1,300.00	\$1,300.00
Umbrella/Excess	TBD	TBD
Aggregate	\$1,000,000	\$1,000,000
Each Occurrence	\$1,000,000	\$1,000,000
Self-Insured Retention	\$0	\$0
Underlying Policies	GL, EBL, Abuse, ELL	GL, EBL, Abuse, ELL
Total Est. Annual Premium	\$1,600.00	\$1,600.00
Cyber	TBD	TBD
Policy Aggregate	\$1,000,000	\$1,000,000
Breach Response	\$1,000,000	\$1,000,000
Business Interruption	\$1,000,000	\$1,000,000
Reputation Harm	\$1,000,000	\$1,000,000
Cyber Event	\$1,000,000	\$1,000,000
Cyber Deception	\$250,000	\$250,000
Total Est. Annual Premium	\$2,500.00	\$2,625.00

Total Program Premium	\$24,397.20	\$26,743.80
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Potential Insurers (All A Rated)

IG	Philadelphia
over	Great American
ica	Amtrust
Specialty	Hartford

Y2029	Y2030	Y2031
TBD	TBD	TBD
tbd	tbd	tbd
\$1,000,000	\$2,000,000	\$2,000,000
\$1,000,000	\$2,000,000	\$2,000,000
\$2,000,000	\$4,000,000	\$4,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$10,000	\$10,000	\$10,000
\$50,000	\$50,000	\$50,000
\$50,000	\$50,000	\$50,000
2% \$50,000 min	2% \$50,000 min	2% \$50,000 min
72 Hrs Waiting Period	72 Hrs Waiting Period	72 Hrs Waiting Period
\$0.14	\$0.15	\$0.15
\$2,800.00	\$5,880.00	\$6,174.00
TBD	TBD	TBD
\$3,000,000	\$3,000,000	\$3,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$5,000	\$5,000	\$5,000
\$1,000,000	\$1,000,000	\$1,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$1,000	\$1,000	\$1,000
\$2,000,000	\$2,000,000	\$2,000,000
\$1,000,000	\$1,000,000	\$1,000,000
576	640	704
8.9	8.9	8.9
\$5,126.40	\$5,696.00	\$6,265.60
TBD	TBD	TBD
\$1,000,000	\$1,000,000	\$1,000,000
\$50,000	\$50,000	\$50,000
\$5,000	\$5,000	\$5,000
\$1,000,000	\$1,000,000	\$1,000,000
\$100	\$100	\$100
\$500	\$500	\$500

\$400.00	\$400.00	\$400.00
TBD	TBD	TBD
State Statutory	State Statutory	State Statutory
\$1,000,000	\$1,000,000	\$1,000,000
\$1,320,000.00	\$1,440,000.00	\$1,560,000.00
\$0.34	\$0.34	\$0.34
\$4,488.00	\$4,896.00	\$5,304.00
TBD	TBD	TBD
\$3,000,000	\$3,000,000	\$3,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$1,000,000	\$1,000,000	\$1,000,000
28	31	34
\$5,000	\$5,000	\$5,000
\$5,000	\$5,000	\$5,000
\$6,288.80	\$7,291.90	\$8,375.26
TBD	TBD	TBD
\$25,000	\$25,000	\$25,000
\$0	\$0	\$0
\$6.00	\$6.00	\$6.00
\$3,456.00	\$3,840.00	\$4,224.00
TBD	TBD	TBD
\$6,000,000	\$6,000,000	\$6,000,000
BASE Limit	BASE Limit	BASE Limit
\$950.00	\$950.00	\$950.00
TBD	TBD	TBD
\$500,000	\$500,000	\$500,000
\$250,000	\$250,000	\$250,000
\$250,000	\$250,000	\$250,000
\$100,000	\$100,000	\$100,000
\$250,000	\$250,000	\$250,000
\$250,000	\$250,000	\$250,000
\$1,300.00	\$1,300.00	\$1,300.00
TBD	TBD	TBD
\$1,000,000	\$2,000,000	\$2,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$0	\$0	\$0
GL, EBL, Abuse, ELL	GL, EBL, Abuse, ELL	GL, EBL, Abuse, ELL
\$1,600.00	\$1,800.00	\$1,800.00
TBD	TBD	TBD
\$1,000,000	\$1,000,000	\$1,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$1,000,000	\$1,000,000	\$1,000,000
\$250,000	\$250,000	\$250,000
\$2,756.25	\$2,894.06	\$3,038.77

\$29,165.45

\$34,947.97

\$37,831.62



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2021-2022

Ascent Classical Academy Northern Colorado



Expanding Frontiers in Public Education

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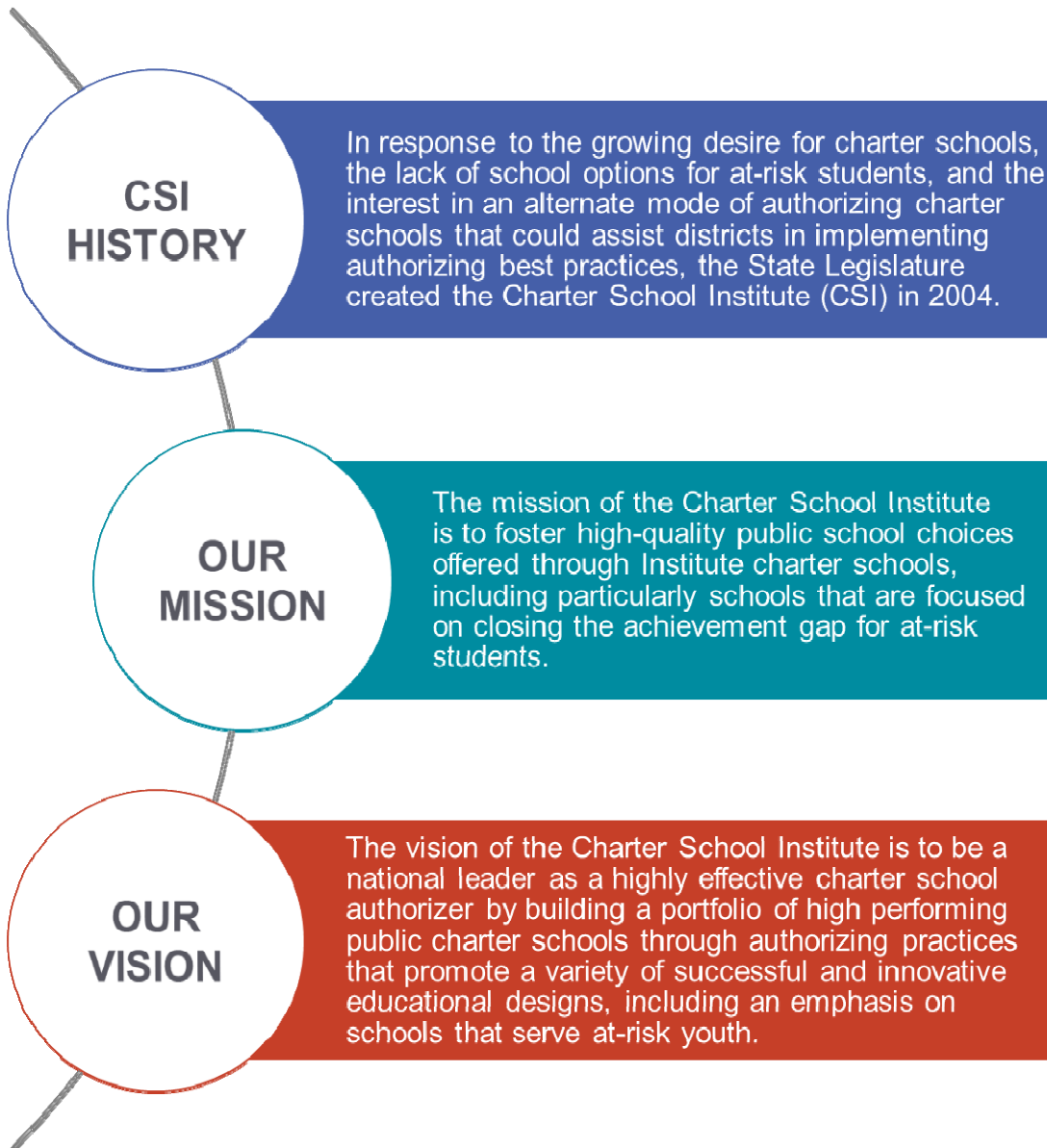


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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

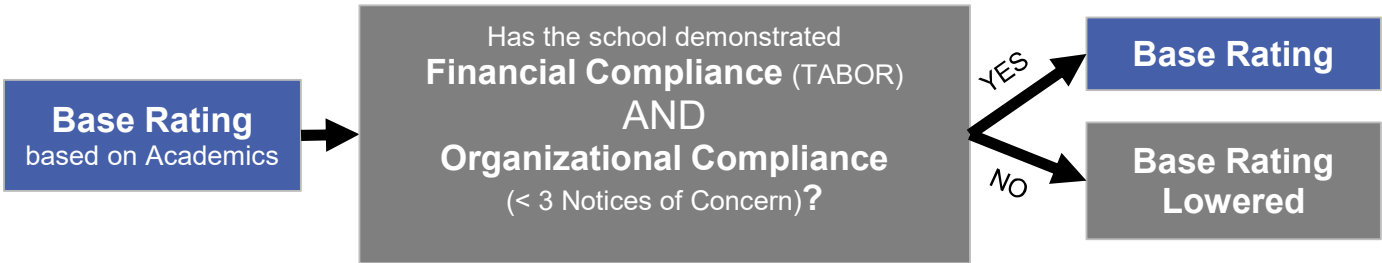
- 1. Add to the *body of evidence* that is used to make authorization decisions
- 2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
- 3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks

Financial Performance: Andi Denton

Organizational Performance: Kim Caplan & Matt Hudson - State/Federal Programs
Stephanie Aragon & Anastasia Hawkins - Compliance Monitoring

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- How are students achieving on state assessments?
- How are students achieving on state assessments over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- Are students making sufficient growth on state assessments?
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How is student growth distributed across growth levels?
- How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- How are students achieving on state assessments for postsecondary readiness?
- Are students graduating high school?
- Are students dropping out of high school?
- Are high school graduates adequately prepared for post-secondary academic success?
- What is the school's post-completion success rate?

*Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2016 to 2022. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
--	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

- a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

Ascent Classical Academy Northern Colorado Overview

Year Opened/Transferred: 2020-2021

Grades Served: K-9

School Model: Classical

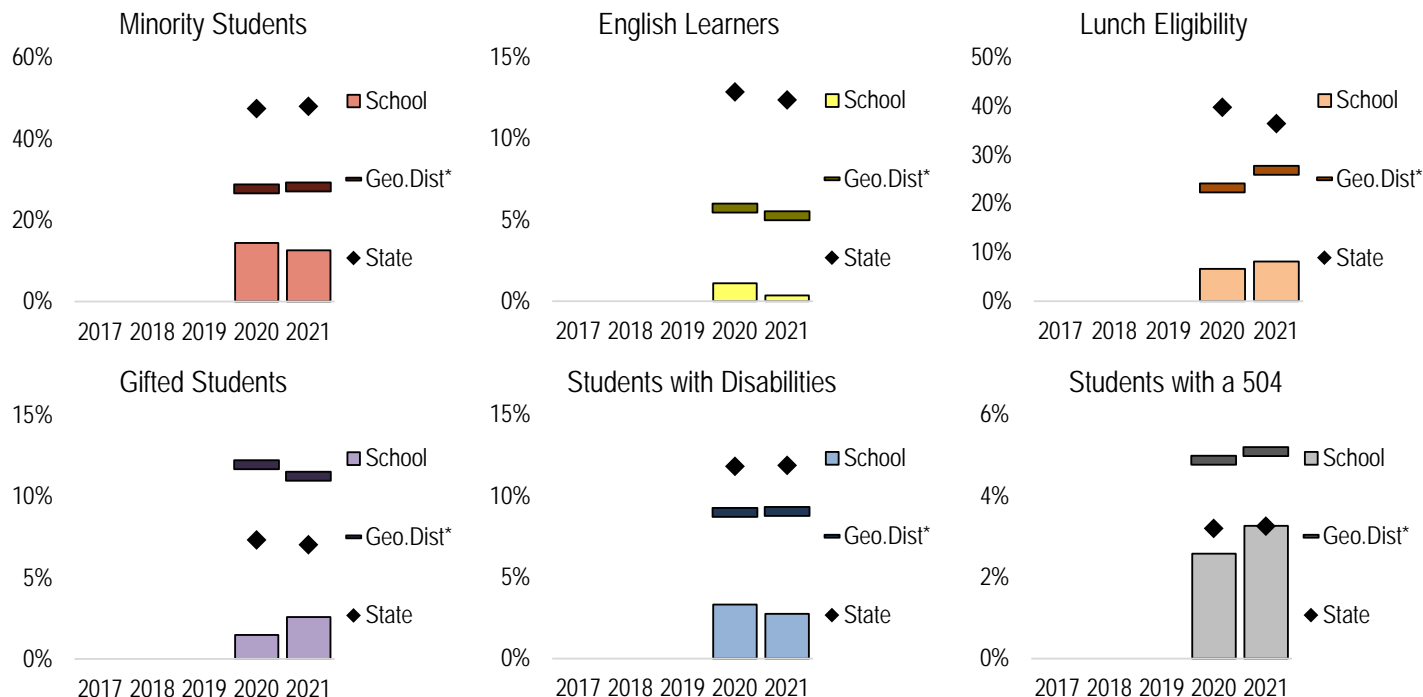
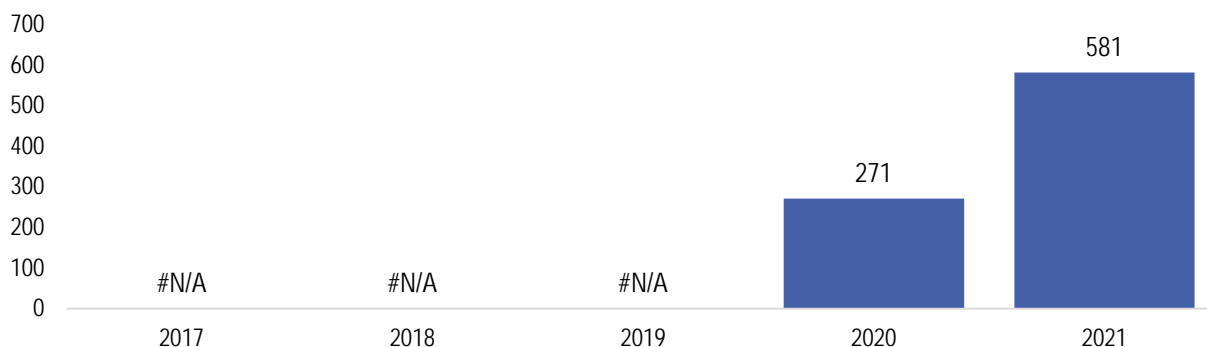
Town/City: Fort Collins

District of Residence: Poudre R-1

Original Application Type: Replication

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	--	--	--	271	581
F/R Lunch	--	--	--	6.6%	8.1%
Minority	--	--	--	14.4%	12.6%
IEP	--	--	--	3.3%	2.8%
EL	--	--	--	1.1%	0.3%
Gifted	--	--	--	1.5%	2.6%
504	--	--	--	2.6%	3.3%

Enrollment over Time



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than 70.1% Points Earned

Performance: Between 53% to 70.1% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance Plan: Low Participation
Elementary School Rating	Performance (Points Earned: 60%)
Middle School Rating	Improvement (Points Earned: 45%)
High School Rating	--
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Performance

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	Does Not Meet 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	324	287	88.6%	8	90.8%	Does Not Meet 95%
Math	324	287	88.6%	6	90.3%	Does Not Meet 95%
Science	N/A	N/A	N/A	N/A	N/A	N/A

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	306	271	88.6%	8	90.9%	Does Not Meet 95%
CMAS Math	306	271	88.6%	6	90.3%	Does Not Meet 95%
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	18	16	88.9%	0	88.9%	Does Not Meet 95%
PSAT/SAT Math	18	16	88.9%	0	88.9%	Does Not Meet 95%

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in English Language Arts over time?

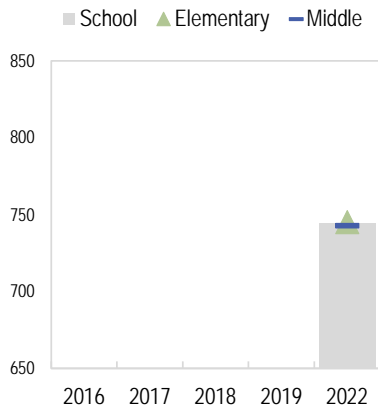
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	60	739
4	--	--	--	--	--	--	--	--	52	745
5	--	--	--	--	--	--	--	--	56	752
Elementary	--	--	--	--	--	--	--	--	168	745
6	--	--	--	--	--	--	--	--	51	739
7	--	--	--	--	--	--	--	--	30	756
8	--	--	--	--	--	--	--	--	18	733
Middle	--	--	--	--	--	--	--	--	99	743
Overall	--	--	--	--	--	--	--	--	267	744

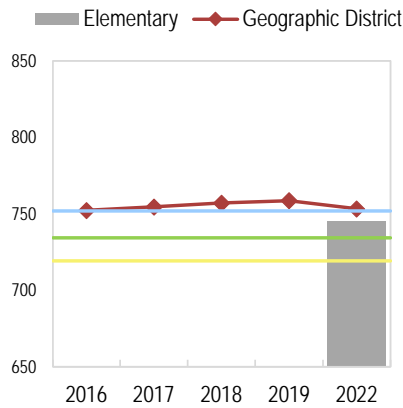
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,161	748	2,157	751	2,188	753	2,080	753	1,971	749
4	2,225	755	2,160	756	2,203	760	2,217	761	2,018	753
5	2,076	754	2,252	756	2,198	758	2,229	761	2,006	758
Elementary	6,462	752	6,569	754	6,591	757	6,526	759	5,998	753
6	2,059	751	2,009	750	2,179	753	2,173	754	1,866	753
7	1,877	754	1,925	751	1,957	755	2,105	755	1,819	752
8	1,692	754	1,697	754	1,849	754	1,801	756	1,613	756
Middle	5,628	753	5,631	752	5,983	754	6,079	755	5,295	753
Overall	13,201	752	13,269	753	12,574	755	12,605	757	11,293	753

CMAS ELA: School Status, Trends, and Local Comparison Graphs

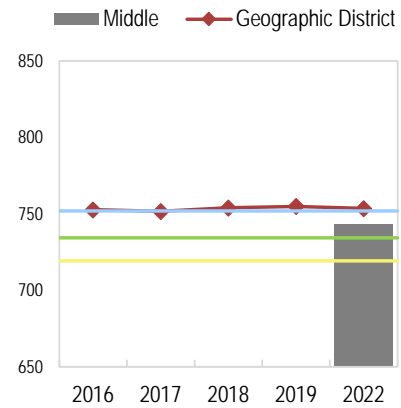
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 9 scale score points.

English Language Arts Subgroup Achievement

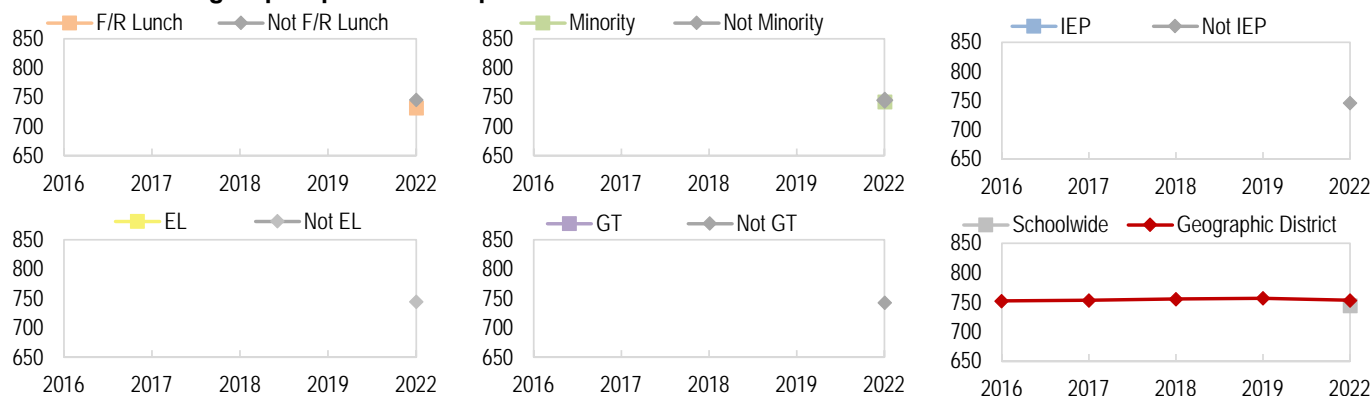
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in English Language Arts over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

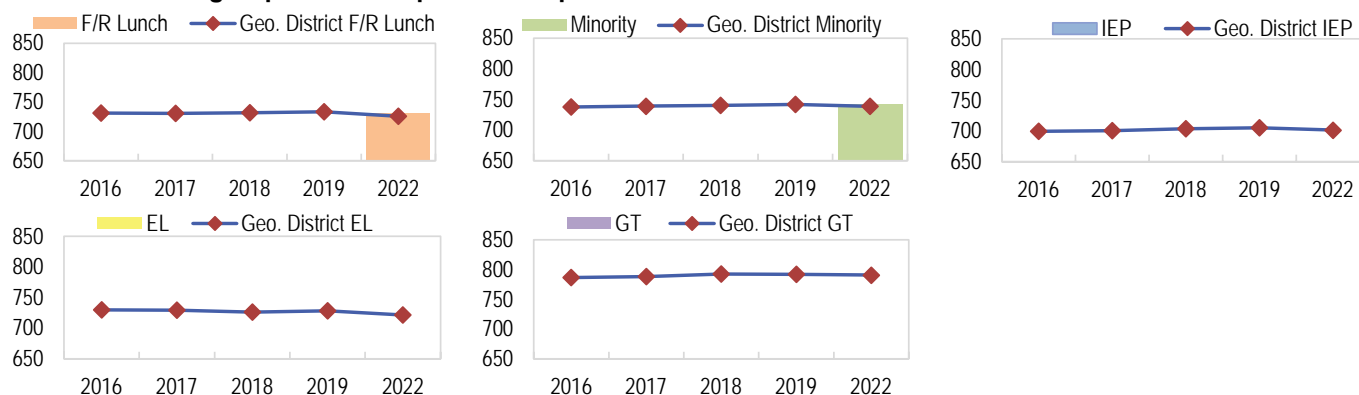
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	731.5
	N	--	--	--	--	745.3
Minority	Y	--	--	--	--	742.2
	N	--	--	--	--	744.7
IEP	Y	--	--	--	--	n<16
	N	--	--	--	--	745.8
EL	Y	--	--	--	--	n<16
	N	--	--	--	--	744.6
GT	Y	--	--	--	--	n<16
	N	--	--	--	--	743.2
Schoolwide		--	--	--	--	744

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	731.3	730.5	731.8	733.5	725.8
	N	762.0	761.7	765.0	765.8	761.3
Minority	Y	737.9	739.0	740.5	742.1	738.6
	N	757.2	757.8	760.7	761.8	758.6
IEP	Y	699.3	700.5	703.4	705.0	701.2
	N	756.7	757.5	759.9	760.8	757.5
EL	Y	729.9	729.3	726.2	728.3	721.9
	N	754.6	755.5	758.3	759.5	756.2
GT	Y	786.9	788.4	792.5	791.9	790.7
	N	745.0	746.3	748.2	749.6	746.7
Geographic District		752	753	755	757	753

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

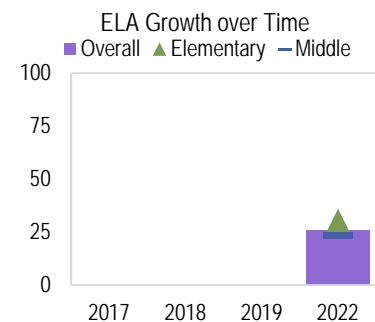
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

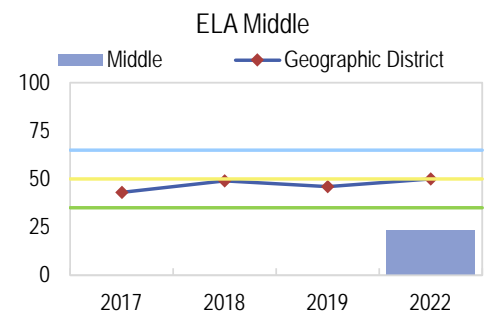
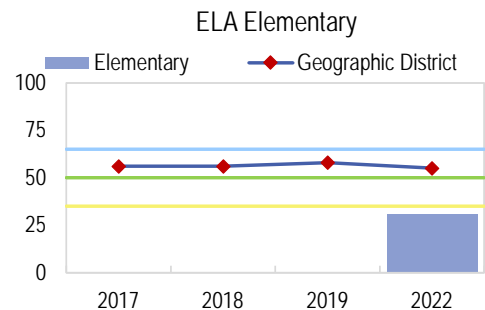
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	36	30.5
5	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	36	30.5
6	--	--	--	--	--	--	43	24.0
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	n < 20	--
Middle	--	--	--	--	--	--	52	23.5
Overall	--	--	--	--	--	--	88	25.5



CMAS ELA: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,036	59.0	2,062	59.0	2,083	61.0	1,657	55.0
5	2,110	53.0	2,065	53.0	2,131	55.0	--	--
Elementary	4,146	56.0	4,129	56.0	4,214	58.0	1,657	55.0
6	1,884	42.5	2,045	48.0	2,042	46.0	1,557	47.0
7	1,785	41.0	1,780	48.0	1,965	45.0	--	--
8	1,534	45.0	1,647	50.0	1,665	47.0	1,318	55.0
Middle	5,203	43.0	5,472	49.0	5,672	46.0	2,875	50.0
Overall	10,277	49.0	9,601	52.0	9,886	51.0	4,532	52.0



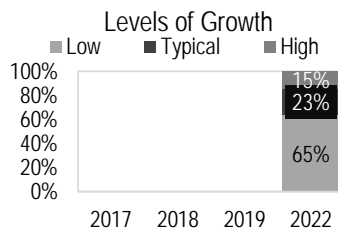
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. In 2022, overall student growth did not meet state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

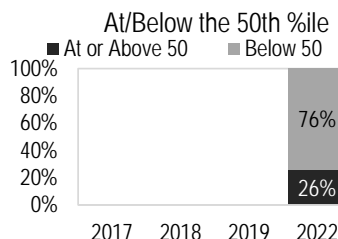
CMAS ELA: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	--	--	65%
Typical (35-65)	--	--	--	23%
High (above 65)	--	--	--	15%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	26%
Below 50	--	--	--	76%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 65% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 15% of students. The percent of students at or above the 50th percentile has

English Language Arts Subgroup Growth

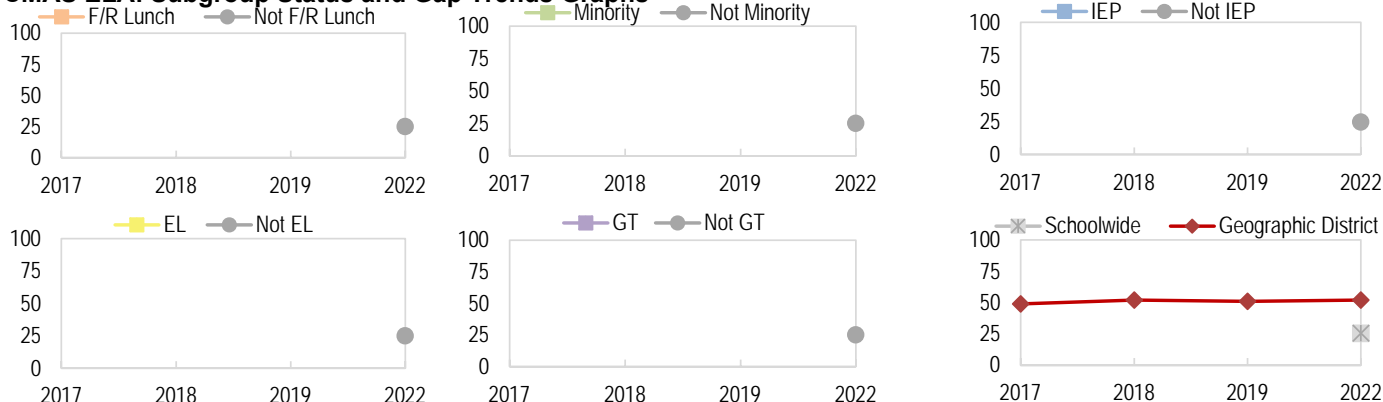
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

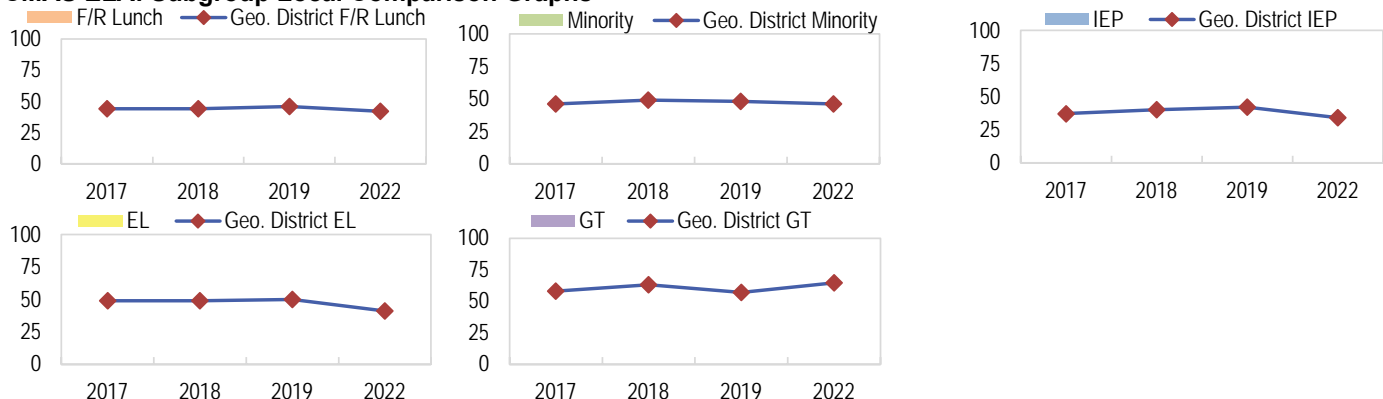
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	n<20
	N	--	--	--	25.0
Minority	Y	--	--	--	n<20
	N	--	--	--	25.0
IEP	Y	--	--	--	--
	N	--	--	--	24.5
EL	Y	--	--	--	n<20
	N	--	--	--	25.0
GT	Y	--	--	--	n<20
	N	--	--	--	25.0
Schoolwide		--	--	--	25.5

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	44.0	46.0	42.0
	N	51.0	55.0	53.0	55.0
Minority	Y	46.0	49.0	48.0	46.0
	N	50.0	53.0	52.0	54.0
IEP	Y	37.0	40.0	42.0	34.0
	N	50.0	53.0	52.0	54.0
EL	Y	49.0	49.0	50.0	41.0
	N	49.0	52.0	51.0	53.0
GT	Y	58.0	63.0	57.0	64.5
	N	47.0	49.0	49.0	49.0
Geographic District		49.0	52.0	51.0	52.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Mathematics Achievement

CMAS Math: School Status, Trends, and Local Comparison Tables

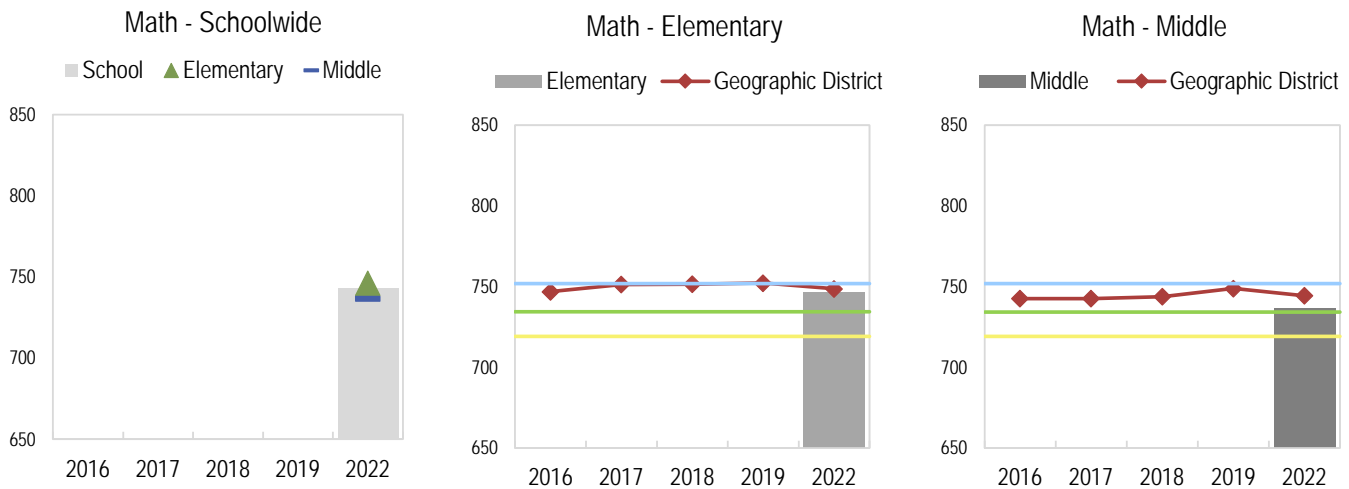
-How are students achieving on state assessments in Mathematics over time?

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	61	747
4	--	--	--	--	--	--	--	--	52	742
5	--	--	--	--	--	--	--	--	56	749
Elementary	--	--	--	--	--	--	--	--	169	746
6	--	--	--	--	--	--	--	--	51	740
7	--	--	--	--	--	--	--	--	29	738
8	--	--	--	--	--	--	--	--	18	724
Middle	--	--	--	--	--	--	--	--	98	737
Overall	--	--	--	--	--	--	--	--	267	743

Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,159	747	2,160	755	2,193	753	2,089	753	1,978	749
4	2,227	746	2,165	750	2,204	750	2,219	750	2,029	746
5	2,075	747	2,251	749	2,213	752	2,234	754	2,010	751
Elementary	6,461	747	6,576	751	6,612	752	6,542	752	6,020	749
6	2,072	744	2,026	744	2,196	743	2,180	747	1,857	741
7	1,892	743	1,937	743	1,971	745	2,113	746	1,807	742
8	1,692	740	1,706	741	1,859	743	1,811	754	1,596	751
Middle	5,656	743	5,669	743	6,024	744	6,104	749	5,257	744
Overall	13,230	744	13,313	747	12,636	748	12,646	751	11,277	747

CMAS Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 4 scale score points.

Mathematics Subgroup Achievement

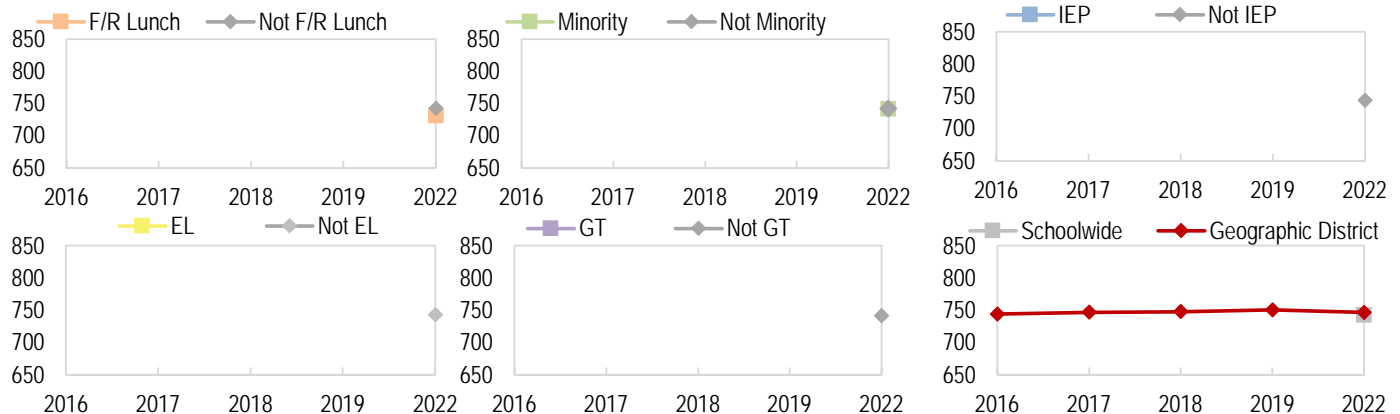
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Mathematics over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

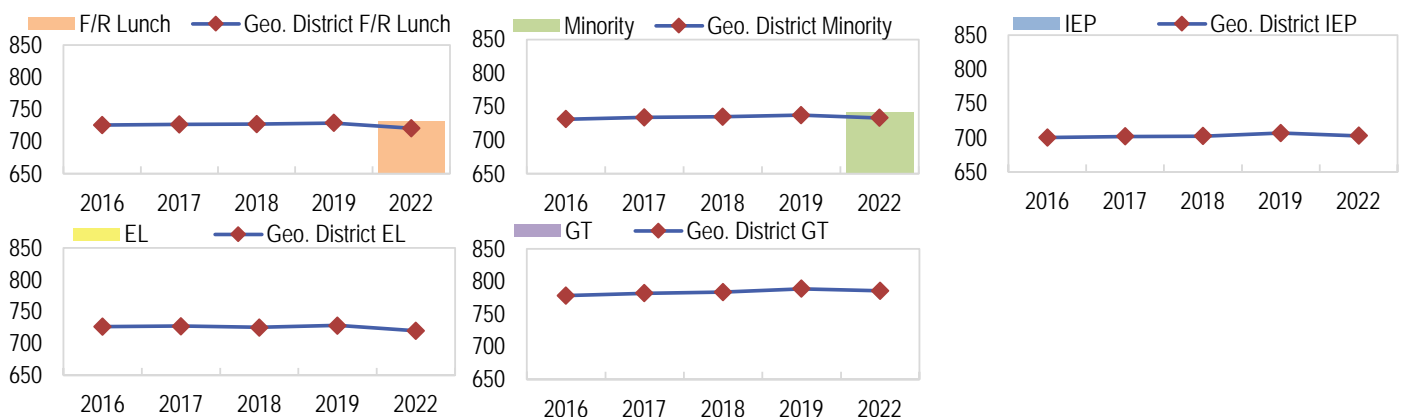
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	731.9
	N	--	--	--	--	743.3
Minority	Y	--	--	--	--	742.1
	N	--	--	--	--	742.6
IEP	Y	--	--	--	--	n<16
	N	--	--	--	--	743.9
EL	Y	--	--	--	--	n<16
	N	--	--	--	--	742.7
GT	Y	--	--	--	--	n<16
	N	--	--	--	--	741.6
Schoolwide		--	--	--	--	743

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	725.7	726.5	727.2	729.0	720.6
	N	752.9	754.7	756.2	759.0	754.1
Minority	Y	731.5	733.9	734.8	737.4	733.3
	N	748.7	751.2	752.4	755.2	751.4
IEP	Y	700.3	701.8	702.3	706.7	702.8
	N	747.9	750.6	751.7	754.1	750.1
EL	Y	726.5	727.3	725.1	728.2	720.1
	N	746.1	748.9	750.1	752.8	749.1
GT	Y	778.1	781.8	783.3	788.7	785.3
	N	737.2	740.3	741.0	742.9	739.8
Geographic District		744	747	748	751	747

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

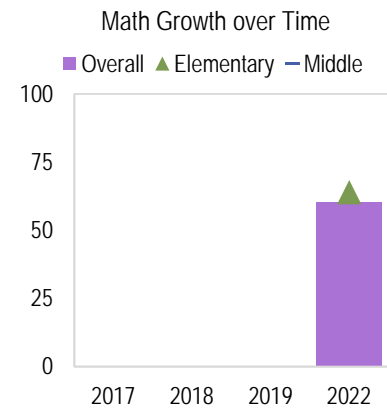
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

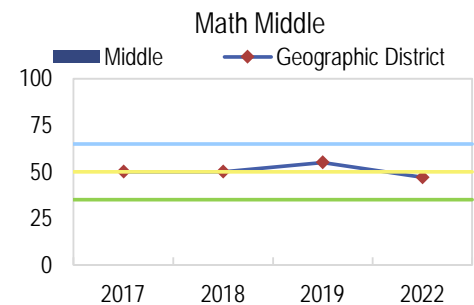
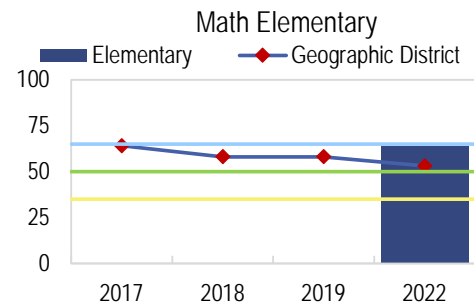
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	32	64.0
Elementary	--	--	--	--	--	--	32	64.0
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	n < 20	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	n < 20	--
Overall	--	--	--	--	--	--	46	60.5



CMAS Math: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,059	66.0	2,076	58.0	2,111	61.0	--	--
5	2,110	61.0	2,074	57.0	2,129	55.0	1,656	53.0
Elementary	4,169	64.0	4,152	58.0	4,240	58.0	1,656	53.0
6	1,892	48.0	2,050	45.0	2,045	54.0	--	--
7	1,801	49.0	1,487	54.0	1,978	54.0	1,526	47.0
8	1,537	52.0	1,310	54.0	1,385	57.0	--	--
Middle	5,230	50.0	4,847	50.0	5,408	55.0	1,526	47.0
Overall	9,924	55.0	8,999	54.0	9,648	56.0	3,182	50.0



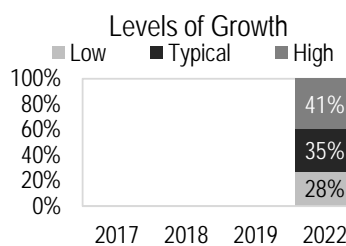
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. In 2022, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

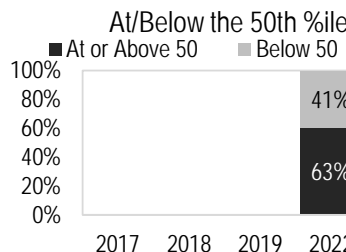
CMAS Math: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	--	--	28%
Typical (35-65)	--	--	--	35%
High (above 65)	--	--	--	41%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	63%
Below 50	--	--	--	41%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 28% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 41% of students. The percent of students at or above the 50th percentile has

Mathematics Subgroup Growth

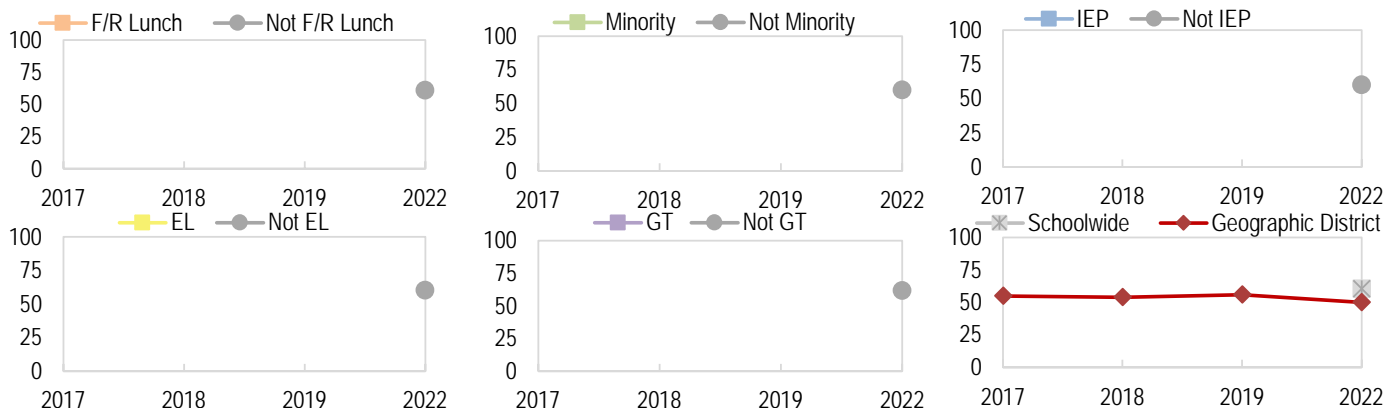
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Mathematics over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

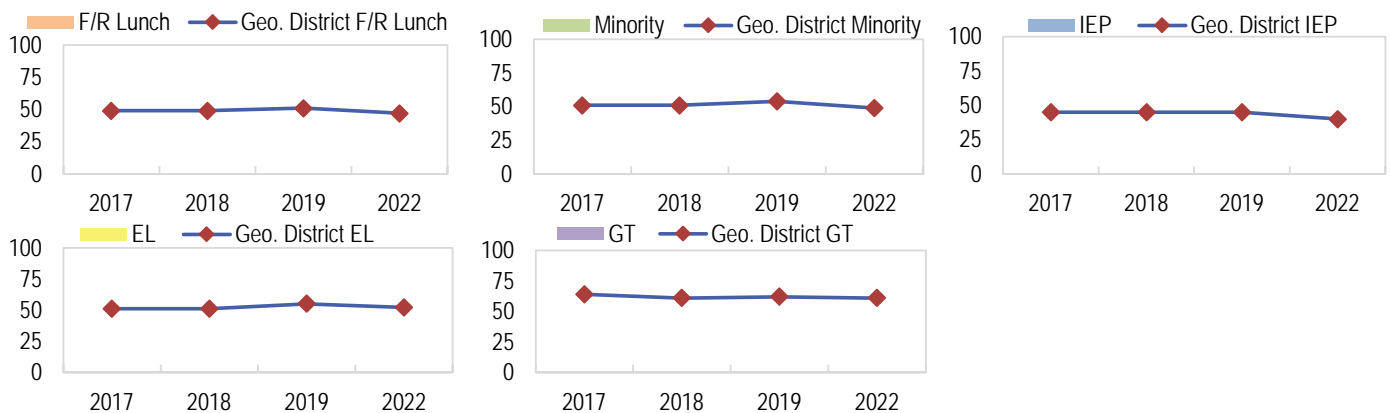
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	n<20
	N	--	--	--	61.0
Minority	Y	--	--	--	n<20
	N	--	--	--	60.0
IEP	Y	--	--	--	n<20
	N	--	--	--	60.0
EL	Y	--	--	--	n<20
	N	--	--	--	60.5
GT	Y	--	--	--	n<20
	N	--	--	--	62.0
Schoolwide		--	--	--	60.5

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	49.0	49.0	51.0	47.0
	N	58.0	56.0	58.0	51.0
Minority	Y	51.0	51.0	54.0	49.0
	N	57.0	55.0	57.0	51.0
IEP	Y	45.0	45.0	45.0	40.0
	N	56.0	54.0	57.0	51.0
EL	Y	51.0	51.0	55.0	52.0
	N	56.0	54.0	56.0	50.0
GT	Y	64.0	61.0	62.0	61.0
	N	54.0	52.0	55.0	48.0
Geographic District		55.0	54.0	56.0	50.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): overall, the school outperformed Poudre R-1. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time?^^

Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	--	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	--	--	--	--	n < 20	--	--
High	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	n < 20	--	n < 20	--	--

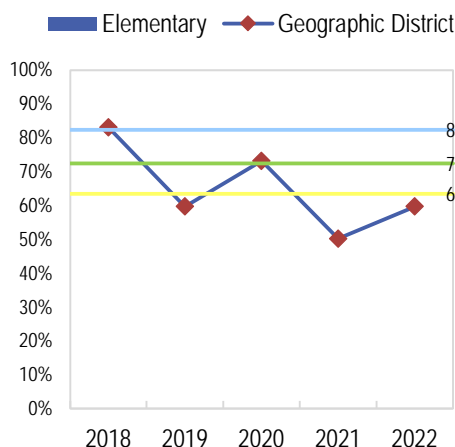
Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	782	57.0	720	53.0	654	55.0	583	52.0	601	50.0	59.7%
Middle	174	48.5	134	62.5	101	55.0	78	50.0	103	58.0	23.1%
High	145	56.0	94	68.0	88	56.0	85	53.0	103	64.0	28.9%
Overall	1,101	56.0	948	56.0	843	55.0	746	52.0	807	53.0	52.2%

^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

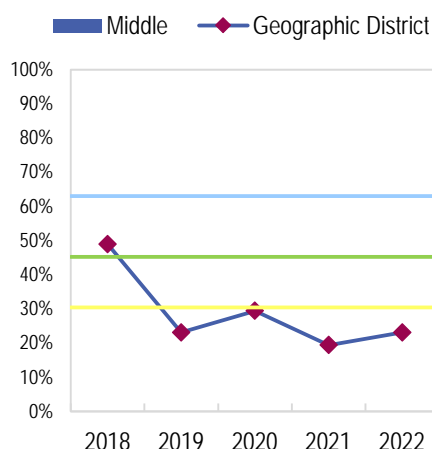
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs

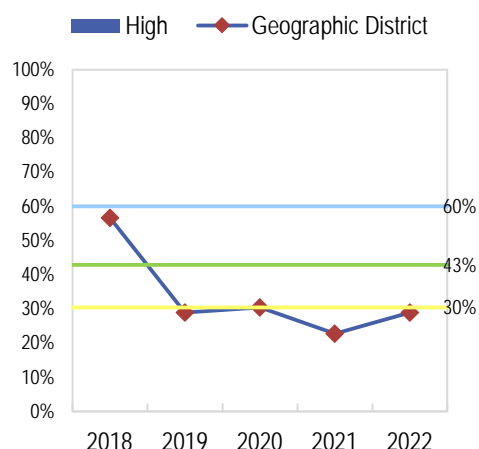
% On Track - Elementary



% On Track - Middle



% On Track - High



Growth Status and Local Comparison Narrative

Not applicable.

Evidence-Based Reading and Writing Achievement

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

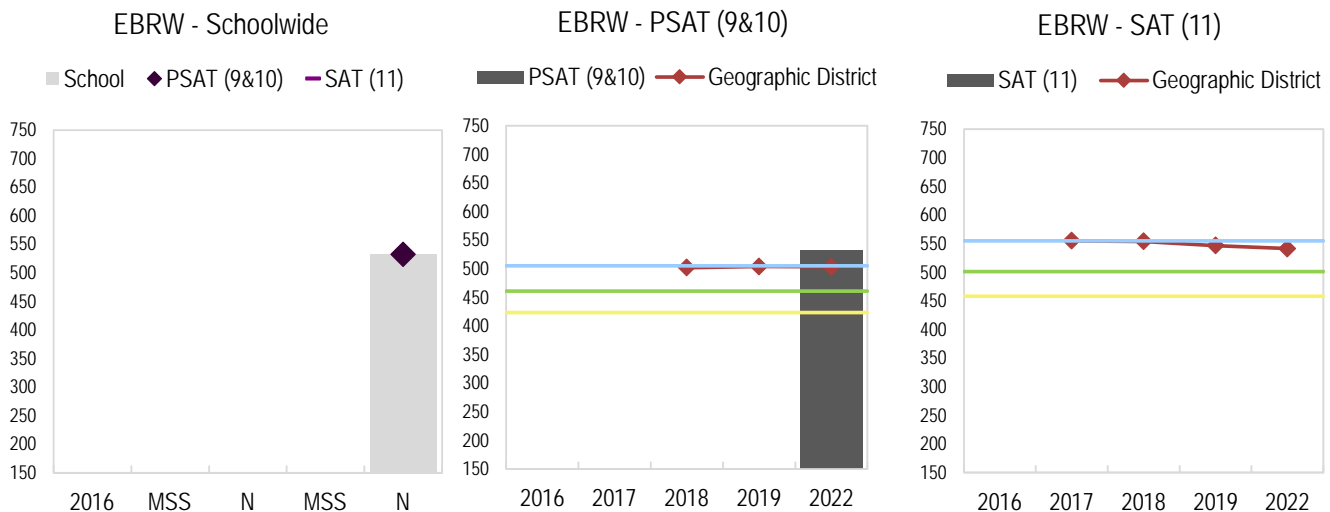
Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	--	--	16	533
PSAT (10th)*	--	--	--	--	--	--	--	--	--	--
PSAT (9th&10th)	--	--	--	--	--	--	--	--	16	533
SAT (11th)	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	--	--	16	533

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	17	365	1,965	496	1,751	490
PSAT (10th)*	--	--	1,812	517	1,793	516	1,844	513	1,833	516
PSAT (9th&10th)	--	--	--	--	3,719	502	3,809	504	3,584	503
SAT (11th)	--	--	1,816	555	1,814	554	1,773	547	1,808	541
Overall	--	--	3,628	536	5,533	519	5,582	518	5,392	516

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school outperforms their geo. district by 16.3 scale score points.

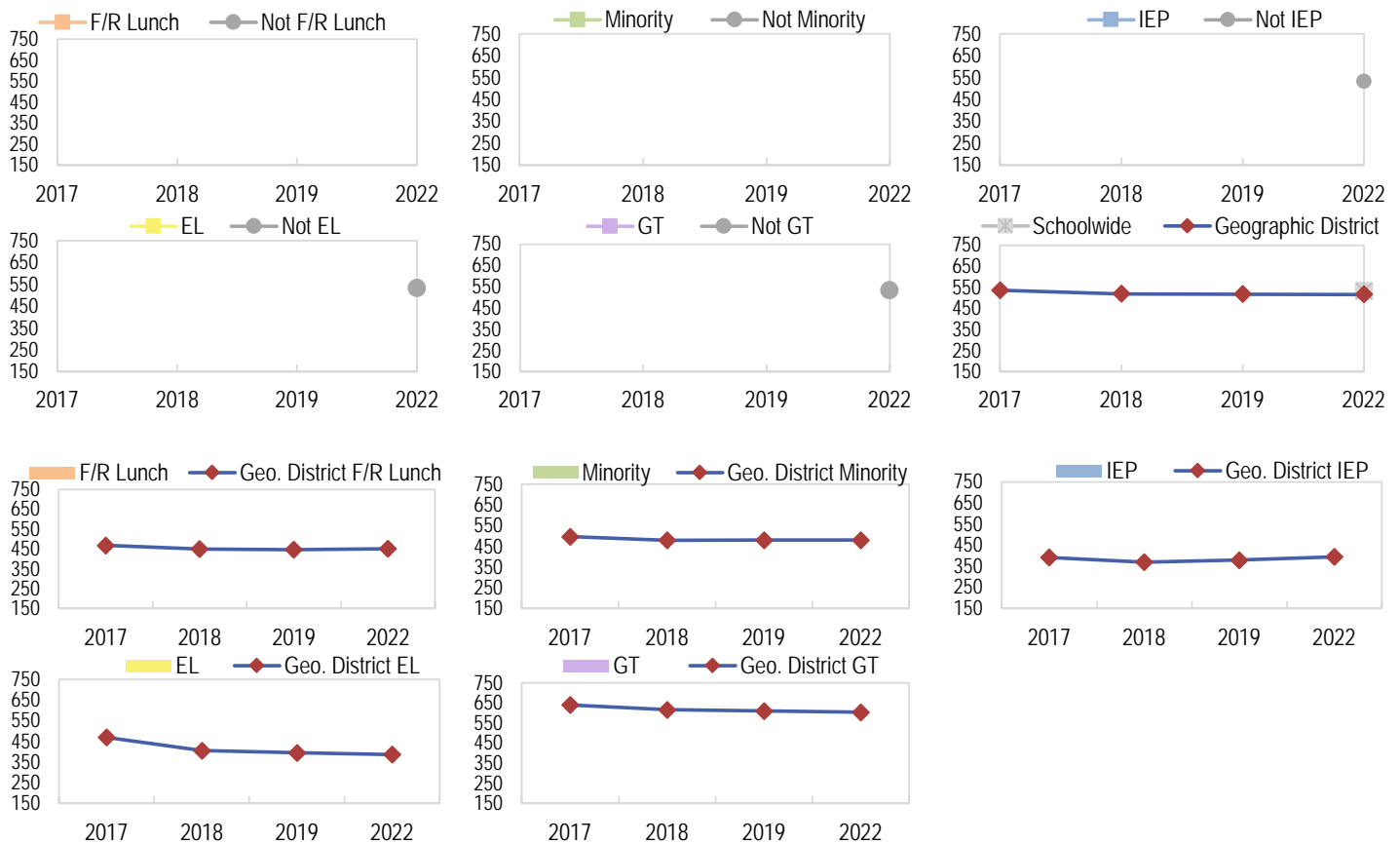
Evidence-Based Reading and Writing Subgroup Achievement

PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Achievement Gap Trends over Time in EBRW				
PSAT/SAT EBRW	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16
	N	--	--	n<16
Minority	Y	--	--	n<16
	N	--	--	n<16
IEP	Y	--	--	n<16
	N	--	--	533
EL	Y	--	--	n<16
	N	--	--	533
GT	Y	--	--	n<16
	N	--	--	533
Schoolwide	--	--	--	533

Geographic District Gap Trends over Time in EBRW				
PSAT/SAT EBRW	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS
F/R Lunch	Y	468	450	447
	N	553	539	536
Minority	Y	497	480	480
	N	548	532	530
IEP	Y	392	370	379
	N	544	528	525
EL	Y	470	405	395
	N	542	525	523
GT	Y	641	616	610
	N	516	499	495
Geographic District	536	519	518	516



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

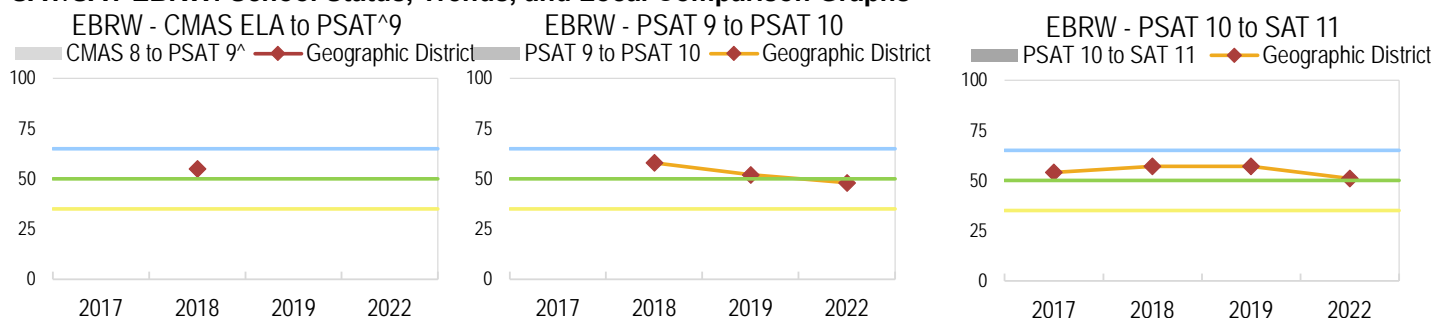
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	--	--	--	--	--	--
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	n < 20	--

^To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	1,458	55.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	978	58.0	1,673	52.0	1,531	48.0
PSAT 10 to SAT 11	1,620	54.0	1,608	57.0	1,635	57.0	1,565	51.0
Overall	1,620	54.0	4,051	56.0	3,308	54.0	3,096	50.0

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

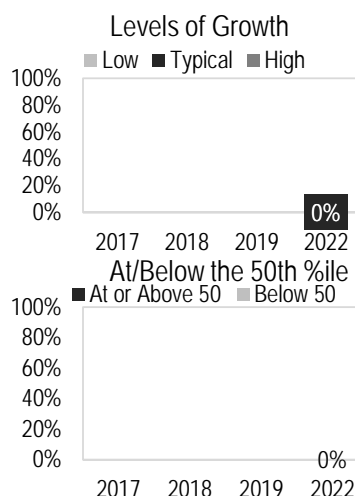
The graphs above show schoolwide growth on the EBRW state assessment. Overall student growth for the geo. district has decreased over time.

PSAT/SAT EBRW: Levels of Growth Tables

- How is student growth distributed across growth levels over time?

EBRW Levels of Growth				
PSAT/SAT EBRW	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	--	--	--
Typical (35-65)	--	--	--	--
High (above 65)	--	--	--	--

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	--
Below 50	--	--	--	--



Levels of Growth Narrative

Not applicable.

Evidence-Based Reading and Writing Subgroup Growth

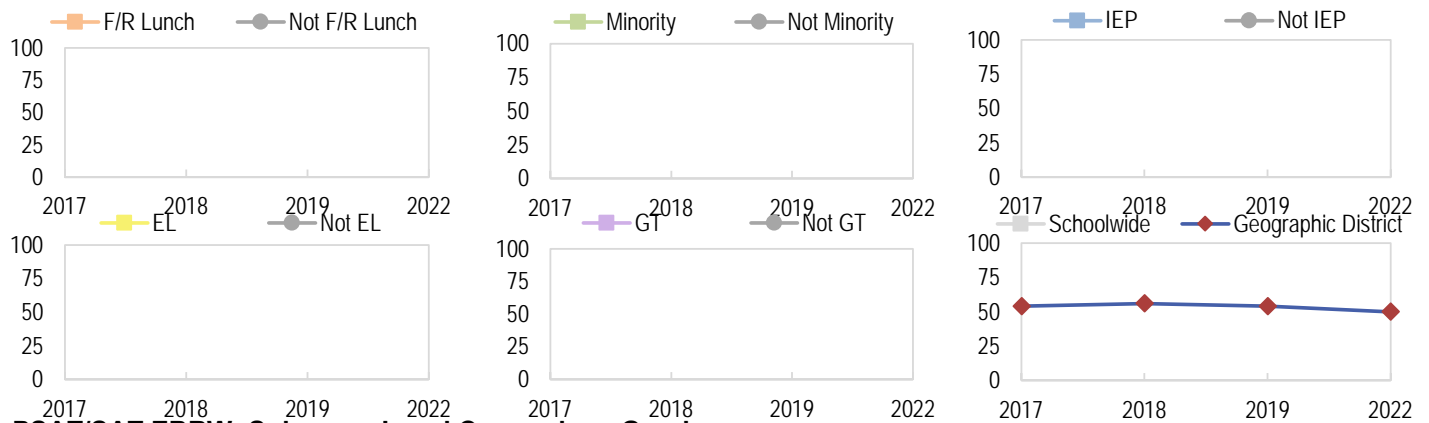
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

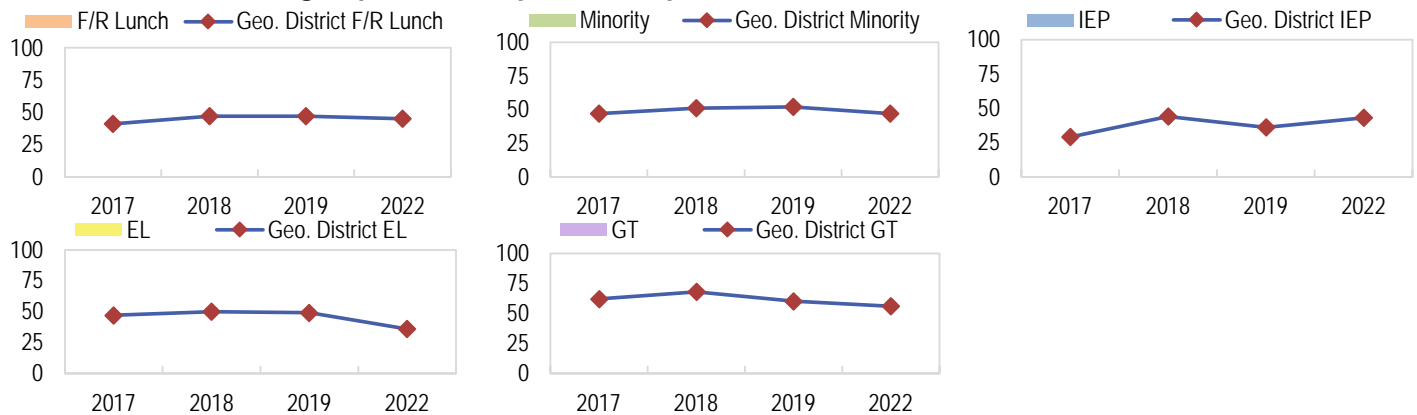
Subgroup Growth Gap Trends over Time in EBRW					
PSAT/SAT		2017	2018	2019	2022
Student		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	n<20
	N	--	--	--	n<20
Minority	Y	--	--	--	n<20
	N	--	--	--	n<20
IEP	Y	--	--	--	n<20
	N	--	--	--	n<20
EL	Y	--	--	--	n<20
	N	--	--	--	n<20
GT	Y	--	--	--	n<20
	N	--	--	--	n<20
Schoolwide		--	--	--	--

Subgroup Growth Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	41.0	47.0	47.0	45.0
	N	55.0	59.0	56.0	51.0
Minority	Y	47.0	51.0	52.0	47.0
	N	55.0	58.0	55.0	50.0
IEP	Y	29.0	44.0	36.0	43.0
	N	55.0	57.0	55.0	50.0
EL	Y	47.0	50.0	49.0	36.0
	N	54.0	57.0	55.0	50.0
GT	Y	62.0	68.0	60.0	56.0
	N	53.0	53.0	53.0	48.0
Geographic District		54.0	56.0	54.0	50.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

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Math Achievement

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Math over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

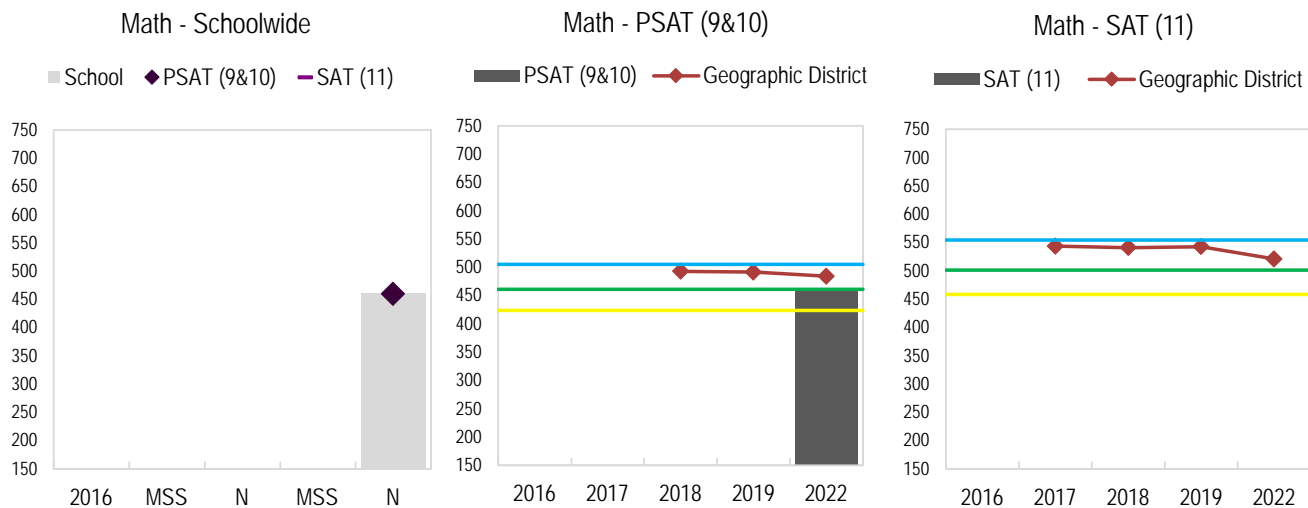
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	--	--	16	460
PSAT (10th)*	--	--	--	--	--	--	--	--	--	--
PSAT (9th&10th)	--	--	--	--	--	--	--	--	16	460
SAT (11th)	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	--	--	16	460

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	17	344	1,966	483	1,751	476
PSAT (10th)*	--	--	1,812	508	1,795	507	1,844	501	1,834	491
PSAT (9th&10th)	--	--	--	--	3,723	493	3,810	492	3,585	484
SAT (11th)	--	--	1,816	544	1,814	541	1,773	543	1,809	521
Overall	--	--	3,628	526	5,537	509	5,583	508	5,394	496

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 36.4 scale score points.

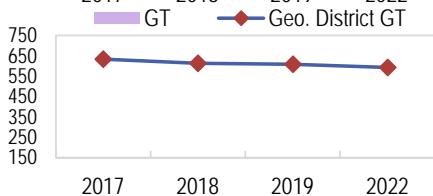
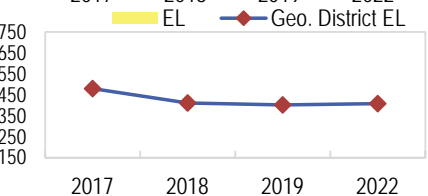
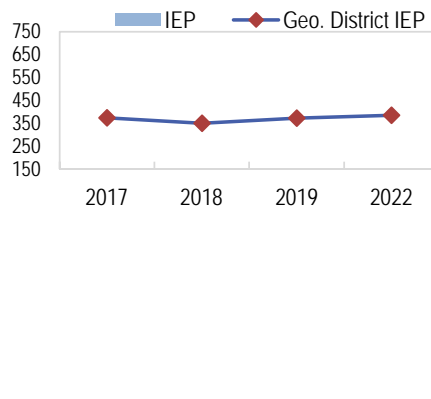
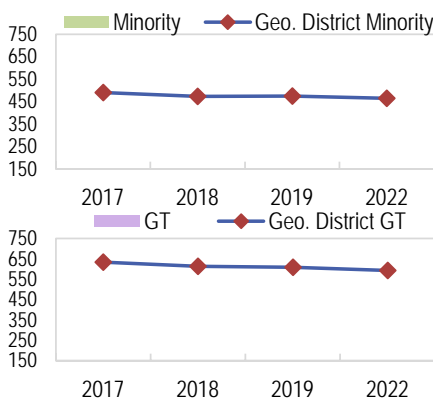
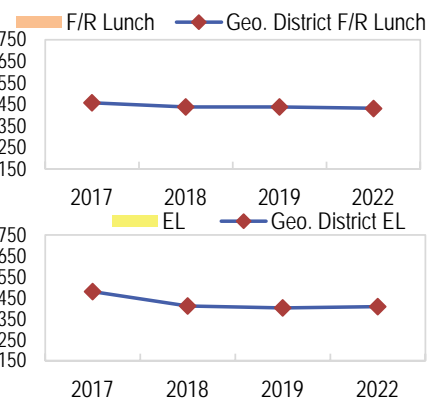
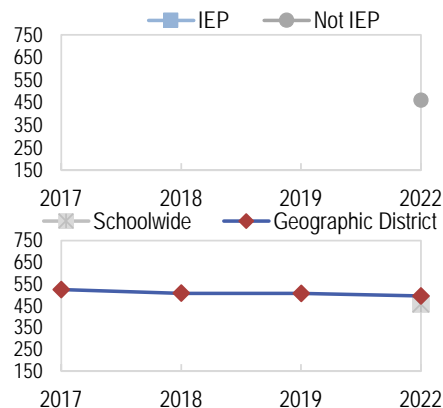
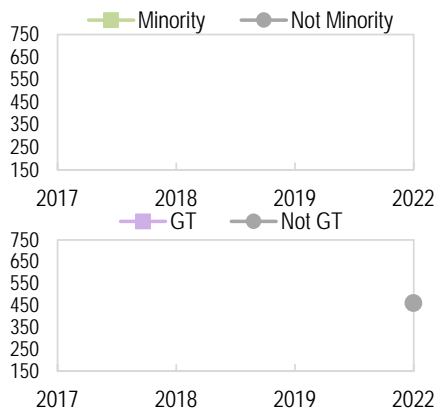
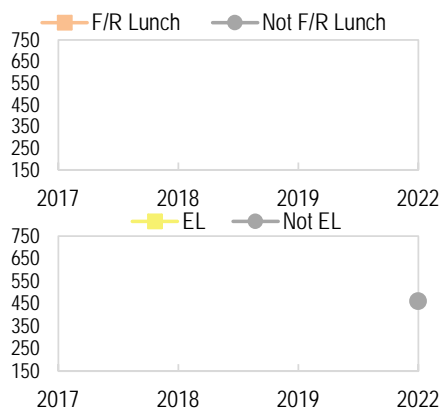
Math Subgroup Achievement

PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Achievement Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	n<16
	N	--	--	--	n<16
Minority	Y	--	--	--	n<16
	N	--	--	--	n<16
IEP	Y	--	--	--	n<16
	N	--	--	--	460
EL	Y	--	--	--	n<16
	N	--	--	--	460
GT	Y	--	--	--	n<16
	N	--	--	--	460
Schoolwide		--	--	--	460

Geographic District Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	457	438	439	431
	N	543	529	526	509
Minority	Y	491	474	476	465
	N	536	520	518	506
IEP	Y	373	350	372	385
	N	534	518	515	501
EL	Y	480	412	402	408
	N	530	514	512	499
GT	Y	634	614	610	594
	N	505	487	482	470
Geographic District		526	509	508	496



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, District outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Math Growth

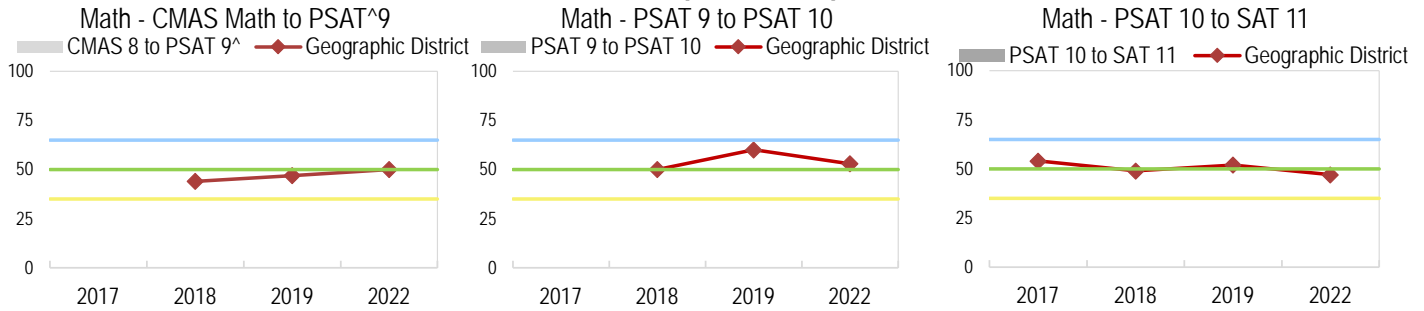
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	--	--	--	--	--	--
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	n < 20	--

Geographic District Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	1,469	44.0	1,268	47.0	1,258	50.0
PSAT 9 to PSAT 10	--	--	658	50.0	1,673	60.0	1,531	53.0
PSAT 10 to SAT 11	1,620	54.0	1,608	49.0	1,635	52.0	1,565	47.0
Overall	1,620	54.0	3,741	47.0	4,576	54.0	4,354	50.0

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

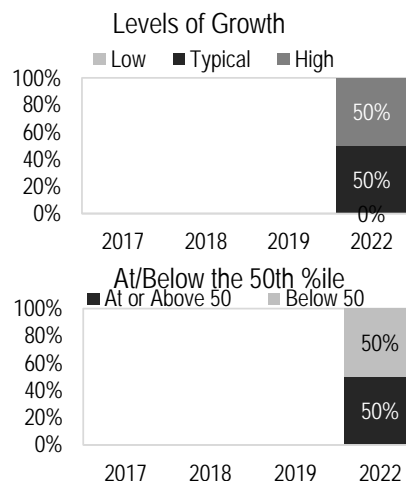
The graphs above show schoolwide growth on the Math state assessment. Overall student growth for the geo. district has decreased over time.

PSAT/SAT Math: Levels of Growth Tables

- How is student growth distributed across growth levels over time?

Math Levels of Growth				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	--	--	0%
Typical (35-65)	--	--	--	50%
High (above 65)	--	--	--	50%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	50%
Below 50	--	--	--	50%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 0% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 50% of students. The percent of students at or above the 50th percentile has

Math Subgroup Growth

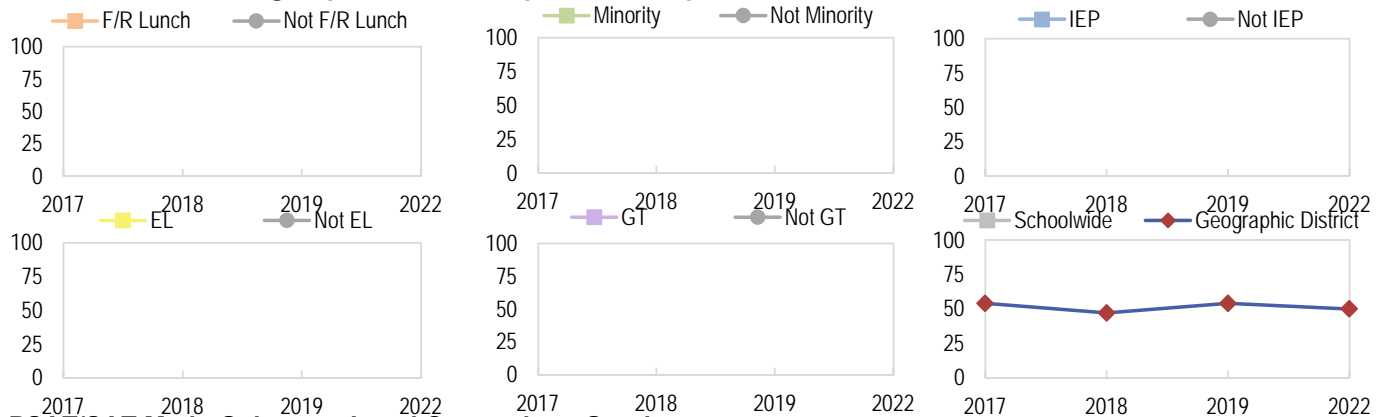
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

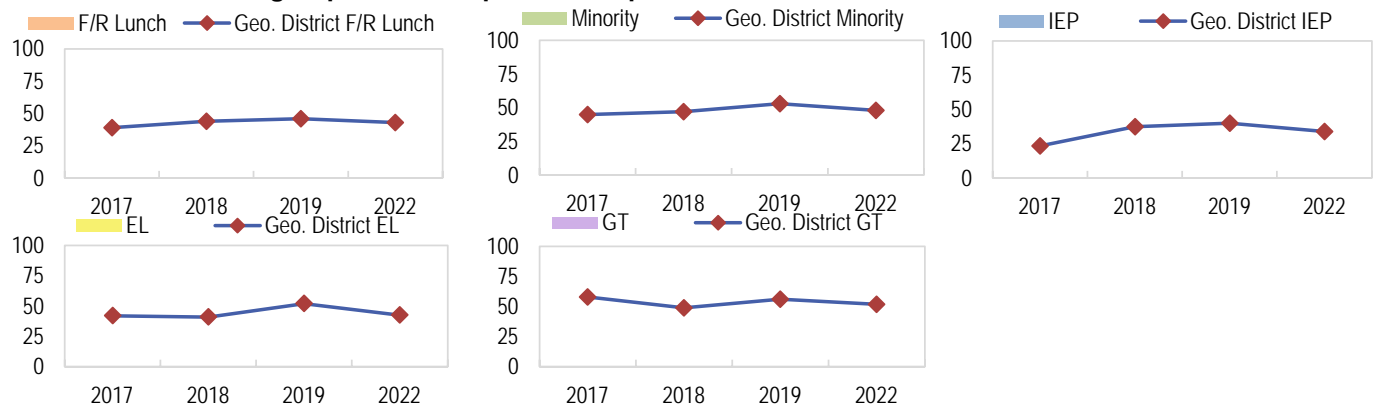
Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	n<20
	N	--	--	--	n<20
Minority	Y	--	--	--	n<20
	N	--	--	--	n<20
IEP	Y	--	--	--	n<20
	N	--	--	--	n<20
EL	Y	--	--	--	n<20
	N	--	--	--	n<20
GT	Y	--	--	--	n<20
	N	--	--	--	n<20
Schoolwide		--	--	--	--

Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	39.0	44.0	46.0	43.0
	N	56.0	48.0	55.0	52.0
Minority	Y	45.0	47.0	53.0	48.0
	N	55.0	48.0	54.0	51.0
IEP	Y	23.5	37.5	40.0	34.0
	N	54.0	48.0	54.0	51.0
EL	Y	42.0	41.0	52.0	42.5
	N	54.0	48.0	54.0	51.0
GT	Y	58.0	49.0	56.0	52.0
	N	53.0	47.0	53.0	50.0
Geographic District		54.0	47.0	54.0	50.0

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

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Postsecondary and Workforce Readiness Additional Indicators

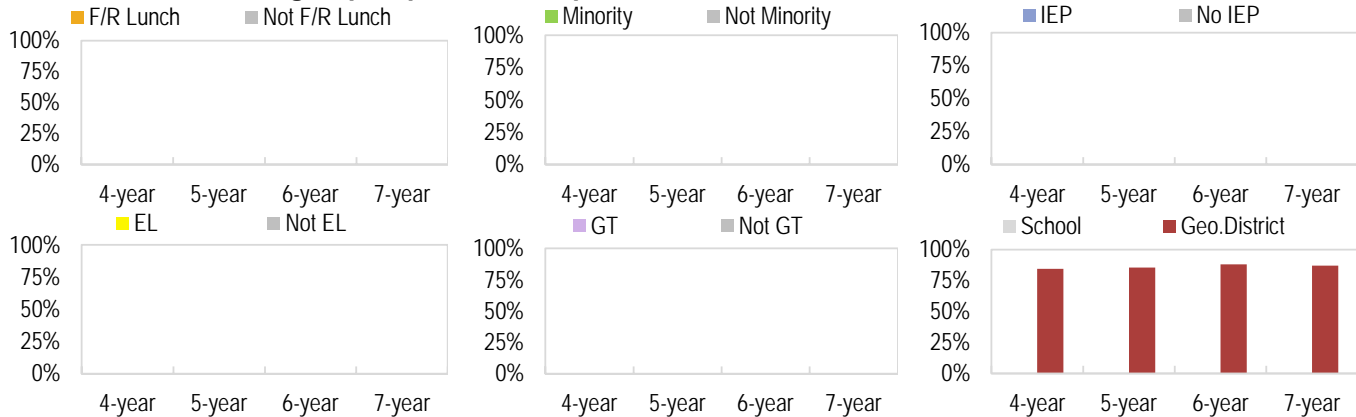
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?
- What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

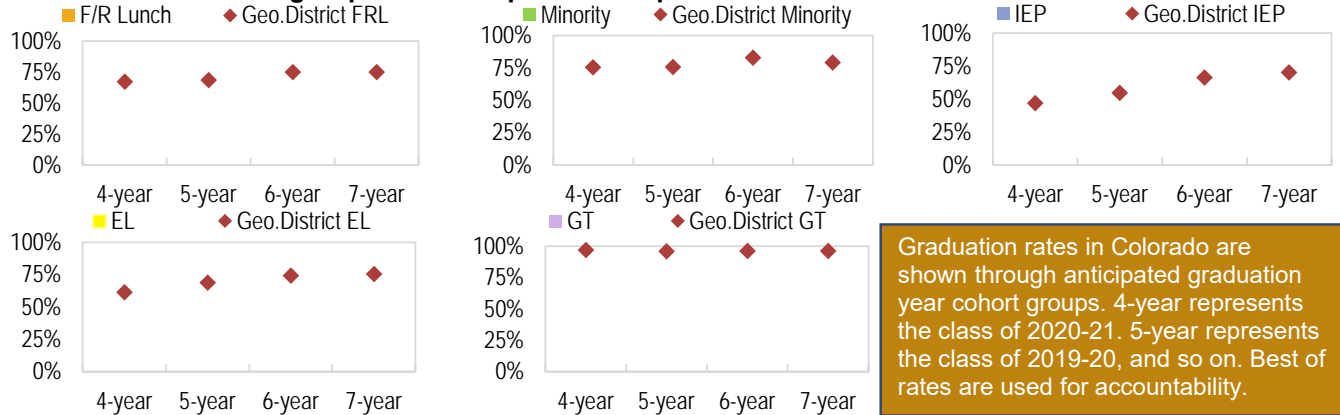
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year	5-year	6-year	7-year
			Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year	5-year	6-year	7-year
			Rate	Rate	Rate	Rate
F/R Lunch	Y	7-year	67%	68%	75%	75%
	N	6-year	93%	94%	95%	94%
Minority	Y	6-year	75%	76%	83%	79%
	N	7-year	88%	89%	90%	90%
IEP	Y	7-year	47%	54%	66%	70%
	N	6-year	88%	88%	90%	88%
EL	Y	7-year	61%	69%	74%	76%
	N	6-year	85%	86%	89%	88%
GT	Y	4-year	97%	96%	96%	96%
	N	6-year	82%	83%	86%	85%
Geographic District		6-year	84%	86%	88%	87%

Graduation Rate: Subgroup Gap Trends Graphs



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2020-21. 5-year represents the class of 2019-20, and so on. Best of rates are used for accountability.

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate cannot be reported due to low student counts. The best of rate for the geo. district is the 6 year rate of 88%.

Postsecondary and Workforce Readiness Additional Indicators

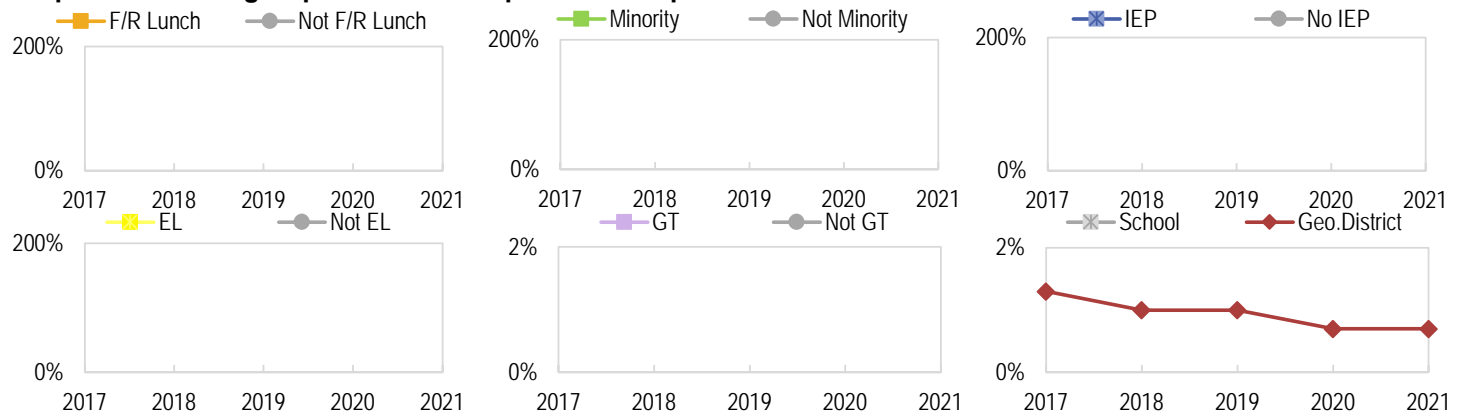
Dropout Rate: Subgroup Status and Gap Trends Tables

- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

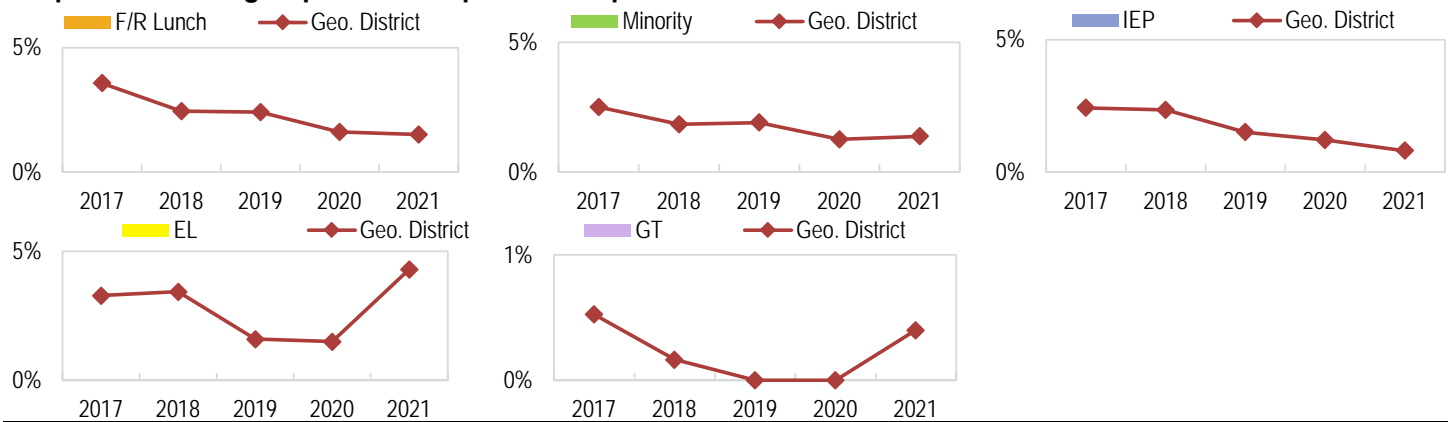
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.6%	2.4%	2.4%	1.6%	1.5%
	N	0.5%	0.5%	0.4%	0.3%	0.4%
Minority	Y	2.5%	1.8%	1.9%	1.3%	1.4%
	N	0.9%	1.0%	0.6%	0.5%	0.4%
IEP	Y	2.4%	2.3%	1.5%	1.2%	0.8%
	N	1.2%	0.9%	0.9%	0.6%	0.7%
EL	Y	3.3%	3.4%	1.6%	1.5%	4.3%
	N	1.3%	0.9%	1.0%	0.6%	0.6%
GT	Y	0.3%	0.1%	0.0%	0.0%	0.2%
	N	1.5%	1.2%	1.2%	0.8%	0.8%
Geographic District		1.3%	1.0%	1.0%	0.7%	0.7%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

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Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time										
Matriculation	2018		^2019		2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	--	--	--	--	--	--
4 year	--	--	--	--	--	--	--	--	--	--
CTE	--	--	--	--	--	--	--	--	--	--
Schoolwide	--	--	--	--	--	--	--	--	--	--

Geo. District Matriculation Rate Trends over Time										
Matriculation	2018		^2019		^^2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1,862	11.2%	2,025	12.1%	--	--	1,925	11.0%	2,083	10.0%
4 year	1,862	44.9%	2,025	46.4%	--	--	1,925	37.8%	2,083	38.0%
CTE	1,862	11.0%	2,025	13.0%	--	--	1,925	14.6%	2,083	15.7%
Geo. District	1,862	62.8%	2,025	66.8%	--	--	1,925	58.8%	2,083	57.9%

Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2021-22) represent outcomes for the class of 2020-21 and data for the 2020-21 reporting year represent outcomes for the class of 2019-20, and so on. Schoolwide matriculation rates are the only rates used for accountability.

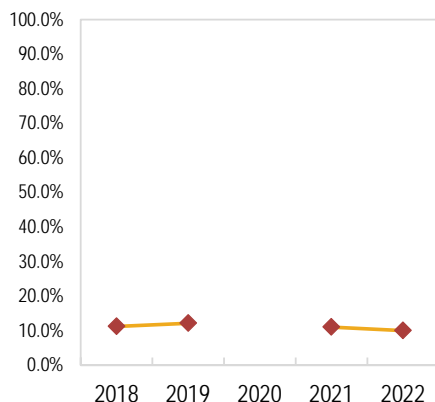
^ CDE renormed matriculation benchmarks in the 2018-19 school year.

^^ Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

Matriculation Rate: School Status and Local Comparison Graphs

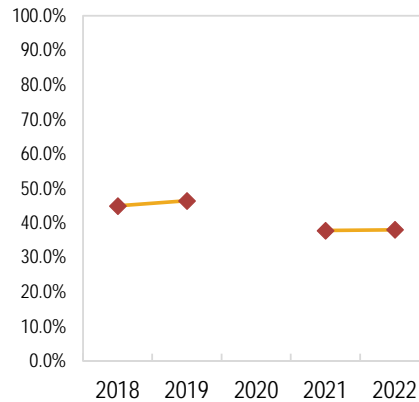
2 Year Matriculation Rates

■ 2 year ◆ Geo. District



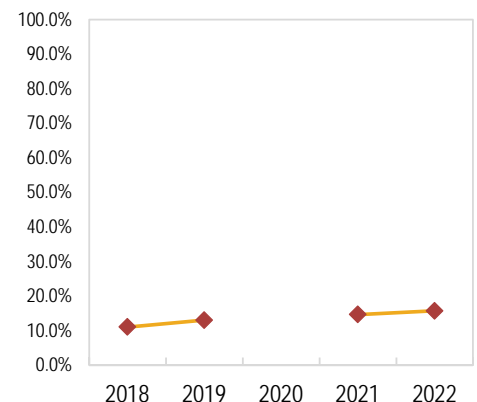
4 Year Matriculation Rates

■ 4 year ◆ Geo. District



CTE Matriculation Rates

■ CTE ◆ Geo. District



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Poudre R-1. In 2022, school matriculation rates could not be reported due to low student counts.

Academic Performance Metrics

School Observations

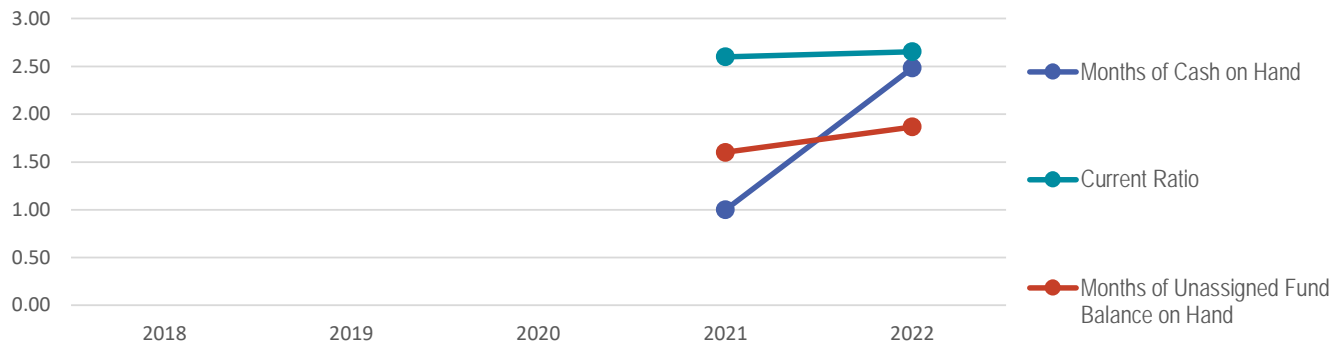
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2018-2022 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Operating Margin	--	--	--	12.8%	10.0%
Months of Cash on Hand	--	--	--	1.00	2.48
Current Ratio	--	--	--	2.60	2.65
Months of Unassigned Fund Balance on Hand	--	--	--	1.60	1.87
Positive Unassigned Fund Balance (TABOR)	--	--	--	YES	YES



Enrollment

- What is the school's funded pupil count variance?

Enrollment					
Metric	2018	2019	2020	2021	2022
Funded Pupil Count (FPC) Current-Year Variance	--	--	--	8.2%	-1.0%
Change in FPC from Prior-Year	--	--	--	100.0%	113.5%

Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Months of Cash on Hand	--	--	--	--	--
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	--	\$0	\$0

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Debt to Asset Ratio	--	--	--	0.39	0.38
Change in Net Position	--	--	--	\$249,645	\$554,143
Default	--	--	--	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative

Ascent Northern Colorado ended the year with sufficient reserves to satisfy the TABOR reserve requirement, an increase in net position and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by -5.2 or -0.99 percent, and 276.3 students or 113.47 percent higher than the prior year. The school's governmental funds ended the year with 2.48 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 9.97

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements in the 2021-22 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review

CSI was not made aware of any issues related to protecting the rights of all students in the 2021-22 school year.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

CSI was not made aware of any issues relating to governance requirements in the 2021-22 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements in the 2021-22 school year.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements in the 2021-22 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2021-22 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2021-22 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance in the 2021-22 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative
Overall, the school exhibited strong operational performance in the 2021-22 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.



Expanding Frontiers in Public Education

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Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2022-2023

Ascent Classical Academy Northern Colorado



Expanding Frontiers in Public Education

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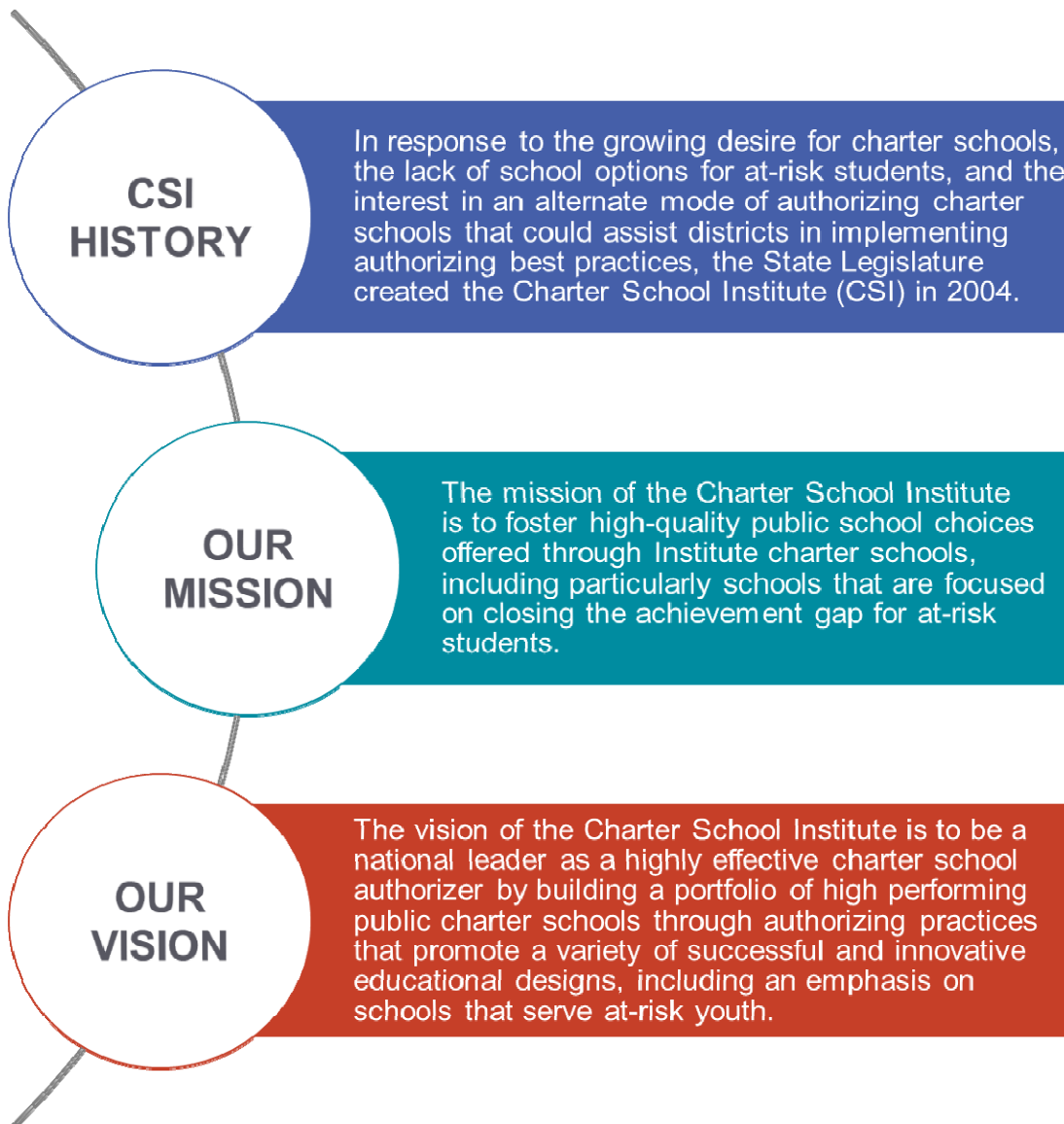


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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

- 1. Add to the *body of evidence* that is used to make authorization decisions
- 2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
- 3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school's performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI's discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school's CARS accreditation rating, the school's performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school's plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks (ryanmarks@csi.state.co.us)

Financial Performance: Andi Denton (andradenton@csi.state.co.us)

Organizational Performance: Jess Welch (jessicawelch@csi.state.co.us) - State/Federal Programs
Stephanie Aragon (stephaniearagon@csi.state.co.us) - Compliance Monitoring

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- a. How are students achieving on state assessments?
- b. How are students achieving on state assessments over time?
- c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- e. How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- a. Are students making sufficient growth on state assessments?
- b. Are students making sufficient growth on state assessments over time?
- c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. How is student growth distributed across growth levels?
- e. How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. Are students graduating high school?
- c. Are students dropping out of high school?
- d. Are high school graduates adequately prepared for post-secondary academic success?
- e. What is the school's post-completion success rate?

***Data Notes:**

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2016 to 2022. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
--	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

- a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

Ascent Classical Academy Northern Colorado Overview

Year Opened/Transferred: 2020-2021

Grades Served: K-9

School Model: Classical

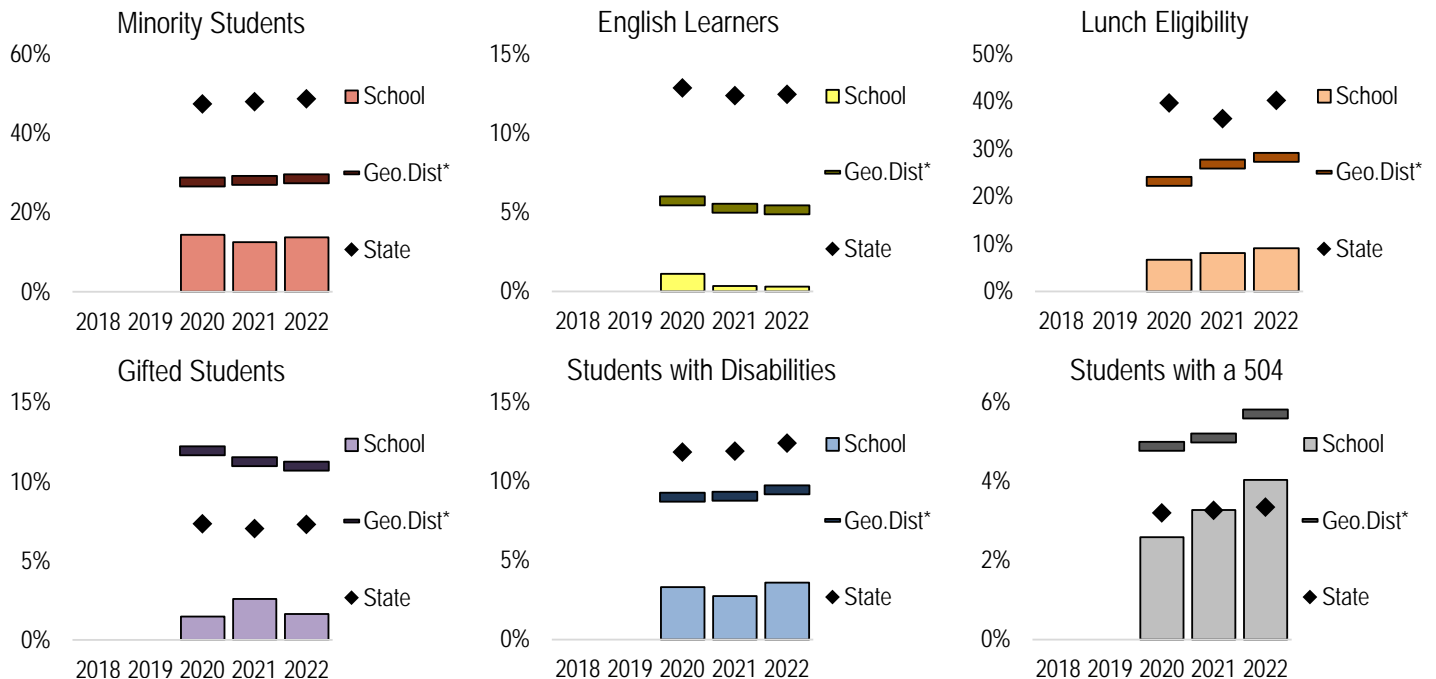
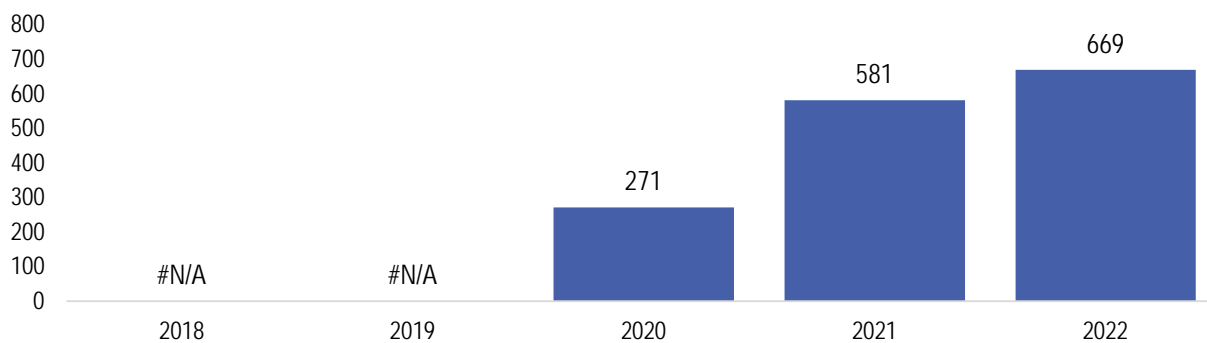
Town/City: Fort Collins

District of Residence: Poudre R-1

Original Application Type: Replication

Enrollment and Student Demographics over Time					
October Student Counts	2018	2019	2020	2021	2022
Enrollment Over Time	--	--	271	581	669
F/R Lunch	--	--	6.6%	8.1%	9.1%
Minority	--	--	14.4%	12.6%	13.8%
IEP	--	--	3.3%	2.8%	3.6%
EL	--	--	1.1%	0.3%	0.3%
Gifted	--	--	1.5%	2.6%	1.6%
504	--	--	2.6%	3.3%	4.0%

Enrollment over Time



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than 70.1% Points Earned

Performance: Between 53% to 70.1% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance
Elementary School Rating	Performance (Points Earned: 60.6%)
Middle School Rating	Performance (Points Earned: 60.8%)
High School Rating	Performance (Points Earned: 94.7%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Improvement: Decreased due to Accountability Participation

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	Does Not Meet 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	402	355	88.3%	24	93.9%	Does Not Meet 95%
Math	402	356	88.6%	23	93.9%	Does Not Meet 95%
Science	N/A	N/A	N/A	N/A	N/A	N/A

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	361	317	87.8%	21	93.2%	Does Not Meet 95%
CMAS Math	361	318	88.1%	20	93.3%	Does Not Meet 95%
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	41	38	92.7%	3	100.0%	Meets 95%
PSAT/SAT Math	41	38	92.7%	3	100.0%	Meets 95%

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in English Language Arts over time?

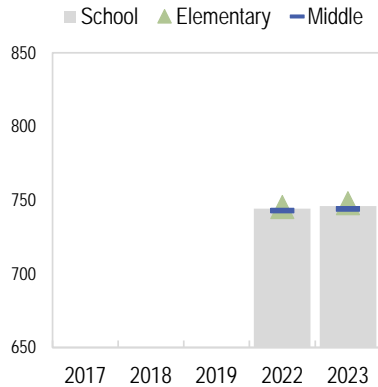
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	60	739	53	748
4	--	--	--	--	--	--	52	745	61	743
5	--	--	--	--	--	--	56	752	56	753
Elementary	--	--	--	--	--	--	168	745	170	748
6	--	--	--	--	--	--	51	739	57	744
7	--	--	--	--	--	--	30	756	48	745
8	--	--	--	--	--	--	18	733	41	743
Middle	--	--	--	--	--	--	99	743	146	744
Overall	--	--	--	--	--	--	267	744	316	746

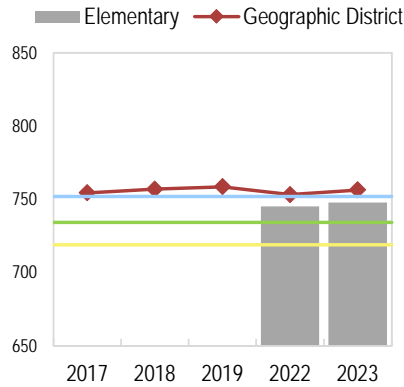
Geographic District Achievement over Time in ELA										
CMAS ELA	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,157	751	2,188	753	2,080	753	1,971	749	2,003	752
4	2,160	756	2,203	760	2,217	761	2,018	753	1,992	755
5	2,252	756	2,198	758	2,229	761	2,006	758	2,036	762
Elementary	6,569	754	6,591	757	6,526	759	5,998	753	6,032	756
6	2,009	750	2,179	753	2,173	754	1,866	753	1,937	753
7	1,925	751	1,957	755	2,105	755	1,819	752	1,721	757
8	1,697	754	1,849	754	1,801	756	1,613	756	1,643	757
Middle	5,631	752	5,983	754	6,079	755	5,295	753	5,300	756
Overall	13,269	753	12,574	755	12,605	757	11,293	753	11,332	756

CMAS ELA: School Status, Trends, and Local Comparison Graphs

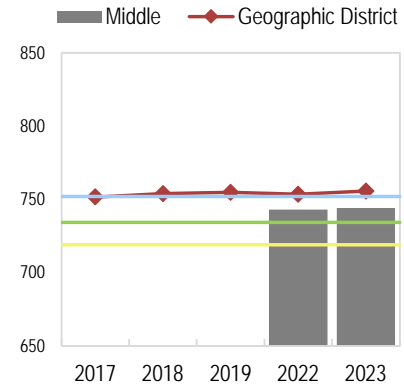
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. Since last school year, overall mean scale score increased by 1.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 10 scale score points.

English Language Arts Subgroup Achievement

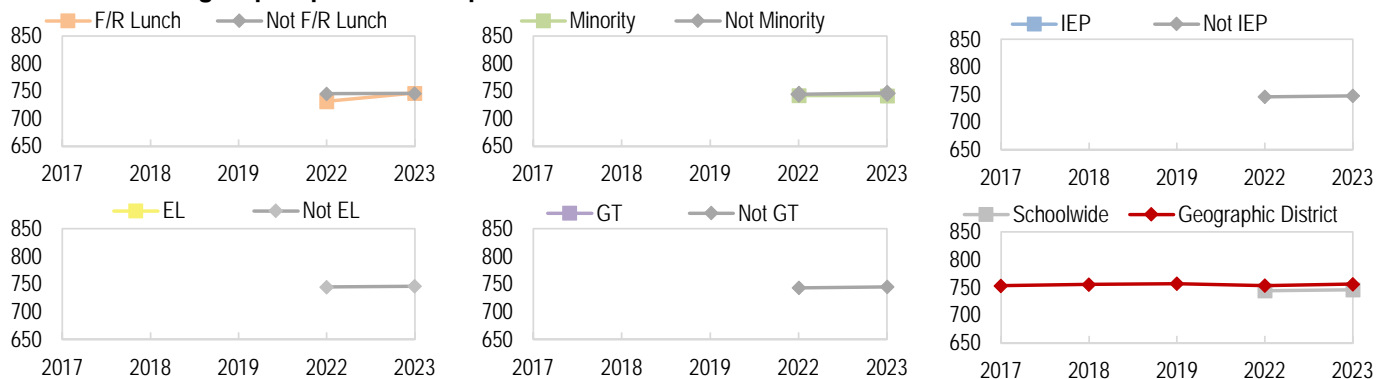
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in English Language Arts over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

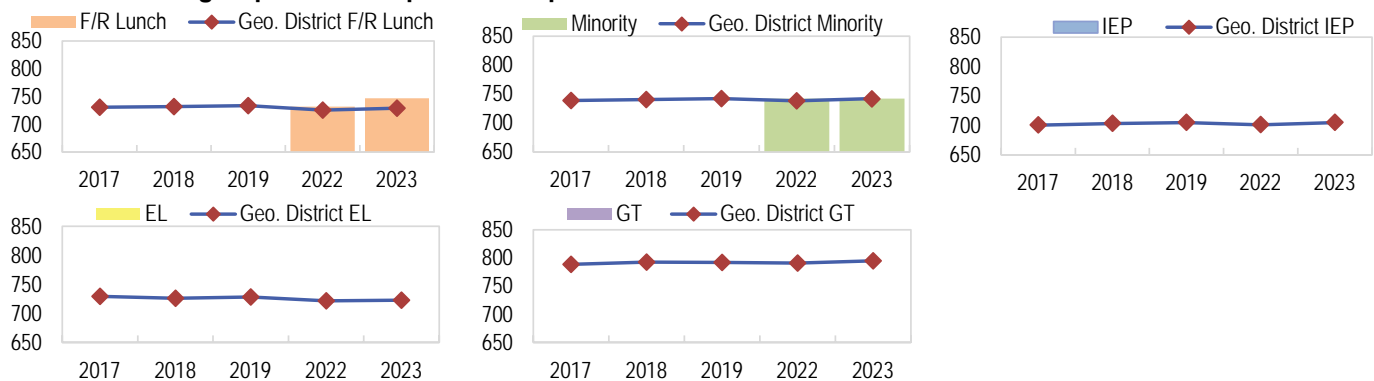
Subgroup Achievement Gap Trends over Time in ELA					
CMAS ELA	2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	731.5	746.5
	N	--	--	745.3	746.0
Minority	Y	--	--	742.2	742.0
	N	--	--	744.7	746.6
IEP	Y	--	--	n<16	n<16
	N	--	--	745.8	747.4
EL	Y	--	--	n<16	n<16
	N	--	--	744.6	746.1
GT	Y	--	--	n<16	n<16
	N	--	--	743.2	744.9
Schoolwide	--	--	--	744	746

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	730.5	731.8	733.5	725.8	728.8
	N	761.7	765.0	765.8	761.3	764.8
Minority	Y	739.0	740.5	742.1	738.6	741.9
	N	757.8	760.7	761.8	758.6	760.9
IEP	Y	700.5	703.4	705.0	701.2	704.7
	N	757.5	759.9	760.8	757.5	760.4
EL	Y	729.3	726.2	728.3	721.9	722.7
	N	755.5	758.3	759.5	756.2	758.7
GT	Y	788.4	792.5	791.9	790.7	794.8
	N	746.3	748.2	749.6	746.7	749.0
Geographic District		753	755	757	753	756

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

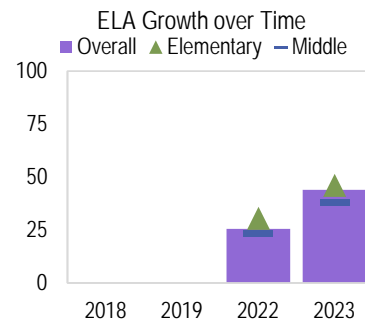
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

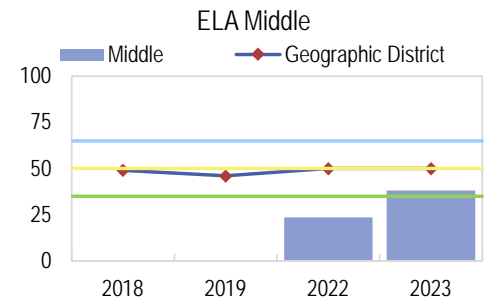
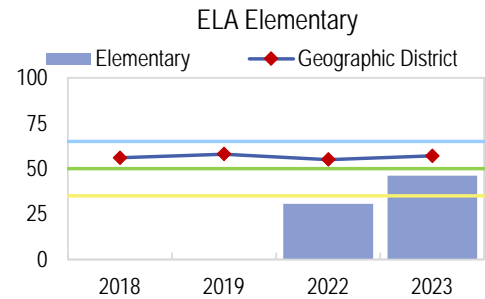
Growth over Time in ELA								
CMAS ELA	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	36	30.5	57	44.0
5	--	--	--	--	--	--	53	49.0
Elementary	--	--	--	--	36	30.5	110	46.0
6	--	--	--	--	43	24.0	54	35.5
7	--	--	--	--	--	--	43	46.0
8	--	--	--	--	n < 20	--	30	37.0
Middle	--	--	--	--	52	23.5	127	38.0
Overall	--	--	--	--	88	25.5	237	44.0



CMAS ELA: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA								
CMAS ELA	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,062	59.0	2,083	61.0	1,657	55.0	1,849	58.0
5	2,065	53.0	2,131	55.0	--	--	1,894	56.0
Elementary	4,129	56.0	4,214	58.0	1,657	55.0	3,743	57.0
6	2,045	48.0	2,042	46.0	1,557	47.0	1,803	47.0
7	1,780	48.0	1,965	45.0	--	--	1,573	49.0
8	1,647	50.0	1,665	47.0	1,318	55.0	1,480	54.0
Middle	5,472	49.0	5,672	46.0	2,875	50.0	4,856	50.0
Overall	1,647	50.0	9,886	51.0	4,532	52.0	8,599	53.0

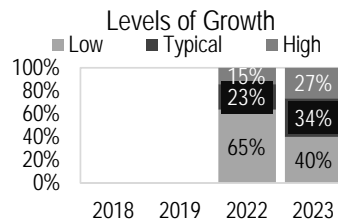


Growth Status and Local Comparison Narrative
The graphs show schoolwide growth on the ELA state assessment. Since last year, student growth increased by 18.5 percentile points. In 2023, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

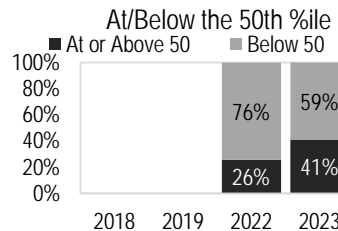
CMAS ELA: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
Low (below 35)	--	--	65%	40%
Typical (35-65)	--	--	23%	34%
High (above 65)	--	--	15%	27%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
At or Above 50	--	--	26%	41%
Below 50	--	--	76%	59%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 40% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 27% of students. The percent of students at or above the 50th percentile has increased from last year (26% to 41%).

English Language Arts Subgroup Growth

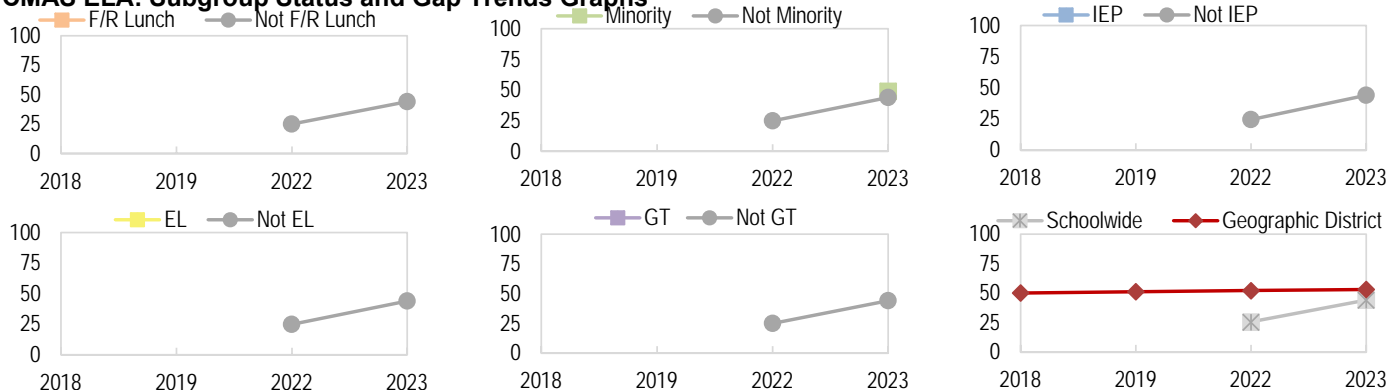
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

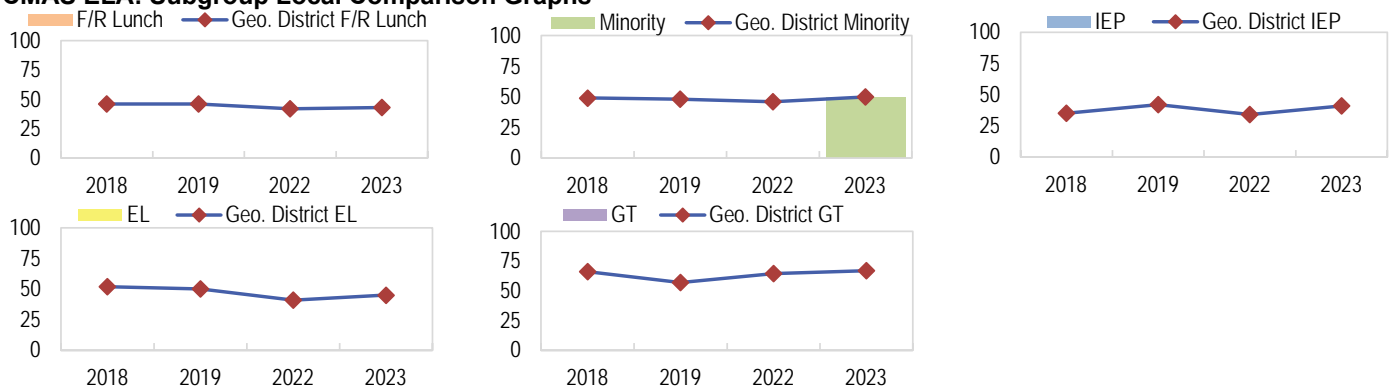
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	25.0	44.0
Minority	Y	--	--	n<20	49.0
	N	--	--	25.0	44.0
IEP	Y	--	--	n<20	n<20
	N	--	--	24.5	44.0
EL	Y	--	--	n<20	n<20
	N	--	--	25.0	44.0
GT	Y	--	--	n<20	n<20
	N	--	--	25.0	44.0
Schoolwide		--	--	25.5	44.0

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	46.0	42.0	43.0
	N	53.0	53.0	55.0	56.0
Minority	Y	49.0	48.0	46.0	50.0
	N	51.0	52.0	54.0	54.0
IEP	Y	35.0	42.0	34.0	41.0
	N	50.5	52.0	54.0	54.0
EL	Y	52.0	50.0	41.0	45.0
	N	50.0	51.0	53.0	53.0
GT	Y	66.0	57.0	64.5	67.0
	N	49.0	49.0	49.0	50.0
Geographic District		50.0	51.0	52.0	53.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): minority students outperformed their non-minority peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

Mathematics Achievement

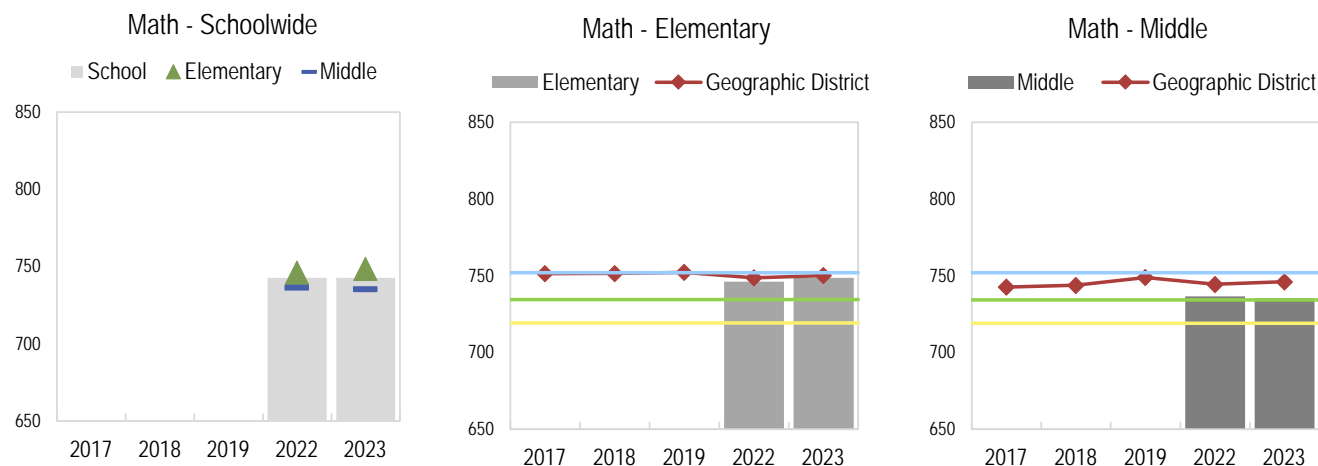
CMAS Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Mathematics over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	61	747	54	754
4	--	--	--	--	--	--	52	742	61	746
5	--	--	--	--	--	--	56	749	56	747
Elementary	--	--	--	--	--	--	169	746	171	749
6	--	--	--	--	--	--	51	740	57	745
7	--	--	--	--	--	--	29	738	48	732
8	--	--	--	--	--	--	18	724	41	727
Middle	--	--	--	--	--	--	98	737	146	736
Overall	--	--	--	--	--	--	267	743	317	743

Geographic District Achievement over Time in Math										
CMAS Math	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,160	755	2,193	753	2,089	753	1,978	749	2,024	752
4	2,165	750	2,204	750	2,219	750	2,029	746	2,003	747
5	2,251	749	2,213	752	2,234	754	2,010	751	2,058	752
Elementary	6,576	751	6,612	752	6,542	752	6,020	749	6,086	750
6	2,026	744	2,196	743	2,180	747	1,857	741	1,941	744
7	1,937	743	1,971	745	2,113	746	1,807	742	1,727	743
8	1,706	741	1,859	743	1,811	754	1,596	751	1,644	753
Middle	5,669	743	6,024	744	6,104	749	5,257	744	5,311	746
Overall	13,313	747	12,636	748	12,646	751	11,277	747	11,397	748

CMAS Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. Since last school year, overall mean scale score increased by 0 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 5.7 scale score points.

Mathematics Subgroup Achievement

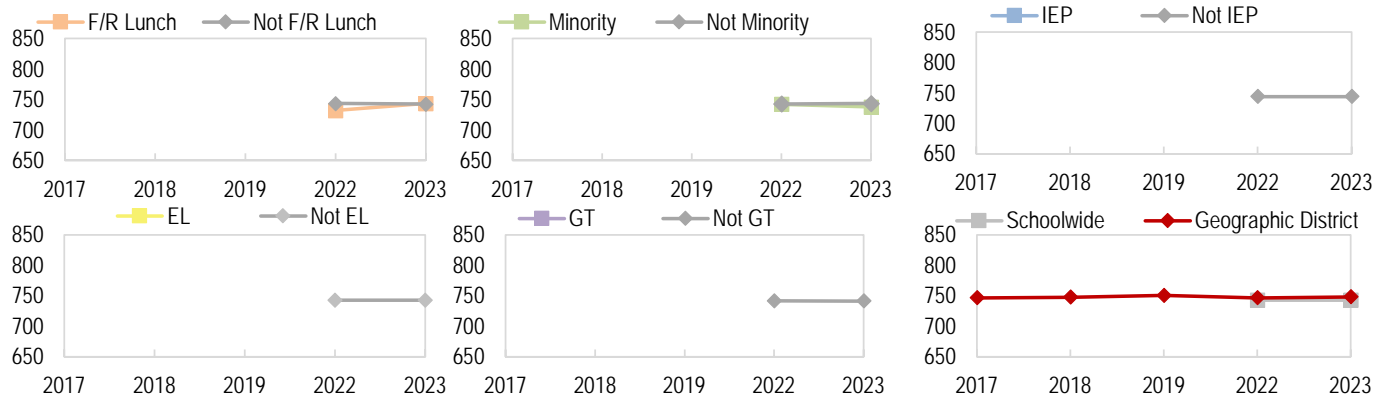
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Mathematics over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

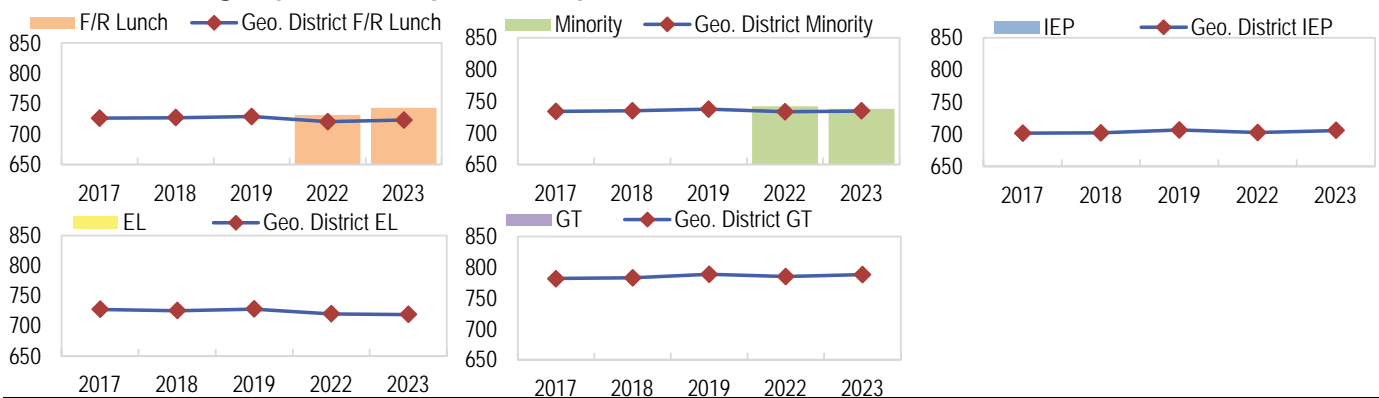
Subgroup Achievement Gap Trends over Time in Math					
CMAS Math	2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	731.9	743.3
	N	--	--	743.3	742.5
Minority	Y	--	--	742.1	737.7
	N	--	--	742.6	743.3
IEP	Y	--	--	n<16	n<16
	N	--	--	743.9	744.0
EL	Y	--	--	n<16	n<16
	N	--	--	742.7	742.6
GT	Y	--	--	n<16	n<16
	N	--	--	741.6	741.3
Schoolwide	--	--	--	743	743

Geographic District Gap Trends over Time in Math						
CMAS Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	726.5	727.2	729.0	720.6	723.4
	N	754.7	756.2	759.0	754.1	756.4
Minority	Y	733.9	734.8	737.4	733.3	734.6
	N	751.2	752.4	755.2	751.4	753.0
IEP	Y	701.8	702.3	706.7	702.8	706.1
	N	750.6	751.7	754.1	750.1	751.7
EL	Y	727.3	725.1	728.2	720.1	719.1
	N	748.9	750.1	752.8	749.1	750.7
GT	Y	781.8	783.3	788.7	785.3	788.4
	N	740.3	741.0	742.9	739.8	741.0
Geographic District		747	748	751	747	748

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

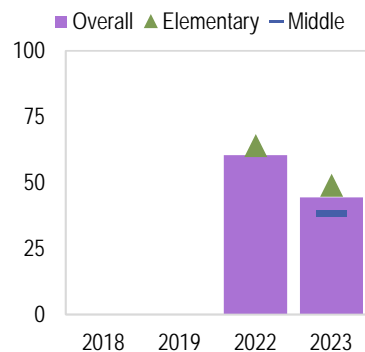
Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

Growth over Time in Math								
CMAS Math	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	58	56.0
5	--	--	--	--	32	64.0	53	41.0
Elementary	--	--	--	--	32	64.0	111	49.0
6	--	--	--	--	--	--	54	49.5
7	--	--	--	--	n < 20	--	43	26.0
8	--	--	--	--	--	--	30	38.0
Middle	--	--	--	--	n < 20	--	127	38.0
Overall	--	--	--	--	46	60.5	238	44.5

Math Growth over Time

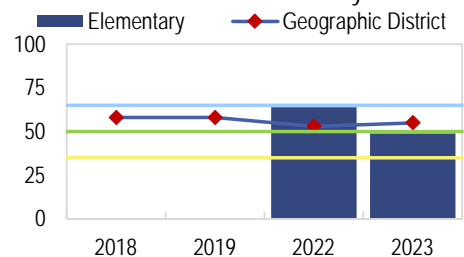


CMAS Math: Local Comparison Tables and Graphs

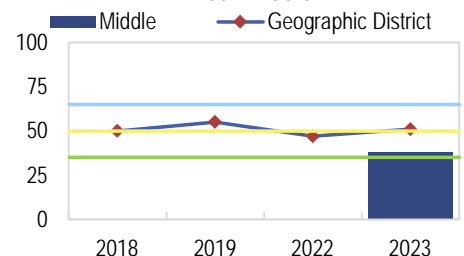
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math								
CMAS Math	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,076	58.0	2,111	61.0	--	--	1,878	57.0
5	2,074	57.0	2,129	55.0	1,656	53.0	1,922	53.0
Elementary	4,152	58.0	4,240	58.0	1,656	53.0	3,800	55.0
6	2,050	45.0	2,045	54.0	--	--	1,804	47.0
7	1,487	54.0	1,978	54.0	1,526	47.0	1,572	52.0
8	1,310	54.0	1,385	57.0	--	--	1,473	56.0
Middle	4,847	50.0	5,408	55.0	1,526	47.0	4,849	51.0
Overall	1,310	54.0	9,648	56.0	3,182	50.0	8,649	53.0

Math Elementary



Math Middle



Growth Status and Local Comparison Narrative

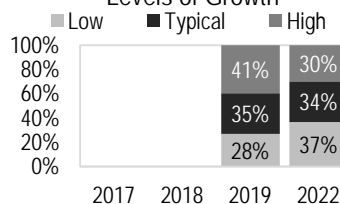
The graphs show schoolwide growth on the Math state assessment. Since last year, student growth decreased by 16 percentile points. In 2023, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

CMAS Math: Levels of Growth Tables and Graphs

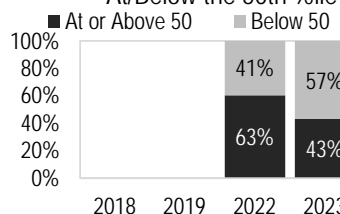
-How is student growth distributed across growth levels over time?

Math Levels of Growth				
CMAS Math	%Students			
Category	2018	2019	2022	2023
Low (below 35)	--	--	28%	37%
Typical (35-65)	--	--	35%	34%
High (above 65)	--	--	41%	30%

Levels of Growth



At/Below the 50th %ile



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 37% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 30% of students. The percent of students at or above the 50th percentile has decreased from last year (63% to 43%).

Mathematics Subgroup Growth

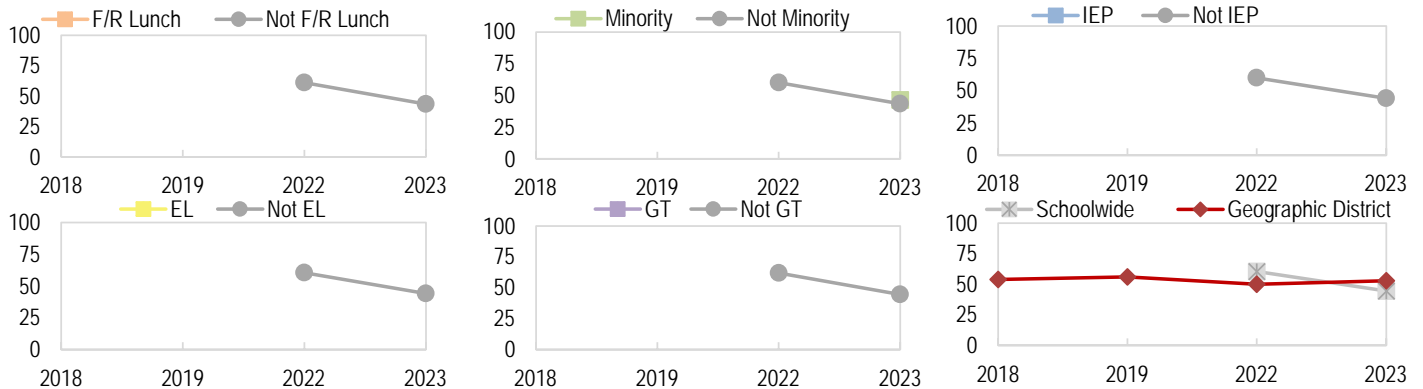
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Mathematics over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

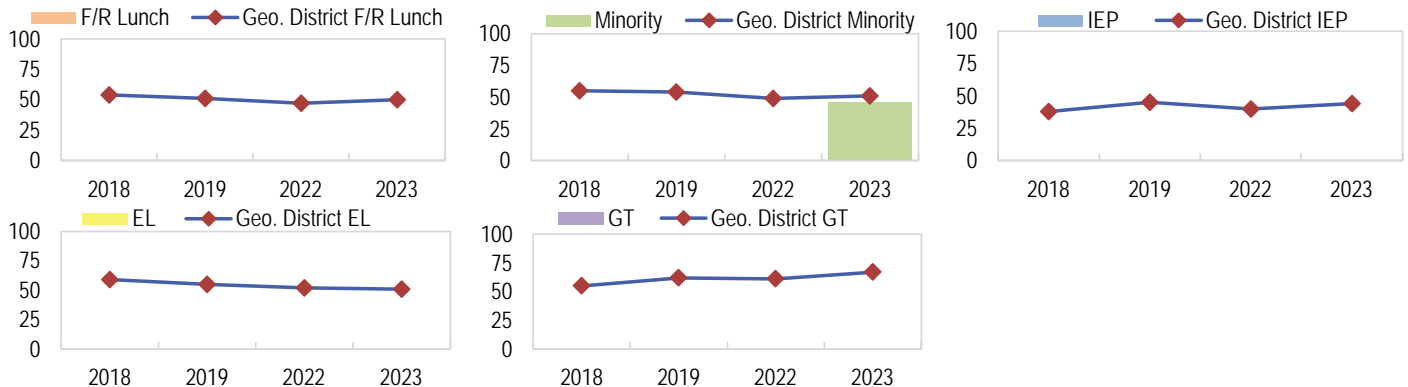
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	61.0	43.5
Minority	Y	--	--	n<20	46.5
	N	--	--	60.0	43.5
IEP	Y	--	--	n<20	n<20
	N	--	--	60.0	44.0
EL	Y	--	--	n<20	n<20
	N	--	--	60.5	44.0
GT	Y	--	--	n<20	n<20
	N	--	--	62.0	44.5
Schoolwide		--	--	60.5	44.5

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	54.0	51.0	47.0	50.0
	N	54.0	58.0	51.0	57.0
Minority	Y	55.0	54.0	49.0	51.0
	N	53.0	57.0	51.0	57.0
IEP	Y	38.0	45.0	40.0	44.0
	N	54.0	57.0	51.0	56.0
EL	Y	59.0	55.0	52.0	51.0
	N	53.0	56.0	50.0	56.0
GT	Y	55.0	62.0	61.0	67.0
	N	53.0	55.0	48.0	54.0
Geographic District		54.0	56.0	50.0	53.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): minority students outperformed their non-minority peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time? ^^

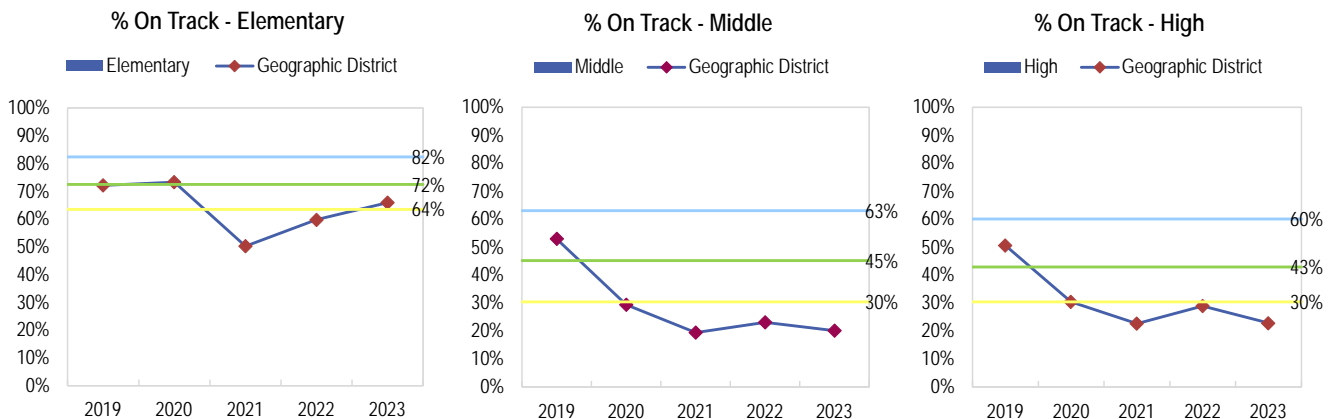
Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	--	--	--	--	--	--	n<20	--	--	n<20	--	--	n<20	--	--
Middle	--	--	--	--	--	--	--	--	--	n<20	--	--	--	--	--
High	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	n<20	--	--	n<20	--	--	n<20	--	--

Geographic District Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	720	53.0	72.1%	654	55.0	73.2%	583	52.0	50.2%	601	50.0	59.7%	632	54.0	65.9%
Middle	134	62.5	53.0%	101	55.0	29.4%	78	50.0	19.4%	103	58.0	23.1%	171	38.0	20.1%
High	94	68.0	50.5%	88	56.0	30.4%	85	53.0	22.7%	103	64.0	28.9%	153	49.0	22.8%
Overall	948	56.0	67.2%	843	55.0	63.3%	746	52.0	44.2%	807	53.0	52.2%	956	50.5	50.7%

^^ACCESS subgroup status and gap trends are not available due to low student counts.
CSI can provide this data to schools if requested.

What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate **how** much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs



Growth Status and Local Comparison Narrative

Not applicable.

Evidence-Based Reading and Writing Achievement

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in Evidence-Based Reading & Writing over time?

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in EBRW										
PSAT/SAT EBRW	2017		2018		2019^		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	16	533	22	488
PSAT (10th)*	--	--	--	--	--	--	--	--	16	555
PSAT (9th&10th)	--	--	--	--	--	--	16	533	38	516
SAT (11th)	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	16	533	38	516

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2017		2018		2019^		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	17	365	1,965	496	1,751	490	1,848	493
PSAT (10th)*	1,812	517	1,793	516	1,844	513	1,833	516	1,736	517
PSAT (9th&10th)	--	--	3,719	502	3,809	504	3,584	503	3,584	505
SAT (11th)	1,816	555	1,814	554	1,773	547	1,808	541	1,866	540
Overall	3,628	536	5,533	519	5,582	518	5,392	516	5,450	517

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

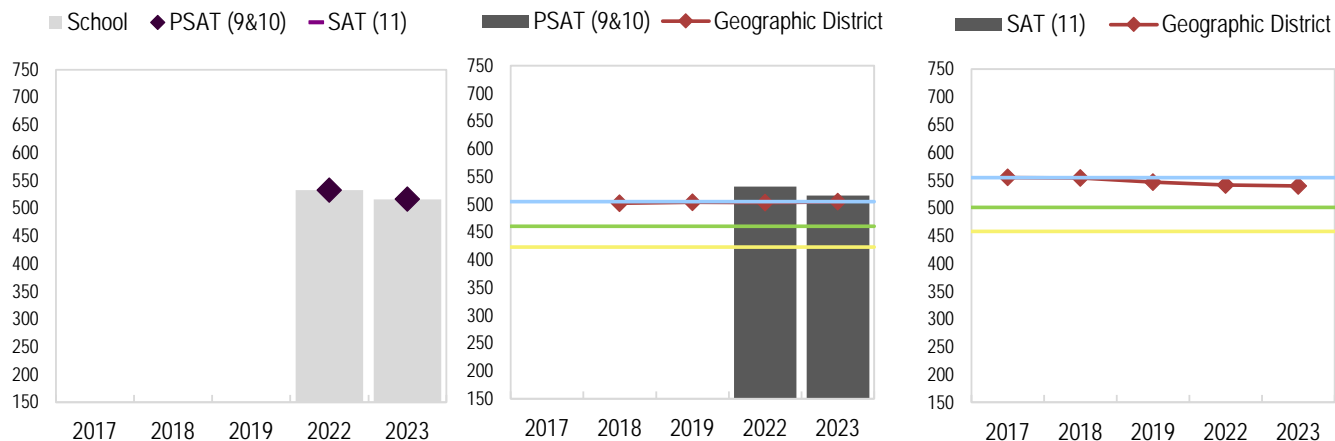
^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. Since last school year, overall mean scale score decreased by 16.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 0.6 scale score points.

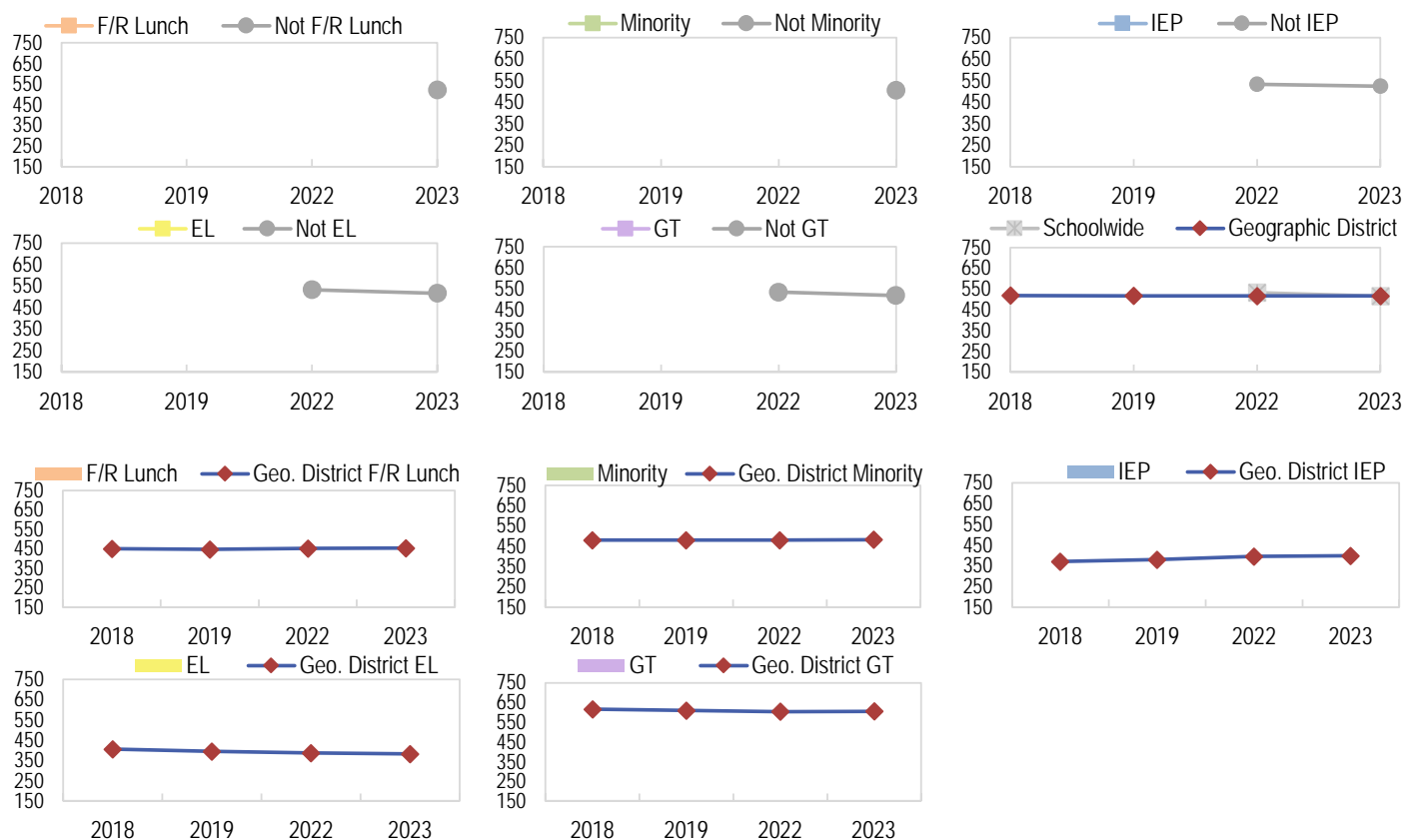
Evidence-Based Reading and Writing Subgroup Achievement

PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	n<16	n<16
	N	--	--	--	n<16	521
Minority	Y	--	--	--	n<16	n<16
	N	--	--	--	n<16	504
IEP	Y	--	--	--	n<16	n<16
	N	--	--	--	533	523
EL	Y	--	--	--	n<16	n<16
	N	--	--	--	533	516
GT	Y	--	--	--	n<16	n<16
	N	--	--	--	533	516
Schoolwide		--	--	--	533	516

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	468	450	447	451	453
	N	553	539	536	529	530
Minority	Y	497	480	480	480	482
	N	548	532	530	527	528
IEP	Y	392	370	379	395	398
	N	544	528	525	522	522
EL	Y	470	405	395	386	382
	N	542	525	523	520	520
GT	Y	641	616	610	604	605
	N	516	499	495	492	494
Geographic District		536	519	518	516	517



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): overall, District outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

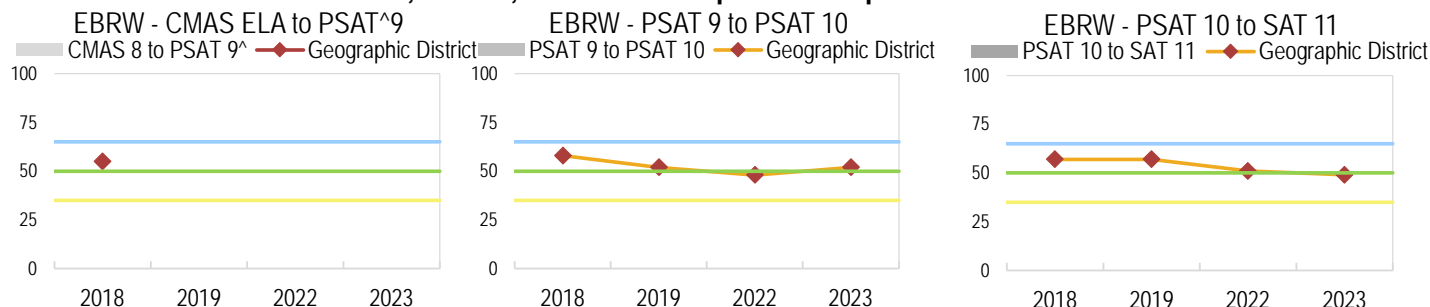
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	n < 20	--	n < 20	--
PSAT 9 to PSAT 10	--	--	--	--	--	--	n < 20	--
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--

^To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW								
PSAT/SAT EBRW	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	1,458	55.0	--	--	n < 20	--	n < 20	--
PSAT 9 to PSAT 10	978	58.0	1,673	52.0	1,531	48.0	1,503	52.0
PSAT 10 to SAT 11	1,608	57.0	1,635	57.0	1,565	51.0	1,641	49.0
Overall	4,051	56.0	3,308	54.0	3,096	50.0	3,144	50.0

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

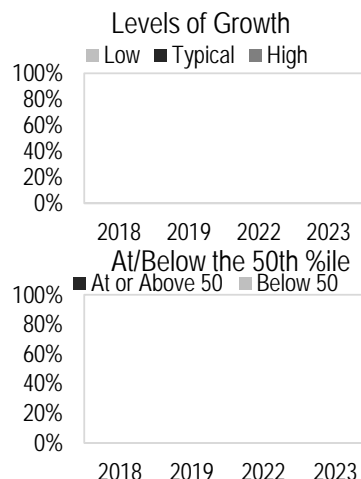
The graphs above show schoolwide growth on the EBRW state assessment. Overall student growth for the geo. district has decreased over time.

PSAT/SAT EBRW: Levels of Growth Tables

- How is student growth distributed across growth levels over time?

EBRW Levels of Growth				
PSAT/SAT EBRW	%Students			
Category	2018	2019	2022	2023
Low (below 35)	--	--	--	--
Typical (35-65)	--	--	--	--
High (above 65)	--	--	--	--

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2018	2019	2022	2023
At or Above 50	--	--	--	--
Below 50	--	--	--	--



Levels of Growth Narrative



Evidence-Based Reading and Writing Subgroup Growth

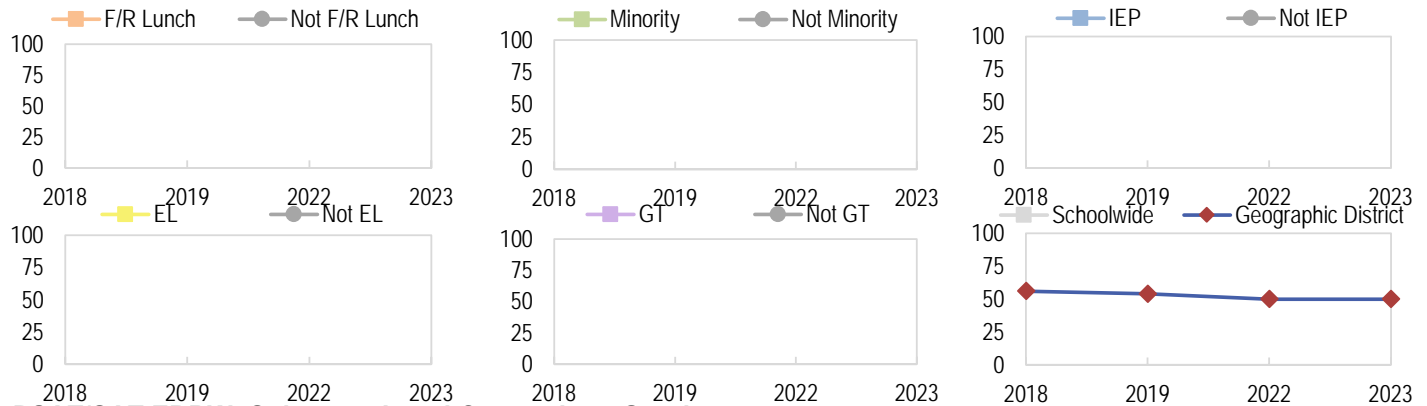
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

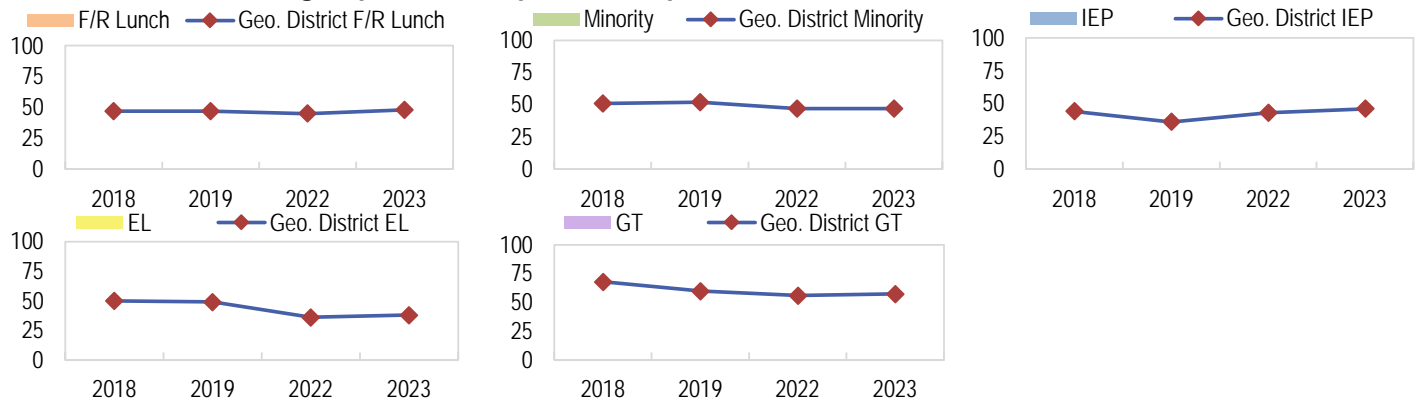
Subgroup Growth Gap Trends over Time in EBRW					
PSAT/SAT		2018	2019	2022	2023
Student		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	n<20	n<20
Minority	Y	--	--	n<20	n<20
	N	--	--	n<20	n<20
IEP	Y	--	--	n<20	n<20
	N	--	--	n<20	n<20
EL	Y	--	--	n<20	n<20
	N	--	--	n<20	n<20
GT	Y	--	--	n<20	n<20
	N	--	--	n<20	n<20
Schoolwide		--	--	--	--

Subgroup Growth Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	47.0	47.0	45.0	48.0
	N	59.0	56.0	51.0	50.0
Minority	Y	51.0	52.0	47.0	47.0
	N	58.0	55.0	50.0	51.0
IEP	Y	44.0	36.0	43.0	46.0
	N	57.0	55.0	50.0	50.0
EL	Y	50.0	49.0	36.0	38.0
	N	57.0	55.0	50.0	50.0
GT	Y	68.0	60.0	56.0	57.5
	N	53.0	53.0	48.0	49.0
Geographic District		56.0	54.0	50.0	50.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

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Math Achievement

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Math over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
PSAT/SAT Math	2017		2018		2019 [^]		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	--	--	--	--	16	460	22	454
PSAT (10th) [*]	--	--	--	--	--	--	--	--	16	496
PSAT (9th&10th)	--	--	--	--	--	--	16	460	38	471
SAT (11th)	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	16	460	38	471

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2017		2018		2019 [^]		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	17	344	1,966	483	1,751	476	1,856	484
PSAT (10th) [*]	1,812	508	1,795	507	1,844	501	1,834	491	1,745	490
PSAT (9th&10th)	--	--	3,723	493	3,810	492	3,585	484	3,601	487
SAT (11th)	1,816	544	1,814	541	1,773	543	1,809	521	1,872	522
Overall	3,628	526	5,537	509	5,583	508	5,394	496	5,473	499

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

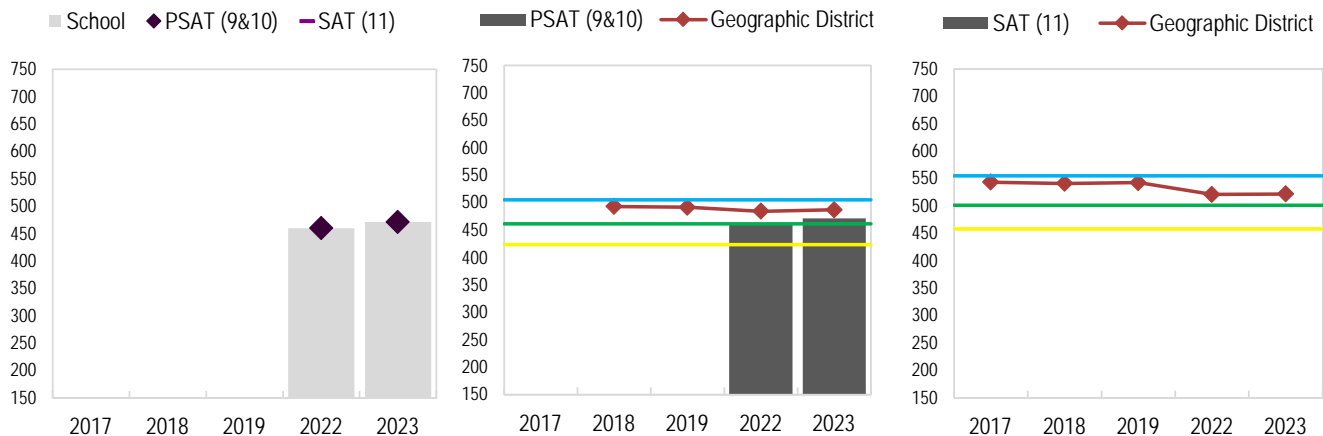
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs

Math - Schoolwide

Math - PSAT (9&10)

Math - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. Since last school year, overall mean scale score increased by 11.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 27.5 scale score points.

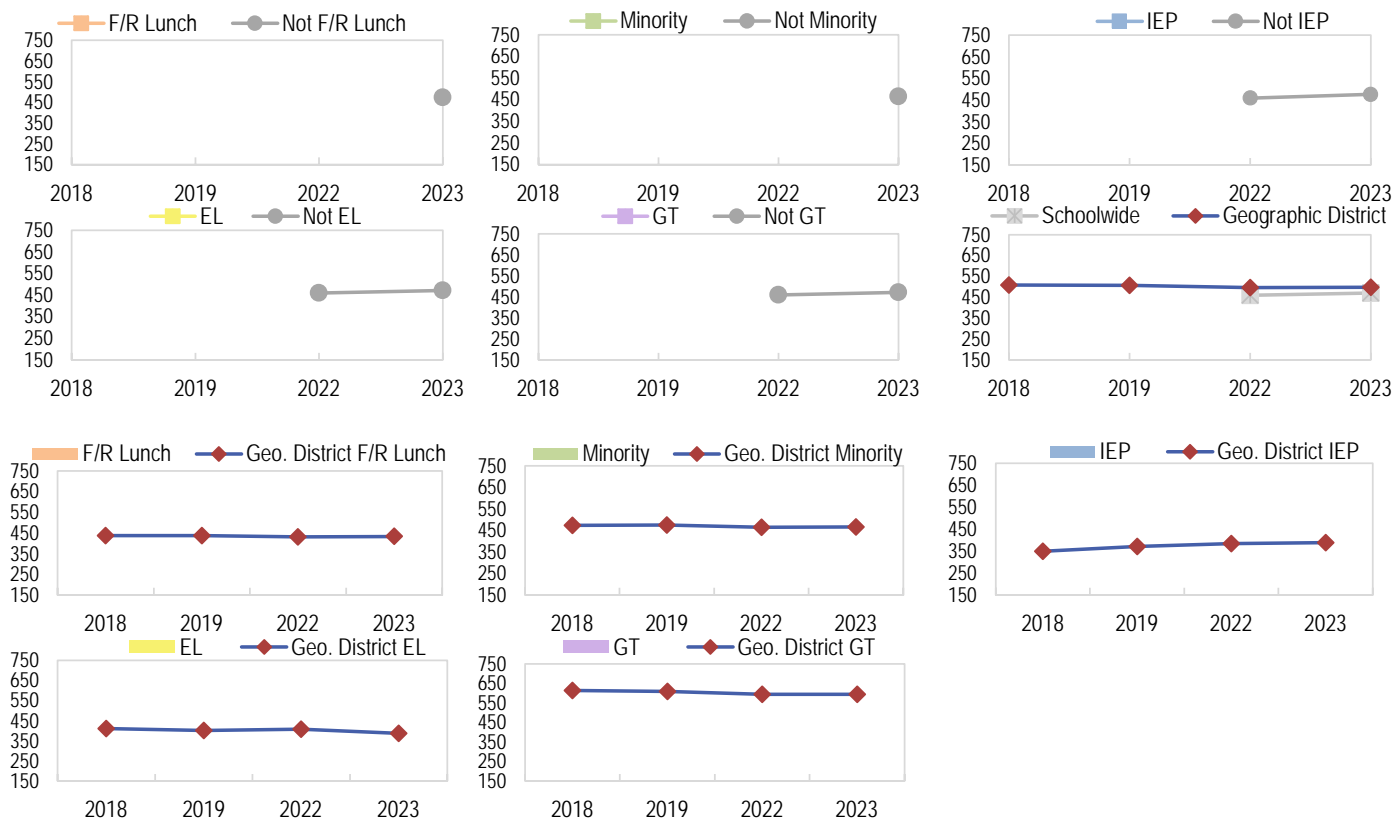
Math Subgroup Achievement

PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	n<16	n<16
	N	--	--	--	n<16	474
Minority	Y	--	--	--	n<16	n<16
	N	--	--	--	n<16	465
IEP	Y	--	--	--	n<16	n<16
	N	--	--	--	460	476
EL	Y	--	--	--	n<16	n<16
	N	--	--	--	460	471
GT	Y	--	--	--	n<16	n<16
	N	--	--	--	460	471
Schoolwide		--	--	--	460	471

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	457	438	439	431	434
	N	543	529	526	509	513
Minority	Y	491	474	476	465	467
	N	536	520	518	506	509
IEP	Y	373	350	372	385	389
	N	534	518	515	501	504
EL	Y	480	412	402	408	387
	N	530	514	512	499	502
GT	Y	634	614	610	594	595
	N	505	487	482	470	475
Geographic District		526	509	508	496	499



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, District outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Math Growth

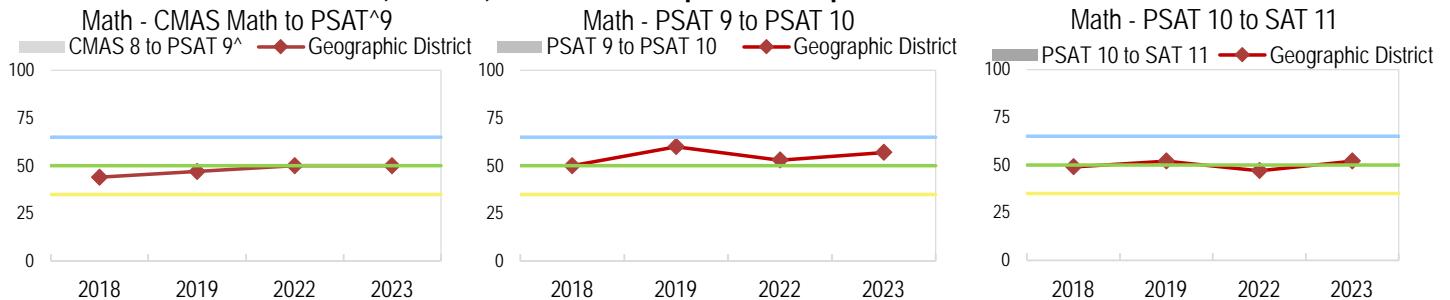
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in Math								
PSAT/SAT Math	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 ⁺	--	--	--	--	n < 20	--	n < 20	--
PSAT 9 to PSAT 10	--	--	--	--	--	--	n < 20	--
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--
Overall	--	--	--	--	n < 20	--	24	72.5

Geographic District Growth over Time in Math								
PSAT/SAT Math	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 ⁺	1,469	44.0	1,268	47.0	1,258	50.0	1,382	50.0
PSAT 9 to PSAT 10	658	50.0	1,673	60.0	1,531	53.0	1,503	57.0
PSAT 10 to SAT 11	1,608	49.0	1,635	52.0	1,565	47.0	1,641	52.0
Overall	3,741	47.0	4,576	54.0	4,354	50.0	4,526	53.0

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

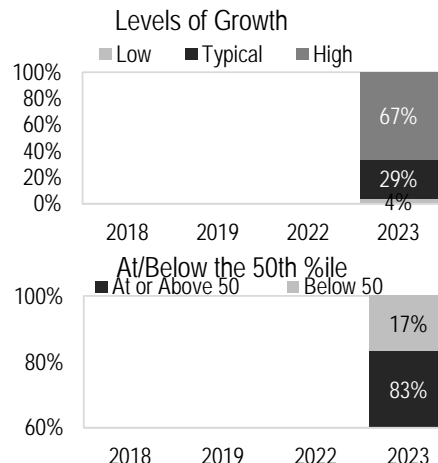
The graphs above show schoolwide growth on the Math state assessment. In 2023, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has increased over time.

PSAT/SAT Math: Levels of Growth Tables

- How is student growth distributed across growth levels over time?

Math Levels of Growth				
PSAT/SAT Math	%Students			
Category	2018	2019	2022	2023
Low (below 35)	--	--	--	4%
Typical (35-65)	--	--	--	29%
High (above 65)	--	--	--	67%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2018	2019	2022	2023
At or Above 50	--	--	--	83%
Below 50	--	--	--	17%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 4% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 67% of students.

Math Subgroup Growth

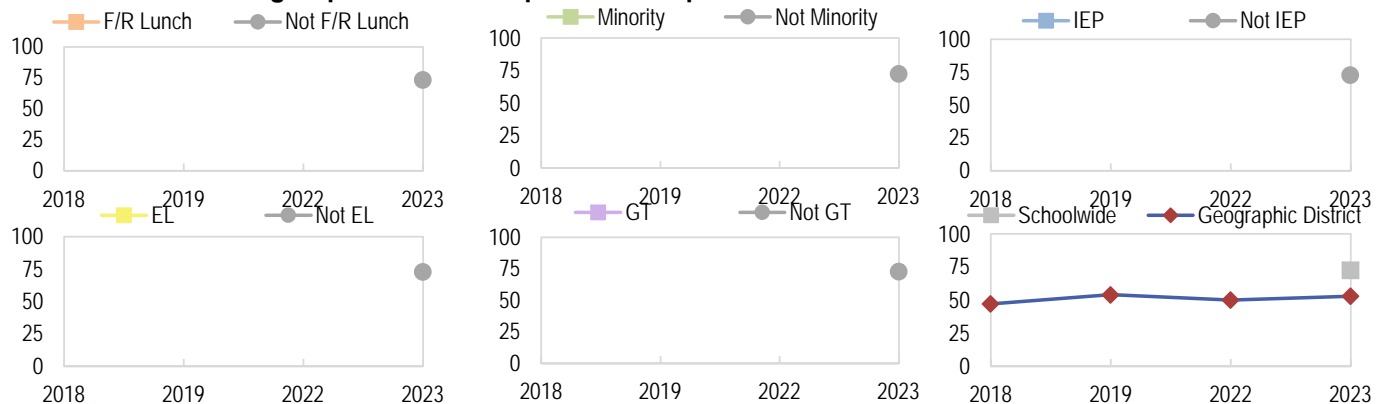
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

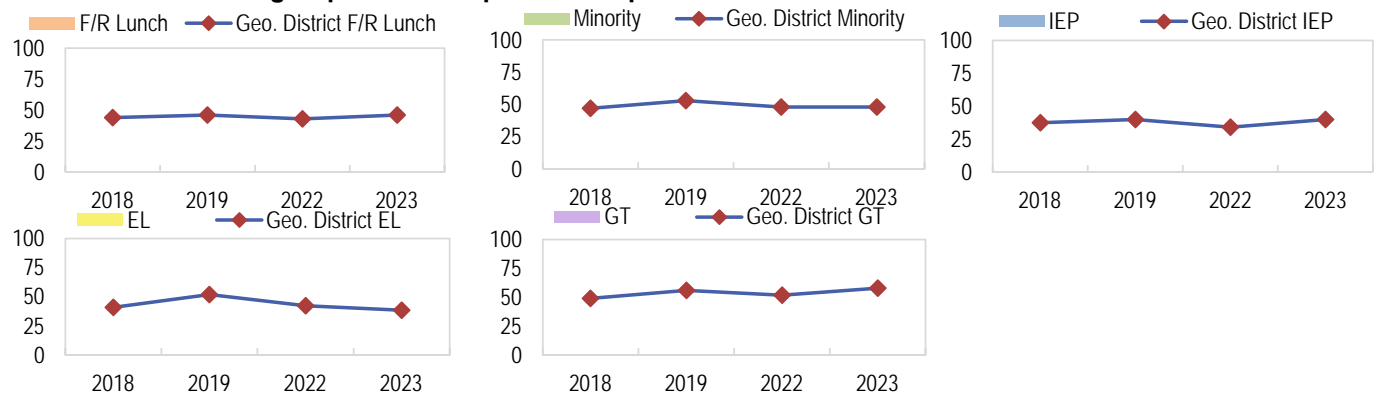
Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	n<20	73.0
Minority	Y	--	--	n<20	n<20
	N	--	--	n<20	72.0
IEP	Y	--	--	n<20	n<20
	N	--	--	n<20	72.5
EL	Y	--	--	n<20	n<20
	N	--	--	n<20	72.5
GT	Y	--	--	n<20	n<20
	N	--	--	n<20	72.5
Schoolwide		--	--	--	72.5

Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	46.0	43.0	46.0
	N	48.0	55.0	52.0	54.0
Minority	Y	47.0	53.0	48.0	48.0
	N	48.0	54.0	51.0	54.0
IEP	Y	37.5	40.0	34.0	40.0
	N	48.0	54.0	51.0	53.0
EL	Y	41.0	52.0	42.5	38.5
	N	48.0	54.0	51.0	53.0
GT	Y	49.0	56.0	52.0	58.0
	N	47.0	53.0	50.0	51.0
Geographic District		47.0	54.0	50.0	53.0

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed Poudre R-1. In 2023, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

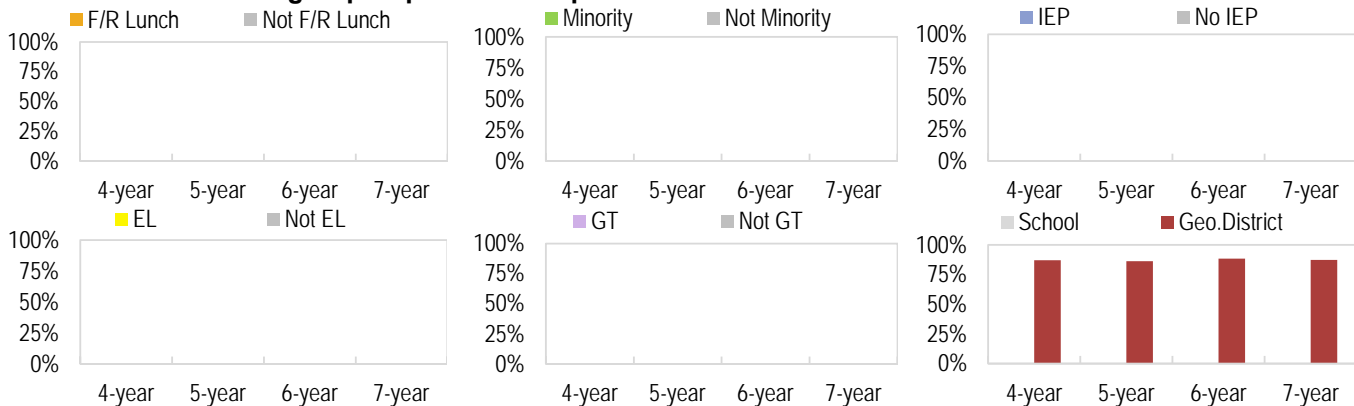
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?
- What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

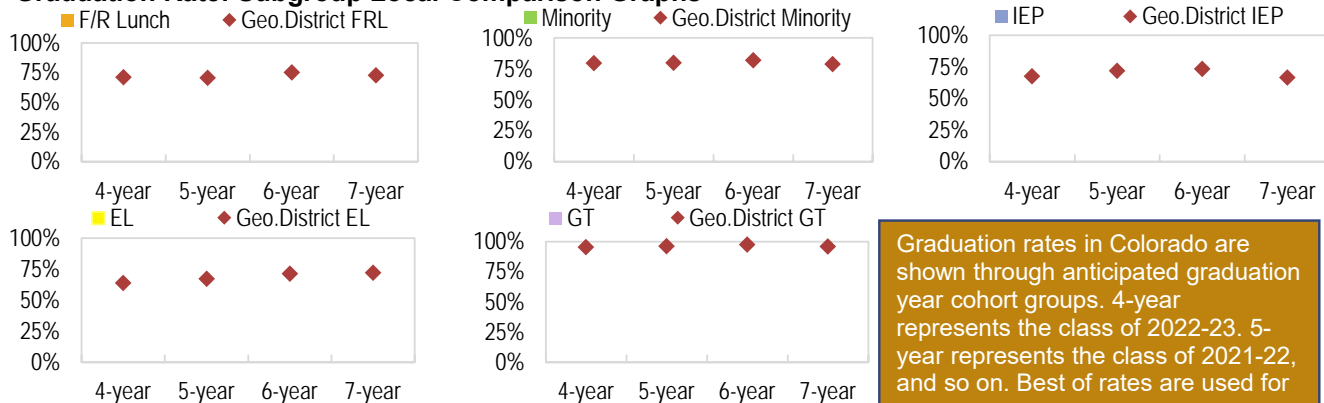
Subgroup Graduation Gap Trends over Time						
Graduation Rate		Best Of	4-year	5-year	6-year	7-year
Student Subgroup			Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Graduation Gap Trends over Time						
Graduation Rate		Best Of	4-year	5-year	6-year	7-year
Student Subgroup			Rate	Rate	Rate	Rate
F/R Lunch	Y	6-year	71%	70%	75%	73%
	N	6-year	94%	94%	95%	95%
Minority	Y	6-year	79%	80%	82%	79%
	N	6-year	90%	89%	91%	91%
IEP	Y	6-year	68%	72%	73%	66%
	N	6-year	89%	88%	90%	89%
EL	Y	7-year	64%	67%	72%	72%
	N	6-year	88%	87%	89%	88%
GT	Y	6-year	96%	96%	98%	96%
	N	6-year	85%	84%	86%	86%
Geographic District		6-year	87%	86%	88%	87%

Graduation Rate: Subgroup Gap Trends Graphs



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2022-23, 5-year represents the class of 2021-22, and so on. Best of rates are used for

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate cannot be reported due to low student counts. The best of rate for the geo. district is the 6 year rate of 88%.

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

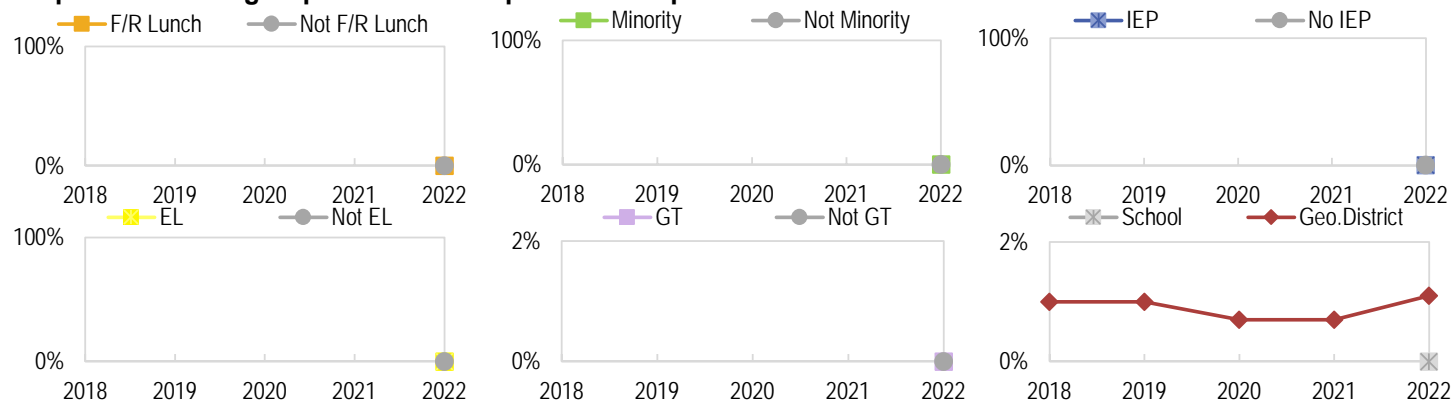
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

Dropout rates for CARS include students from 7th to 12th grade. State accountability dropout rates only include students from 9th to 12th grade.

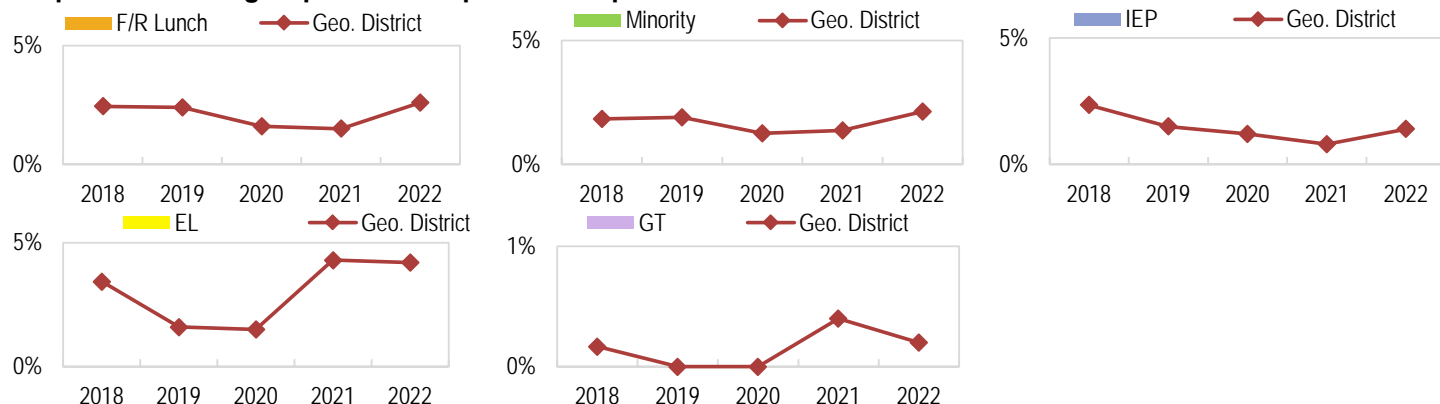
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2018	2019	2020	2021	2022
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
Minority	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
IEP	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
EL	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
GT	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
Schoolwide		--	--	--	--	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2018	2019	2020	2021	2022
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.4%	2.4%	1.6%	1.5%	2.6%
	N	0.5%	0.4%	0.3%	0.4%	0.5%
Minority	Y	1.8%	1.9%	1.3%	1.4%	2.1%
	N	1.0%	0.6%	0.5%	0.4%	0.6%
IEP	Y	2.3%	1.5%	1.2%	0.8%	1.4%
	N	0.9%	0.9%	0.6%	0.7%	1.0%
EL	Y	3.4%	1.6%	1.5%	4.3%	4.2%
	N	0.9%	1.0%	0.6%	0.6%	1.0%
GT	Y	0.1%	0.0%	0.0%	0.2%	0.1%
	N	1.2%	1.2%	0.8%	0.8%	1.2%
Geographic District		1.0%	1.0%	0.7%	0.7%	1.1%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, and overall student dropout rates had no change. In 2021, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, EL, GT, - additional details are available in the graphs above.

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time										
Matriculation	2019^		2020*		2021		2022		2023	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	--	--	--	--	--	--
4 year	--	--	--	--	--	--	--	--	--	--
CTE	--	--	--	--	--	--	--	--	--	--
Schoolwide	--	--	--	--	--	--	--	--	--	--

Geo. District Matriculation Rate Trends over Time										
Matriculation	2019^		2020*		2021		2022		2023	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	245	12.1%	--	--	212	11.0%	209	10.0%	204	8.9%
4 year	940	46.4%	--	--	728	37.8%	791	38.0%	825	36.1%
CTE	263	13.0%	--	--	281	14.6%	326	15.7%	219	9.6%
Geo. District	1,353	66.8%	--	--	1,132	58.8%	1,206	57.9%	1,122	49.1%

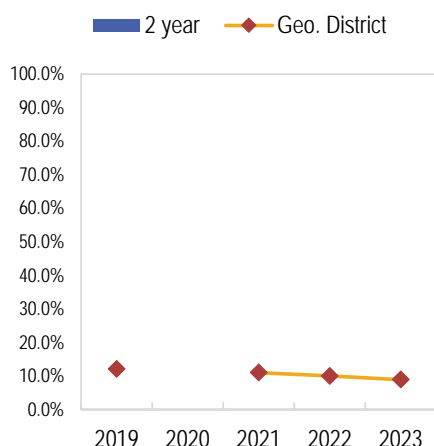
^ CDE renormed matriculation benchmarks in the 2018-19 school year.

* Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

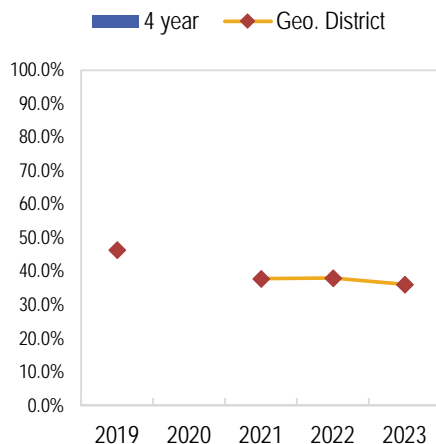
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2022-23) represent outcomes for the class of 2021-22 and data for the 2021-22 reporting year represent outcomes for the class of 2020-21, and so on. Schoolwide matriculation rates are the only rates used for

Matriculation Rate: School Status and Local Comparison Graphs

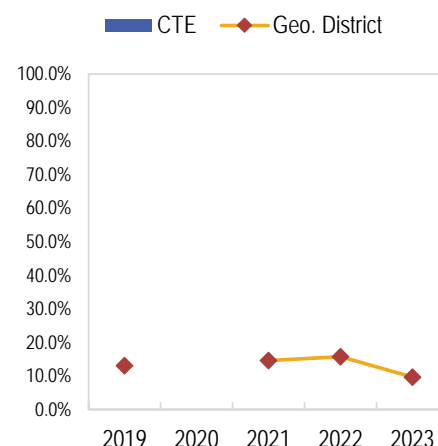
2 Year Matriculation Rates



4 Year Matriculation Rates



CTE Matriculation Rates



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Poudre R-1. In 2022, school matriculation rates could not be reported due to low student counts.

Academic Performance Metrics

School Observations

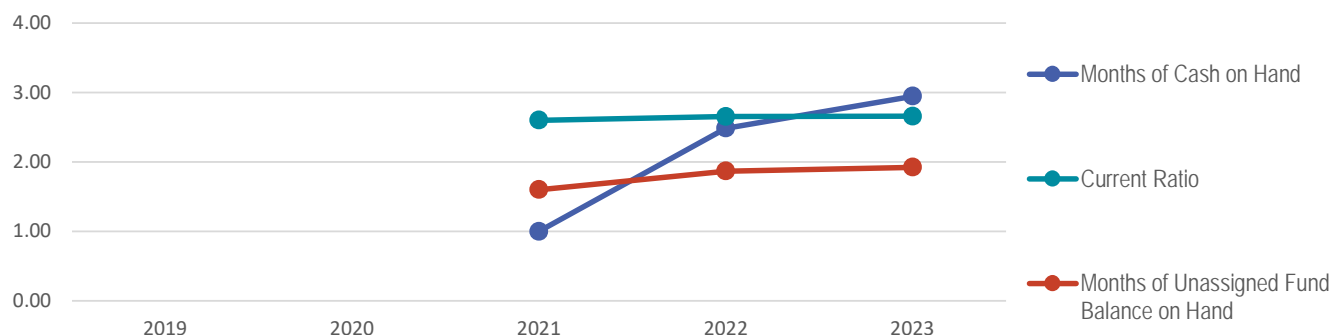
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2019-2023 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics					
Metric	2019	2020	2021	2022	2023
Operating Margin	--	--	12.8%	10.0%	4.9%
Months of Cash on Hand	--	--	1.00	2.48	2.94
Current Ratio	--	--	2.60	2.65	2.66
Months of Unassigned Fund Balance on Hand	--	--	1.60	1.87	1.92
Positive Unassigned Fund Balance (TABOR)	--	--	YES	YES	YES



Enrollment

- What is the school's funded pupil count variance?

Enrollment					
Metric	2019	2020	2021	2022	2023
Funded Pupil Count (FPC) Current-Year Variance	--	--	8.2%	-1.0%	4.3%
Change in FPC from Prior-Year	--	--	100.0%	113.5%	16.8%

Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics					
Metric	2019	2020	2021	2022	2023
Months of Cash on Hand	--	--	--	--	N/A
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	\$0	\$0	\$0

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics					
Metric	2019	2020	2021	2022	2023
Debt to Asset Ratio	--	--	0.39	0.38	0.38
Change in Net Position	--	--	\$249,645	\$554,143	\$339,947
Default	--	--	No	No	No

Fiscal Years 2019-2023 Financial Results

Financial Performance Narrative
Ascent Northern Colorado ended the year with sufficient reserves to satisfy the TABOR reserve requirement and a positive change in net position. The school's funded-pupil count came in higher than budget by 4.3% and 17% higher than the prior year. The school's governmental funds ended the year with 2.94 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 4.9%.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements in the 2022-23 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review

CSI was not made aware of any issues related to protecting the rights of all students in the 2022-23 school year.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

CSI was not made aware of any issues relating to governance requirements in the 2022-23 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements in the 2022-23 school year. The school reported no statutory violations in their Assurances for Financial Accreditation in the 2022-23 school year.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements in the 2022-23 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2022-23 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2022-23 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance in the 2022-23 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative
Overall, the school exhibited strong operational performance in the 2022-23 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.



Expanding Frontiers in Public Education

1525 Sherman St. B76 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2023-2024

Ascent Classical Academy Northern Colorado



Expanding Frontiers in Public Education

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CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

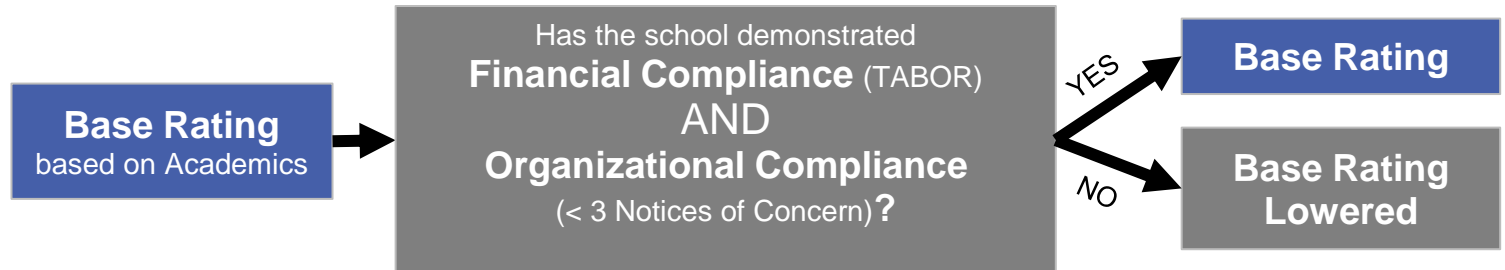
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks (ryanmarks@csi.state.co.us)

Financial Performance: Dave Sever (davesever@csi.state.co.us)

Organizational Performance: Jess Welch (jessicawelch@csi.state.co.us) - State/Federal Programs
Stephanie Aragon (stephaniearagon@csi.state.co.us) - Compliance Monitoring

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., NWEA). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- a. How are students achieving on state assessments?
- b. How are students achieving on state assessments over time?
- c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?

2. Academic Growth

- a. Are students making sufficient growth on state assessments?
- b. Are students making sufficient growth on state assessments over time?
- c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. How is student growth distributed across growth levels?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. To what extent are students graduating high school?
- c. To what extent are students dropping out of high school?
- d. To what extent are high school graduates adequately prepared for post-secondary academic success?
- e. What is the school's post-completion success rate?

***Data Notes:**

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2019 to 2024. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult: <https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
--	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.

CSI Performance Framework

Financial Performance Framework

1. Enrollment

- a. How has the school's enrollment varied over time?

2. Debt

- a. How has the school been able to cover its debt obligations?
- b. To what extent has the school relied on borrowed funds to finance its operations?

3. Balance Sheet

- a. To what extent has the school maintained the appropriate unrestricted fund balance to provide for unexpected expenses?
- b. How has the school's unassigned fund balance changed over time?
- c. To what extent can the school pay its short-term obligations?

4. Operating Margin

- a. To what extent is the school living within their means?
- b. How has the school's operating margin changed over time?

Organizational Performance Framework

1. Governance

- a. Is the school complying with applicable education requirements?

2. Education Program

- a. How is the school fulfilling obligations and expectations relating to the educational program?
- b. How successful is the school producing positive academic outcomes? (see academic measures)

3. Diversity, Equity of Access, and Inclusion

- a. How is the school protecting the rights of all students?
- b. How is the school supporting students to read at grade-level?
- c. How is the school supporting students and families in preparing to make post-secondary enrollment accessible?

3. Financial Management

- a. How is the school satisfying financial reporting and compliance requirements?
- b. How accurately is the school able to project enrollment?
- c. How effectively is the school able to manage and spend grant funds?

4. School Operations and Environment

- a. How is the school fulfilling obligations and expectations relating to operational requirements?
- b. Is the school soliciting feedback from stakeholders and sharing with the community?
- c. How stable is the student population during the school year?
- d. To what extent are students returning to the school the following school year?

5. Additional Obligations

- a. How is the school complying with all other obligations?

Additional information about the CSI Performance Framework can be found at
<https://www.csi.state.co.us/about/school-accountability/>

Ascent Classical Academy Northern Colorado Overview

Year Opened/Transferred: 2020-2021

Grades Served: K-12

School Model: Classical

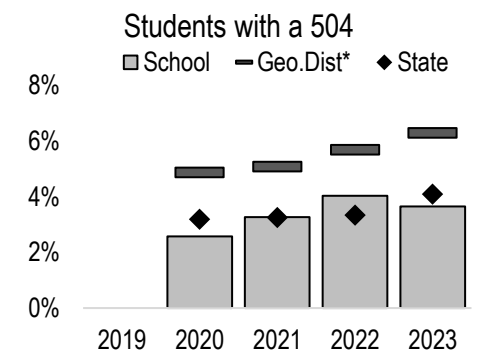
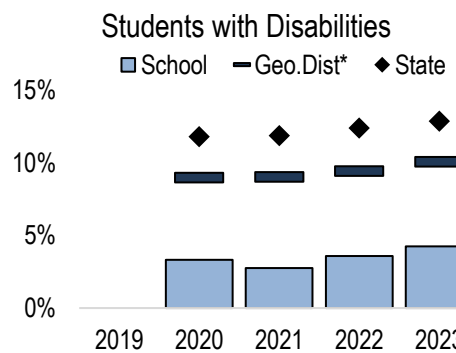
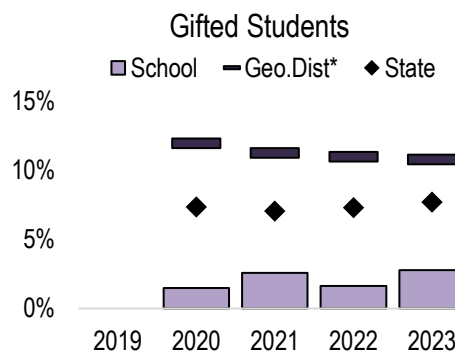
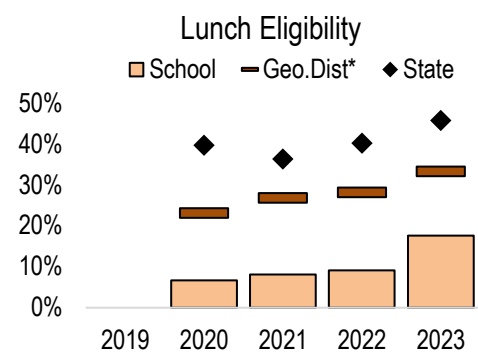
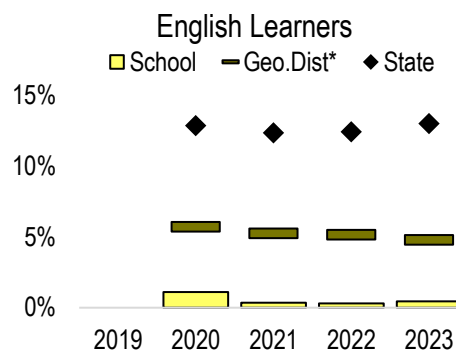
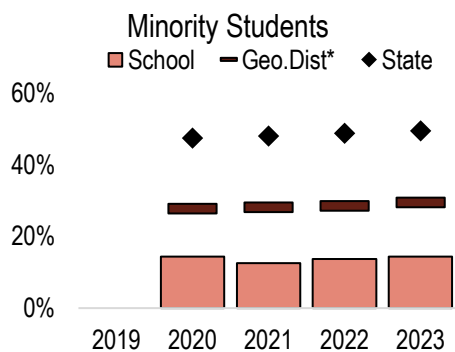
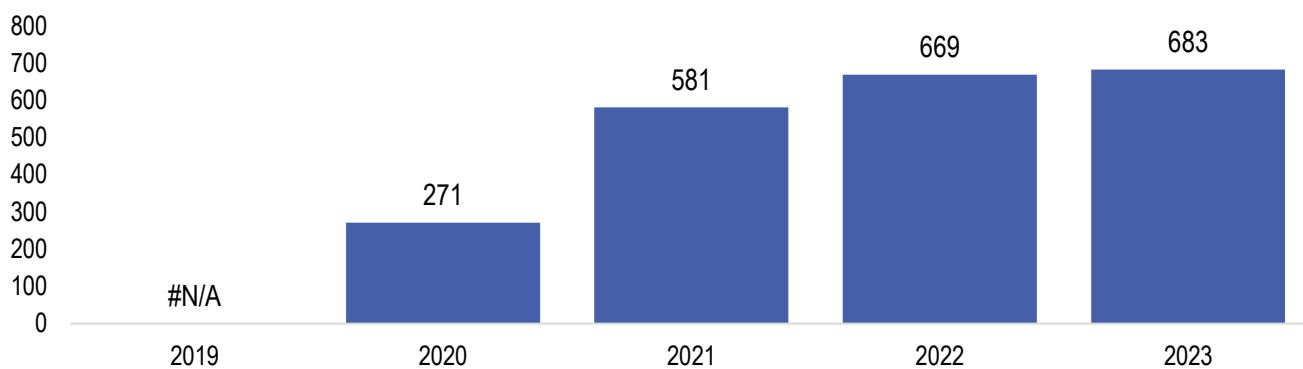
Town/City: Fort Collins

District of Residence: Poudre R-1

Original Application Type: Replication

Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
Enrollment Over Time	--	271	581	669	683
F/R Lunch	--	6.6%	8.1%	9.1%	17.6%
Minority	--	14.4%	12.6%	13.8%	14.3%
IEP	--	3.3%	2.8%	3.6%	4.2%
EL	--	1.1%	0.3%	0.3%	0.4%
Gifted	--	1.5%	2.6%	1.6%	2.8%
504	--	2.6%	3.3%	4.0%	3.7%

Enrollment over Time



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files representing all students.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than or equal to 71.8% Points Earned

Performance: Between 53% to 71.7% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance (Points Earned: 75.5%)
Elementary School Rating	Performance (Points Earned: 67.1%)
Middle School Rating	Performance (Points Earned: 56.2%)
High School Rating	Performance (Points Earned: 81.3%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Performance with Distinction

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	415	369	88.9%	39	98.1%	Meets 95%
Math	415	374	90.1%	37	98.9%	Meets 95%
Science	123	102	82.9%	20	99.0%	Meets 95%

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	346	305	88.2%	37	98.7%	Meets 95%
CMAS Math	346	310	89.6%	35	99.7%	Meets 95%
CMAS Science	123	102	82.9%	20	99.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	69	64	92.8%	2	95.5%	Meets 95%
PSAT/SAT Math	69	64	92.8%	2	95.5%	Meets 95%

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

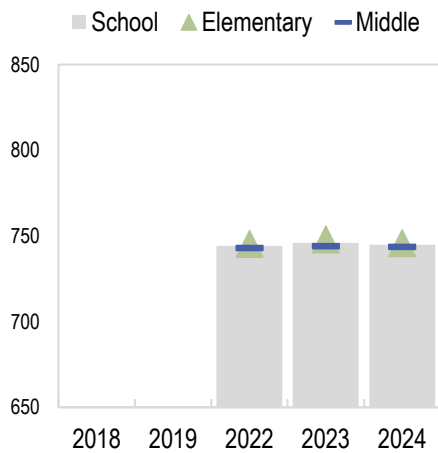
- How are students achieving on state assessments in English Language Arts over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	60	739	53	748	58	753
4	--	--	--	--	52	745	61	743	56	738
5	--	--	--	--	56	752	56	753	55	747
Elementary	--	--	--	--	168	745	170	748	169	746
6	--	--	--	--	51	739	57	744	48	747
7	--	--	--	--	30	756	48	745	49	747
8	--	--	--	--	18	733	41	743	36	734
Middle	--	--	--	--	99	743	146	744	133	744
Overall	--	--	--	--	267	744	316	746	302	745

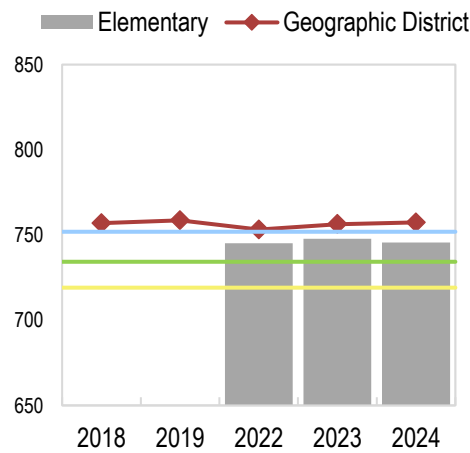
Geographic District Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,188	753	2,080	753	1,971	749	2,003	752	1,878	753
4	2,203	760	2,217	761	2,018	753	1,992	755	1,973	758
5	2,198	758	2,229	761	2,006	758	2,036	762	1,971	762
Elementary	6,591	757	6,526	759	5,998	753	6,032	756	5,826	757
6	2,179	753	2,173	754	1,866	753	1,937	753	1,868	754
7	1,957	755	2,105	755	1,819	752	1,721	757	1,742	760
8	1,849	754	1,801	756	1,613	756	1,643	757	1,474	753
Middle	5,983	754	6,079	755	5,295	753	5,300	756	5,080	756
Overall	12,574	755	12,605	757	11,293	753	11,332	756	10,906	757

CMAS ELA: School Status, Trends, and Local Comparison Graphs

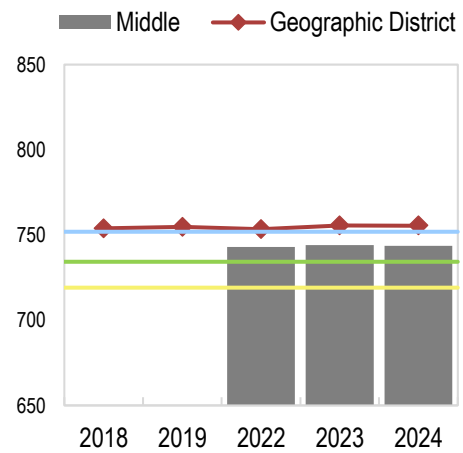
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. Since last school year, overall mean scale score decreased by 1.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 11.7 scale score points.

English Language Arts Subgroup Achievement

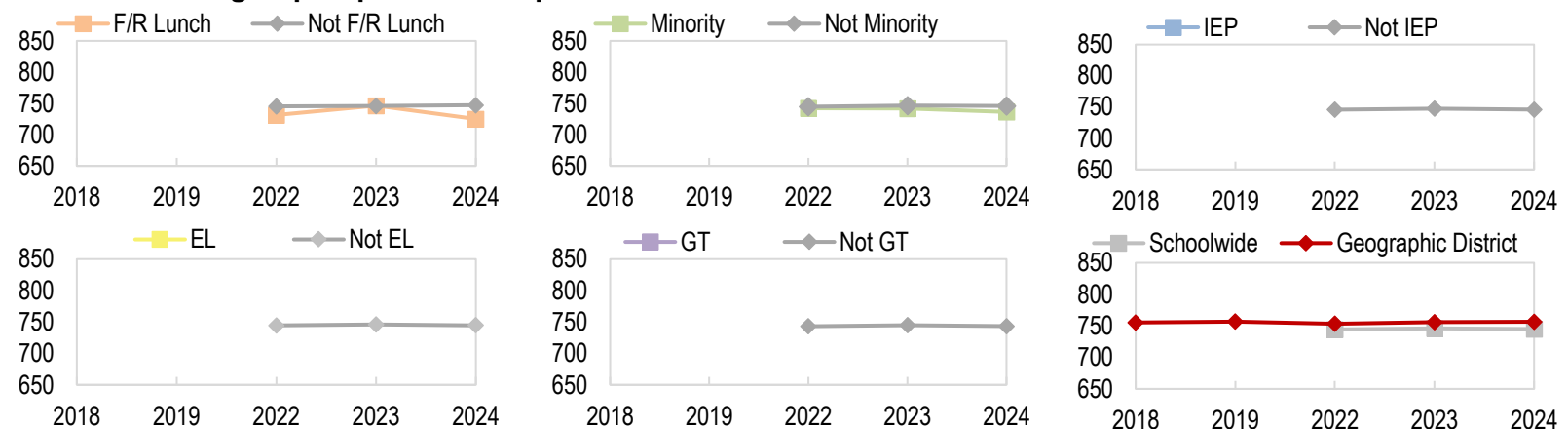
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in English Language Arts over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

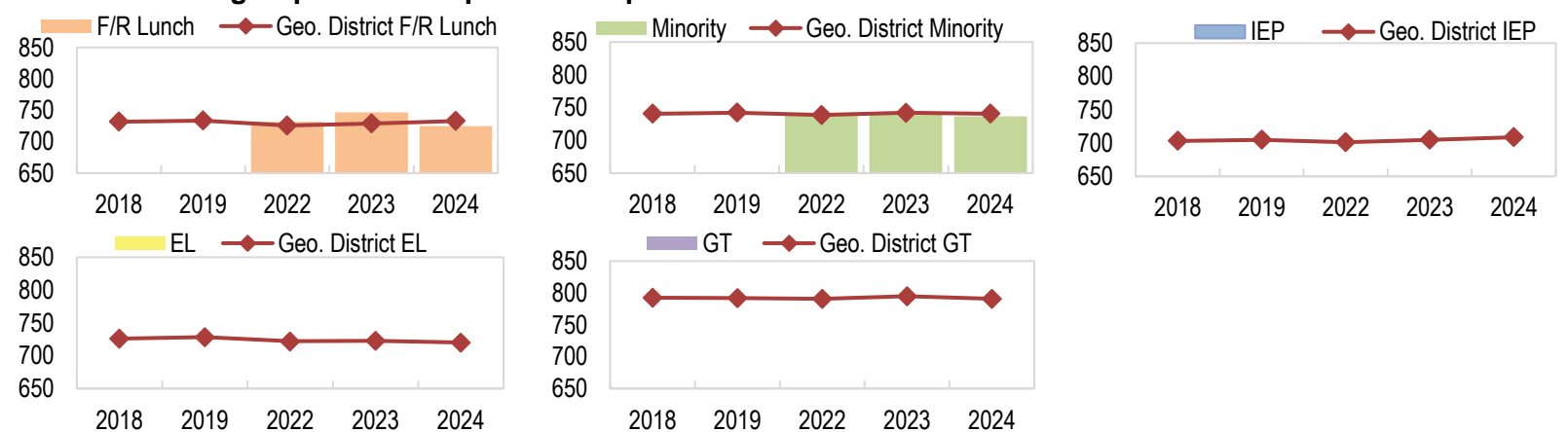
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	731.5	746.5	725.1
	N	--	--	745.3	746.0	747.2
Minority	Y	--	--	742.2	742.0	736.4
	N	--	--	744.7	746.6	746.0
IEP	Y	--	--	n<16	n<16	n<16
	N	--	--	745.8	747.4	746.1
EL	Y	--	--	n<16	n<16	n<16
	N	--	--	744.6	746.1	744.8
GT	Y	--	--	n<16	n<16	n<16
	N	--	--	743.2	744.9	743.4
Schoolwide		--	--	744	746	745

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	731.8	733.5	725.8	728.8	733.1
	N	765.0	765.8	761.3	764.8	765.8
Minority	Y	740.5	742.1	738.6	741.9	740.4
	N	760.7	761.8	758.6	760.9	762.0
IEP	Y	703.4	705.0	701.2	704.7	708.7
	N	759.9	760.8	757.5	760.4	761.0
EL	Y	726.2	728.3	721.9	722.7	720.1
	N	758.3	759.5	756.2	758.7	759.4
GT	Y	792.5	791.9	790.7	794.8	791.0
	N	748.2	749.6	746.7	749.0	756.2
Geographic District		755	757	753	756	757

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

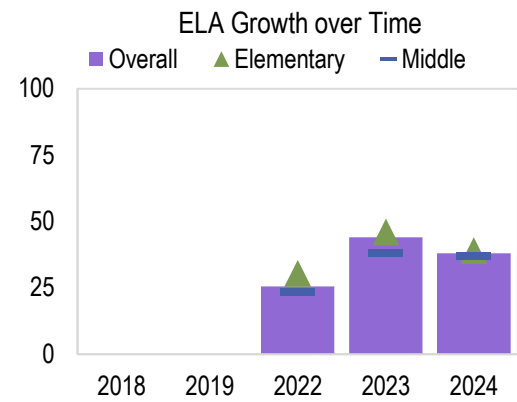
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

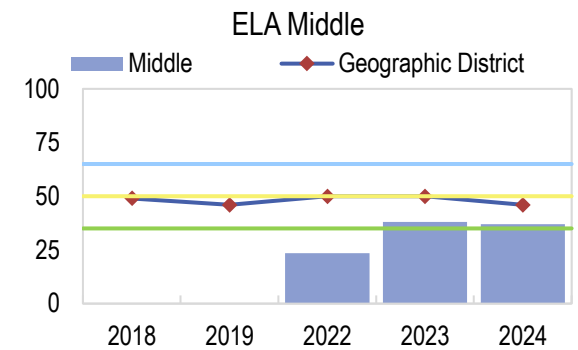
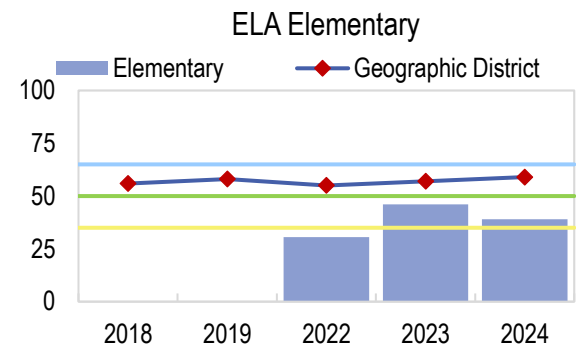
Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	36	30.5	57	44.0	49	33.0
5	--	--	--	--	--	--	53	49.0	51	46.0
Elementary	--	--	--	--	36	30.5	110	46.0	100	39.0
6	--	--	--	--	43	24.0	54	35.5	45	37.0
7	--	--	--	--	--	--	43	46.0	45	38.0
8	--	--	--	--	n < 20	--	30	37.0	28	35.5
Middle	--	--	--	--	52	23.5	127	38.0	118	37.0
Overall	--	--	--	--	88	25.5	237	44.0	218	38.0



CMAS ELA: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	2,062	59.0	2,083	61.0	1,657	55.0	1,849	58.0	1,869	61.0
5	2,065	53.0	2,131	55.0	--	--	1,894	56.0	1,873	57.0
Elementary	4,129	56.0	4,214	58.0	1,657	55.0	3,743	57.0	3,746	59.0
6	2,045	48.0	2,042	46.0	1,557	47.0	1,803	47.0	1,751	43.0
7	1,780	48.0	1,965	45.0	--	--	1,573	49.0	1,635	47.0
8	1,647	50.0	1,665	47.0	1,318	55.0	1,480	54.0	1,348	47.0
Middle	5,472	49.0	5,672	46.0	2,875	50.0	4,856	50.0	4,730	46.0
Overall	1,647	50.0	9,886	51.0	4,532	52.0	8,599	53.0	8,476	52.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. Since last year, student growth decreased by -6 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

English Language Arts Subgroup Growth

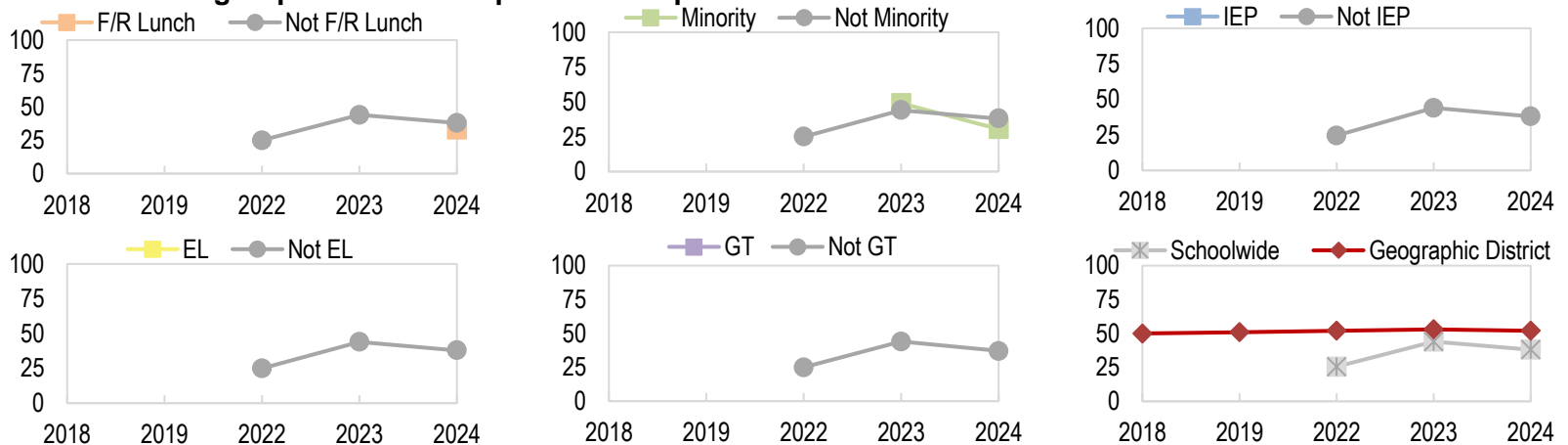
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

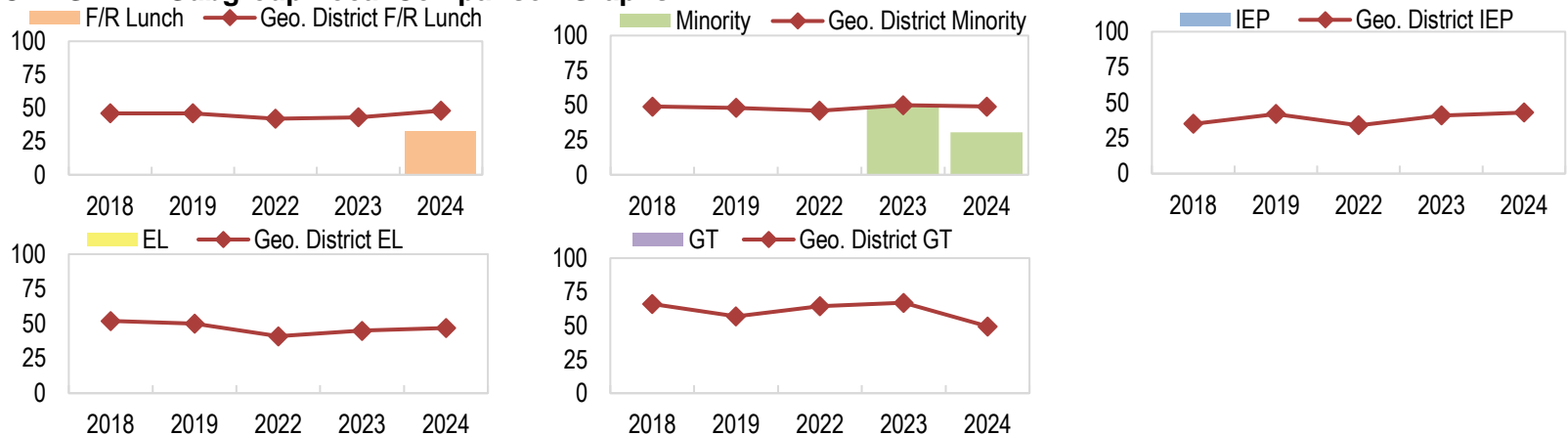
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20	33.0
	N	--	--	25.0	44.0	38.0
Minority	Y	--	--	n<20	49.0	30.5
	N	--	--	25.0	44.0	38.0
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	24.5	44.0	38.0
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	25.0	44.0	38.0
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	25.0	44.0	37.0
Schoolwide		--	--	25.5	44.0	38.0

Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	46.0	42.0	43.0	48.0
	N	53.0	53.0	55.0	56.0	53.0
Minority	Y	49.0	48.0	46.0	50.0	49.0
	N	51.0	52.0	54.0	54.0	52.0
IEP	Y	35.0	42.0	34.0	41.0	43.0
	N	50.5	52.0	54.0	54.0	52.0
EL	Y	52.0	50.0	41.0	45.0	47.0
	N	50.0	51.0	53.0	53.0	52.0
GT	Y	66.0	57.0	64.5	67.0	49.5
	N	49.0	49.0	49.0	50.0	52.0
Geographic District		50.0	51.0	52.0	53.0	52.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

Mathematics Achievement

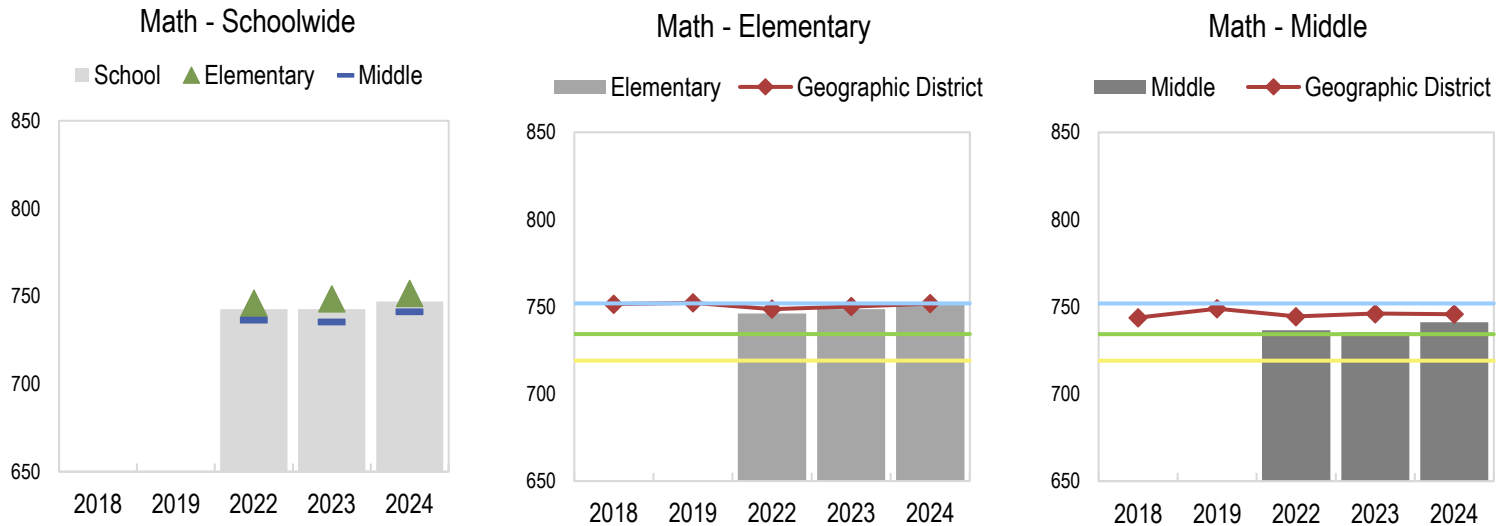
CMAS Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Mathematics over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	61	747	54	754	58	758
4	--	--	--	--	52	742	61	746	56	746
5	--	--	--	--	56	749	56	747	55	750
Elementary	--	--	--	--	169	746	171	749	169	752
6	--	--	--	--	51	740	57	745	49	746
7	--	--	--	--	29	738	48	732	51	744
8	--	--	--	--	18	724	41	727	38	731
Middle	--	--	--	--	98	737	146	736	138	741
Overall	--	--	--	--	267	743	317	743	307	747

Geographic District Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,193	753	2,089	753	1,978	749	2,024	752	1,879	753
4	2,204	750	2,219	750	2,029	746	2,003	747	1,982	750
5	2,213	752	2,234	754	2,010	751	2,058	752	1,988	753
Elementary	6,612	752	6,542	752	6,020	749	6,086	750	5,853	752
6	2,196	743	2,180	747	1,857	741	1,941	744	1,863	745
7	1,971	745	2,113	746	1,807	742	1,727	743	1,746	746
8	1,859	743	1,811	754	1,596	751	1,644	753	1,474	748
Middle	6,024	744	6,104	749	5,257	744	5,311	746	5,079	746
Overall	12,636	748	12,646	751	11,277	747	11,397	748	10,932	749

CMAS Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative
<p>The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. Since last school year, overall mean scale score increased by 4.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 2.1 scale score points.</p>

Mathematics Subgroup Achievement

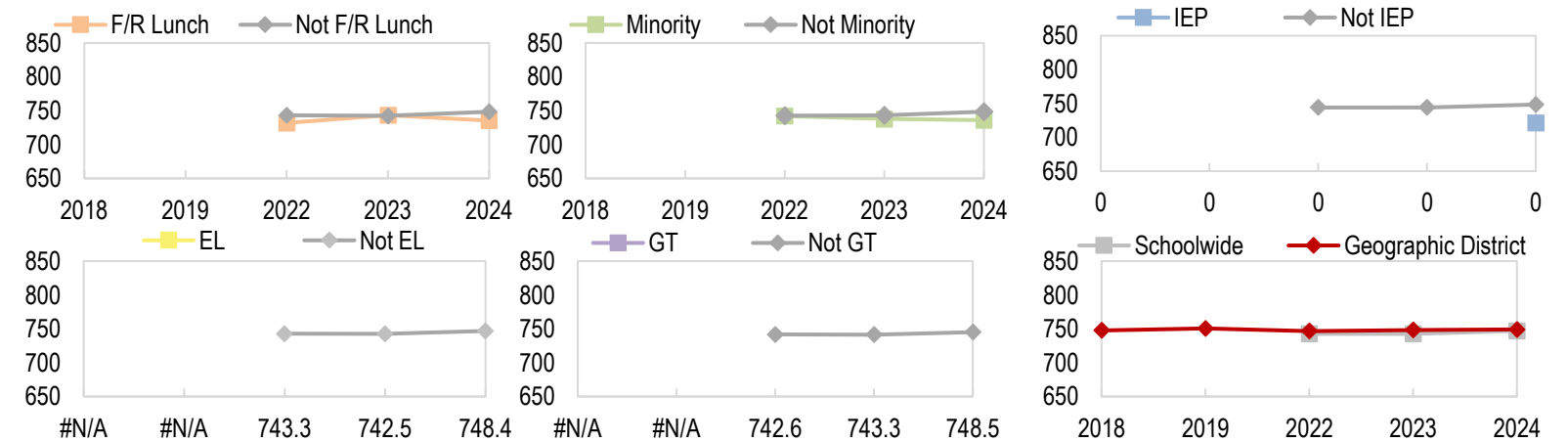
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Mathematics over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

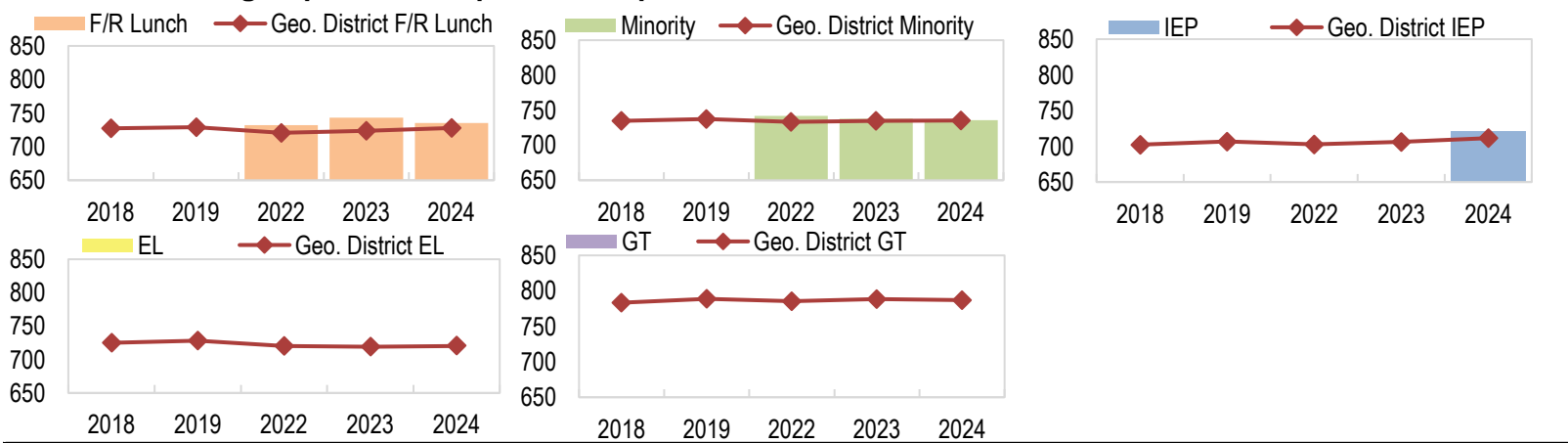
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	731.9	743.3	735.2
	N	--	--	743.3	742.5	748.4
Minority	Y	--	--	742.1	737.7	736.0
	N	--	--	742.6	743.3	748.5
IEP	Y	--	--	n<16	n<16	720.9
	N	--	--	743.9	744.0	748.3
EL	Y	--	--	n<16	n<16	n<16
	N	--	--	742.7	742.6	746.9
GT	Y	--	--	n<16	n<16	n<16
	N	--	--	741.6	741.3	745.1
Schoolwide		--	--	743	743	747

Geographic District Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	727.2	729.0	720.6	723.4	727.8
	N	756.2	759.0	754.1	756.4	757.5
Minority	Y	734.8	737.4	733.3	734.6	735.1
	N	752.4	755.2	751.4	753.0	753.8
IEP	Y	702.3	706.7	702.8	706.1	711.4
	N	751.7	754.1	750.1	751.7	752.5
EL	Y	725.1	728.2	720.1	719.1	720.5
	N	750.1	752.8	749.1	750.7	751.4
GT	Y	783.3	788.7	785.3	788.4	787.0
	N	741.0	742.9	739.8	741.0	748.7
Geographic District		748	751	747	748	749

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

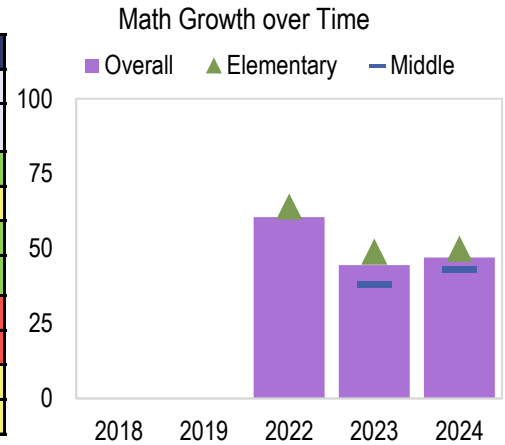
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

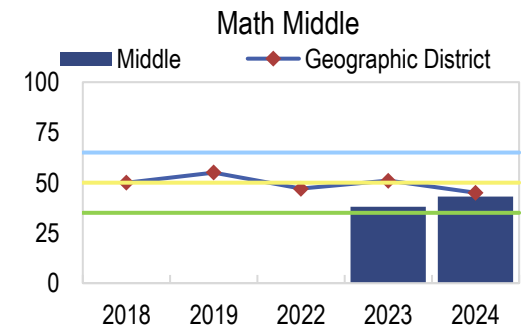
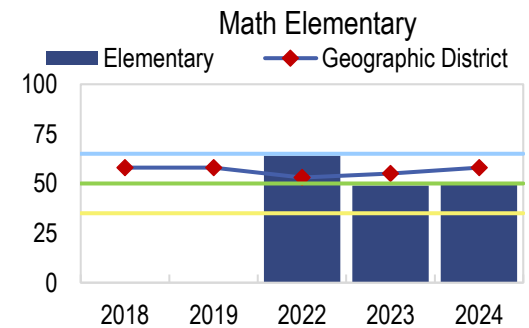
Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	58	56.0	50	59.0
5	--	--	--	--	32	64.0	53	41.0	51	43.0
Elementary	--	--	--	--	32	64.0	111	49.0	101	50.0
6	--	--	--	--	--	--	54	49.5	45	56.0
7	--	--	--	--	n < 20	--	43	26.0	46	33.0
8	--	--	--	--	--	--	30	38.0	30	30.0
Middle	--	--	--	--	n < 20	--	127	38.0	121	43.0
Overall	--	--	--	--	46	60.5	238	44.5	222	47.0



CMAS Math: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	2,076	58.0	2,111	61.0	--	--	1,878	57.0	1,891	58.0
5	2,074	57.0	2,129	55.0	1,656	53.0	1,922	53.0	1,883	57.0
Elementary	4,152	58.0	4,240	58.0	1,656	53.0	3,800	55.0	3,778	58.0
6	2,050	45.0	2,045	54.0	--	--	1,804	47.0	1,750	46.0
7	1,487	54.0	1,978	54.0	1,526	47.0	1,572	52.0	1,626	44.0
8	1,310	54.0	1,385	57.0	--	--	1,473	56.0	1,341	46.0
Middle	4,847	50.0	5,408	55.0	1,526	47.0	4,849	51.0	4,713	45.0
Overall	1,310	54.0	9,648	56.0	3,182	50.0	8,649	53.0	8,491	51.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. Since last year, student growth increased by 2.5 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

Mathematics Subgroup Growth

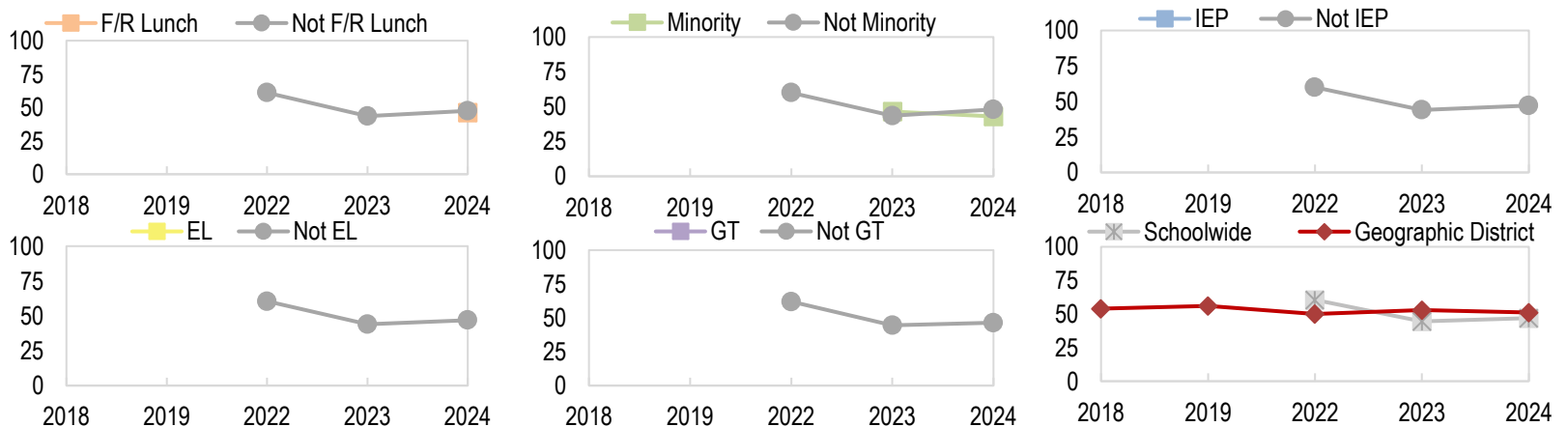
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Mathematics over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

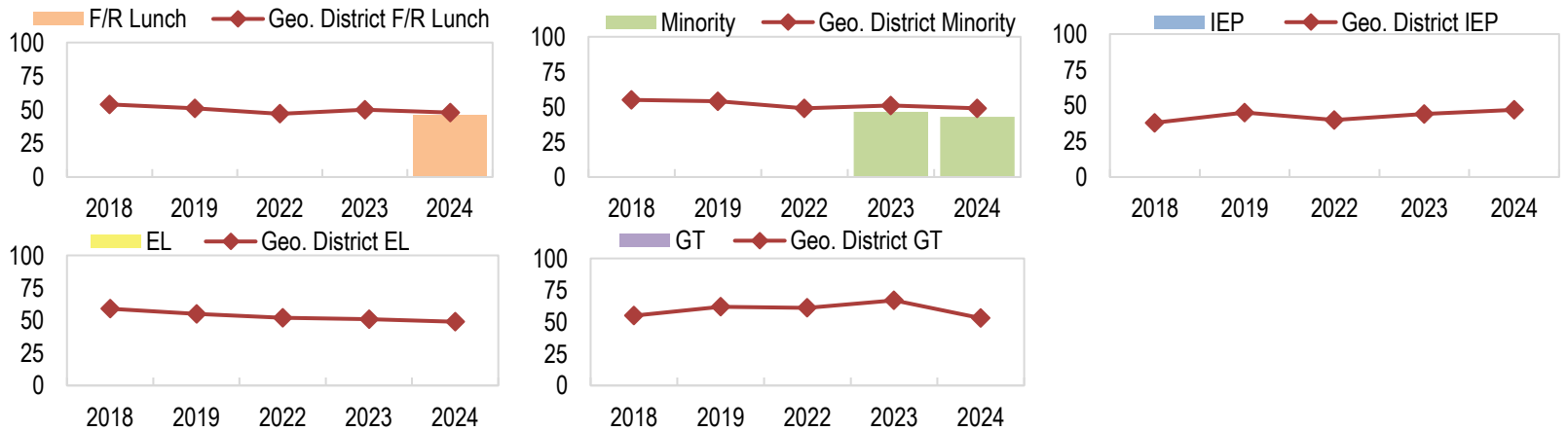
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20	46.0
	N	--	--	61.0	43.5	47.5
Minority	Y	--	--	n<20	46.5	43.0
	N	--	--	60.0	43.5	48.0
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	60.0	44.0	47.0
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	60.5	44.0	47.0
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	62.0	44.5	46.5
Schoolwide		--	--	60.5	44.5	47.0

Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	54.0	51.0	47.0	50.0	48.0
	N	54.0	58.0	51.0	57.0	52.0
Minority	Y	55.0	54.0	49.0	51.0	49.0
	N	53.0	57.0	51.0	57.0	51.0
IEP	Y	38.0	45.0	40.0	44.0	47.0
	N	54.0	57.0	51.0	56.0	51.0
EL	Y	59.0	55.0	52.0	51.0	49.0
	N	53.0	56.0	50.0	56.0	51.0
GT	Y	55.0	62.0	61.0	67.0	53.0
	N	53.0	55.0	48.0	54.0	51.0
Geographic District		54.0	56.0	50.0	53.0	51.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time? ^^

Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	--	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	n<20	-
Middle	--	--	--	--	--	--	n<20	--	--	--	--	--	n < 20	n<20	-
High	--	--	--	--	--	--	--	--	--	--	--	--	n < 20	n<20	-
Overall	--	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	-	-

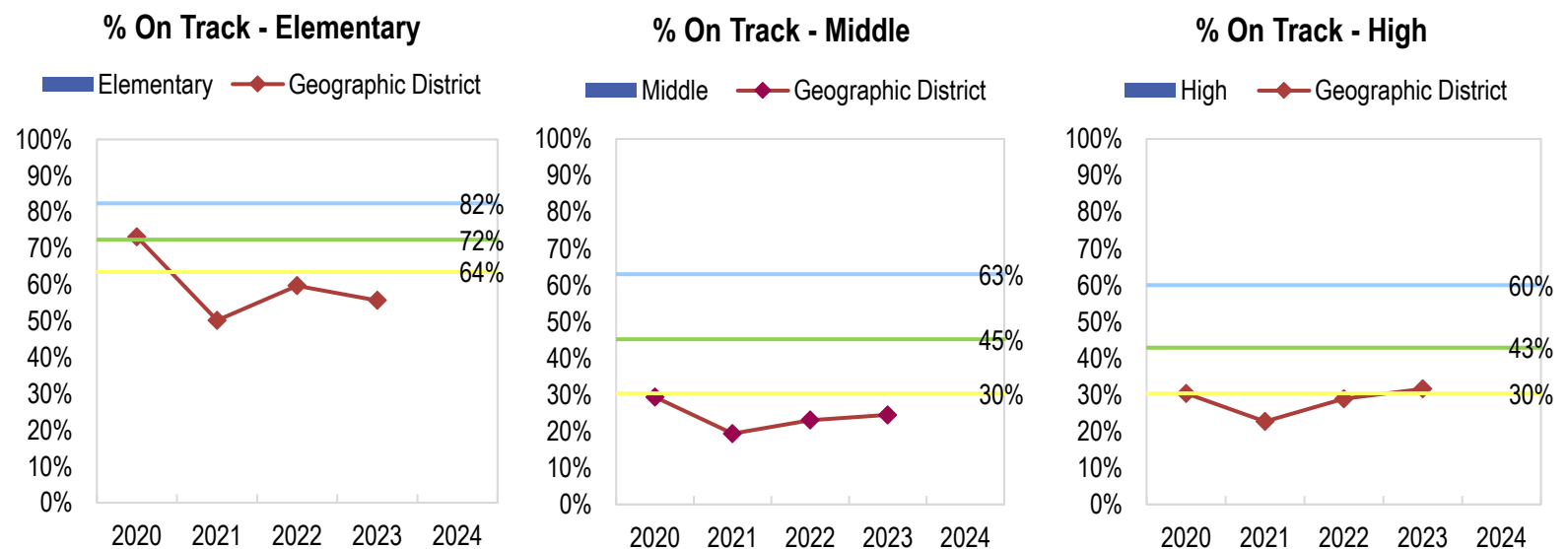
Geographic District Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On
Elementary	654	55.0	73.2%	583	52.0	50.2%	601	50.0	59.7%	97	56.0	55.7%	638	49.0	--
Middle	101	55.0	29.4%	78	50.0	19.4%	103	58.0	23.1%	49	33.0	24.5%	216	55.5	--
High	88	56.0	30.4%	85	53.0	22.7%	103	64.0	28.9%	38	40.0	31.6%	170	53.0	--
Overall	843	55.0	63.3%	746	52.0	44.2%	807	53.0	52.2%	956	50.5	52.2%	1,024	52.0	--

^^ACCESS subgroup status and gap trends are not available due to low student counts.

CSI can provide this data to schools if requested.

What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate **how** much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2024, overall student growth exceeded state expectations and was above the geo. district. of students were reported as being on track to reach English language proficiency.

Evidence-Based Reading and Writing Achievement

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	16	533	22	488	42	526
PSAT (10th)*	--	--	--	--	--	--	16	555	n<16	n<16
PSAT (9th&10th)	--	--	--	--	16	533	38	516	52	524
SAT (11th)	--	--	--	--	--	--	--	--	n<16	n<16
Overall	--	--	--	--	16	533	38	516	64	536

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	17	365	1,965	496	1,751	490	1,848	493	1,824	501
PSAT (10th)*	1,793	516	1,844	513	1,833	516	1,736	517	1,824	520
PSAT (9th&10th)	3,719	502	3,809	504	3,584	503	3,584	505	3,648	511
SAT (11th)	1,814	554	1,773	547	1,808	541	1,866	540	1,848	544
Overall	5,533	519	5,582	518	5,392	516	5,450	517	5,496	522

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

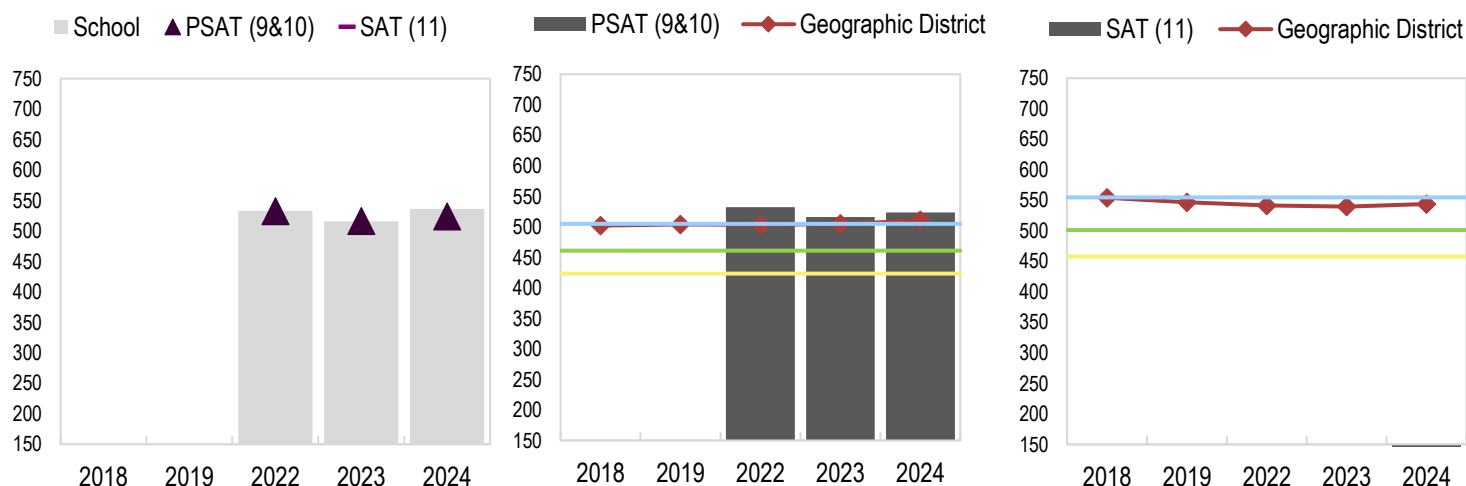
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. Since last school year, overall mean scale score increased by 20 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school outperforms their geo. district by 14.4 scale score points.

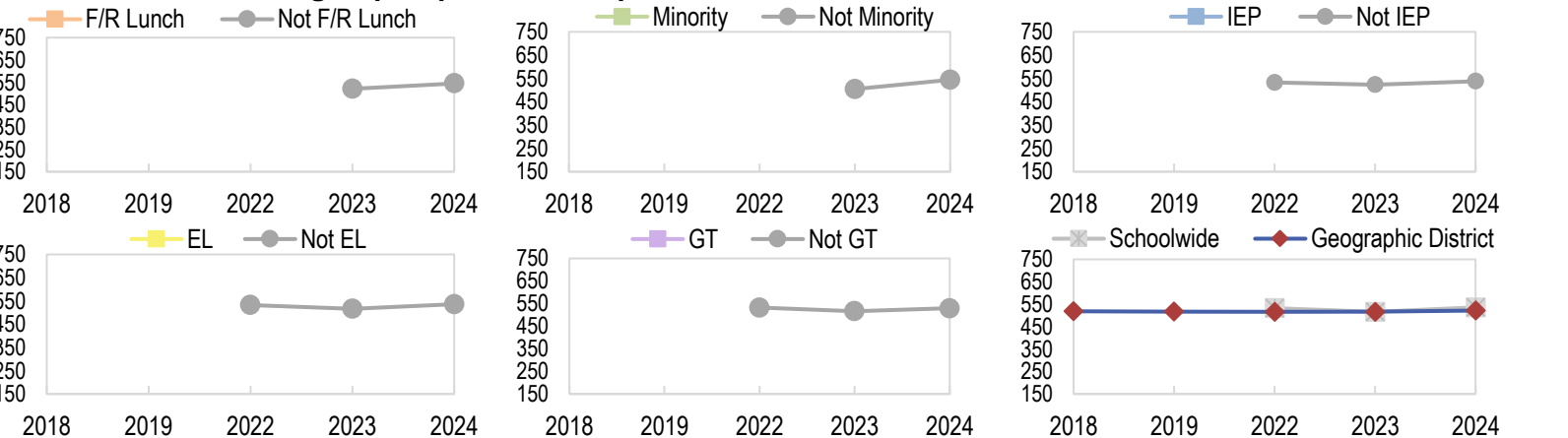
Evidence-Based Reading and Writing Subgroup Achievement
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

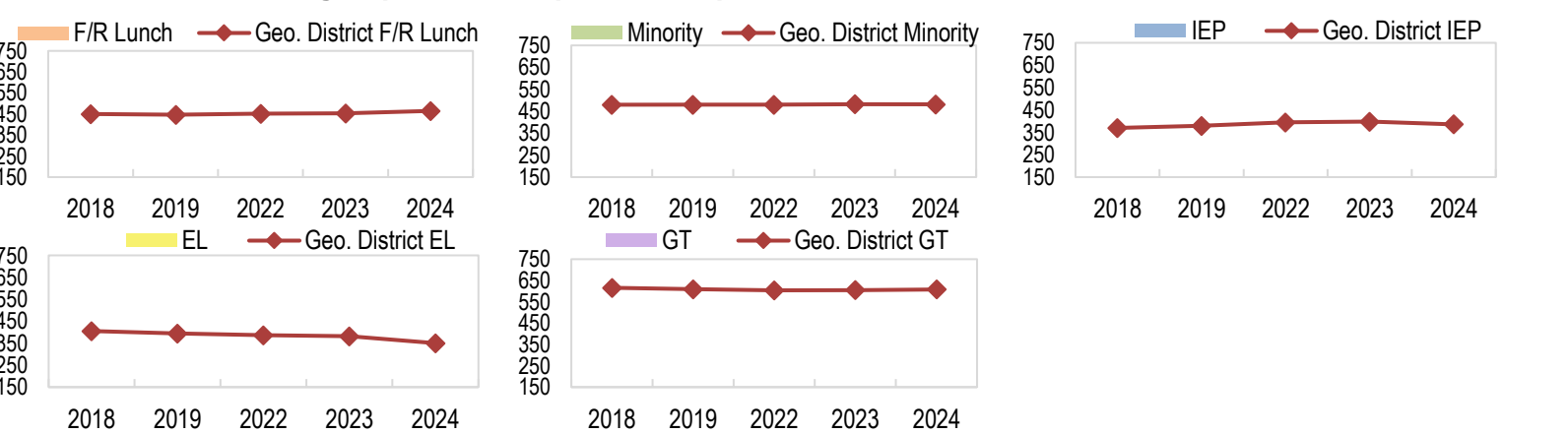
Subgroup Achievement Gap Trends over Time in EBRW					
PSAT/SAT EBRW	2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16
	N	--	--	n<16	521
Minority	Y	--	--	n<16	n<16
	N	--	--	n<16	504
IEP	Y	--	--	n<16	n<16
	N	--	--	533	523
EL	Y	--	--	n<16	n<16
	N	--	--	533	516
GT	Y	--	--	n<16	n<16
	N	--	--	533	516
Schoolwide	--	--	533	516	536

Geographic District Gap Trends over Time in EBRW					
PSAT/SAT EBRW	2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	450	447	451	453
	N	539	536	529	530
Minority	Y	480	480	480	482
	N	532	530	527	528
IEP	Y	370	379	395	398
	N	528	525	522	522
EL	Y	405	395	386	382
	N	525	523	520	520
GT	Y	616	610	604	605
	N	499	495	492	494
Geographic District	519	518	516	517	522

PSAT/SAT EBRW: Subgroup Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed . In 2024, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth
PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

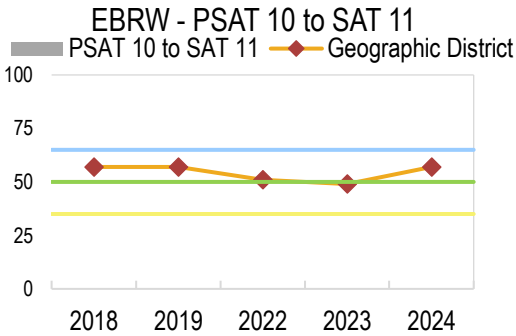
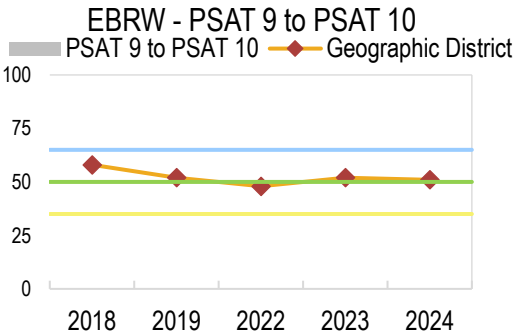
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	--	--	--	--	--	--	n < 20	--	n < 20	-
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--	n < 20	-
Overall	--	--	--	--	n < 20	--	n < 20	--	22	45.5

^To align with the state, the CARS report does not include 9th Grade CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	978	58.0	1,673	52.0	1,531	48.0	1,503	52.0	1,605	51.0
PSAT 10 to SAT 11	1,608	57.0	1,635	57.0	1,565	51.0	1,641	49.0	1,575	57.0
Overall	4,051	56.0	3,308	54.0	3,096	50.0	3,144	50.0	3,180	54.0

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. In 2024, overall student growth was approaching state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district has decreased over time.

Evidence-Based Reading and Writing Subgroup Growth

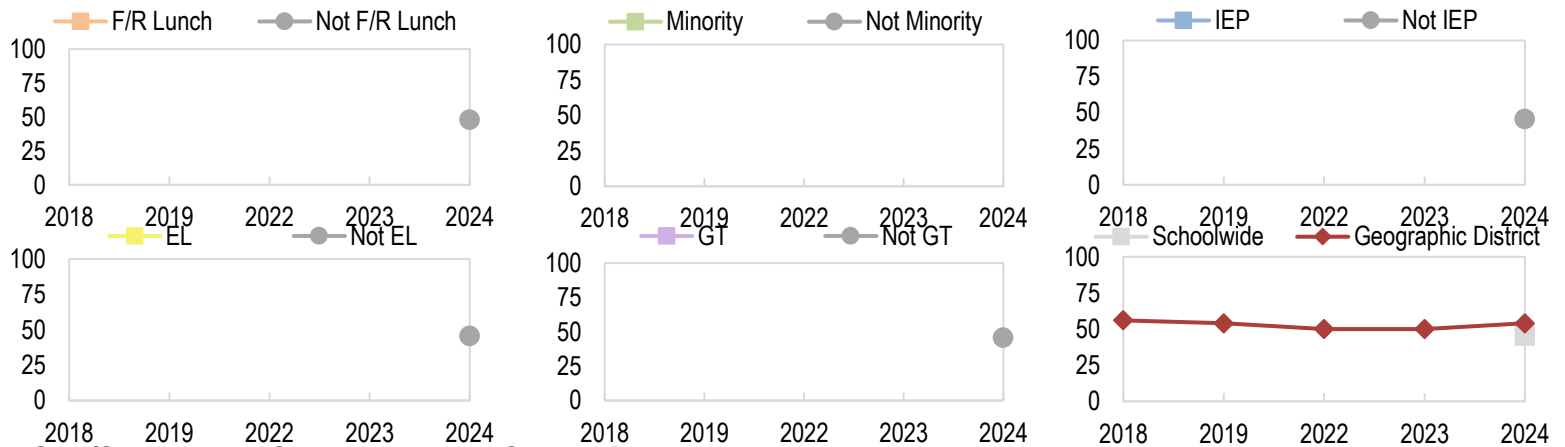
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

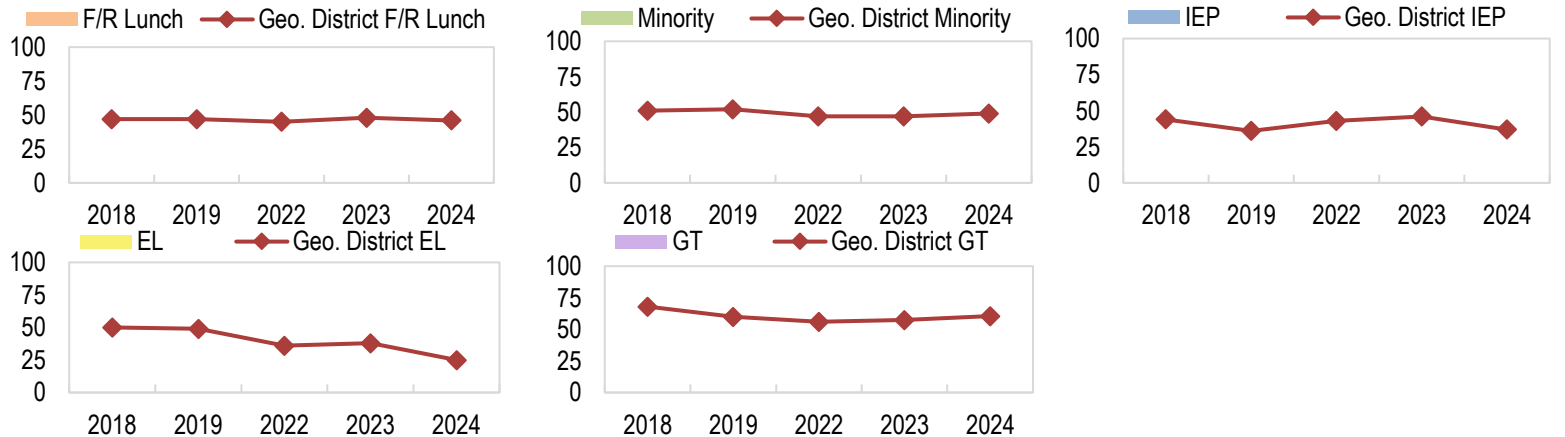
Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT		2018	2019	2022	2023	2024
Student		MGP	MGP	MGP	MGP	MGP
F/R	Y	--	--	n<20	n<20	n<20
Lunch	N	--	--	n<20	n<20	48.0
Minority	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	n<20
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	45.5
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	45.5
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	45.5
Schoolwide		--	--	--	--	45.5

Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	47.0	47.0	45.0	48.0	46.0
	N	59.0	56.0	51.0	50.0	57.0
Minority	Y	51.0	52.0	47.0	47.0	49.0
	N	58.0	55.0	50.0	51.0	56.0
IEP	Y	44.0	36.0	43.0	46.0	37.0
	N	57.0	55.0	50.0	50.0	55.0
EL	Y	50.0	49.0	36.0	38.0	25.0
	N	57.0	55.0	50.0	50.0	55.0
GT	Y	68.0	60.0	56.0	57.5	60.5
	N	53.0	53.0	48.0	49.0	54.0
Geographic District		56.0	54.0	50.0	50.0	54.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, non-GT students outperformed their GT peers, overall, Poudre R-1 outperformed the school.

Math Achievement

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Math over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

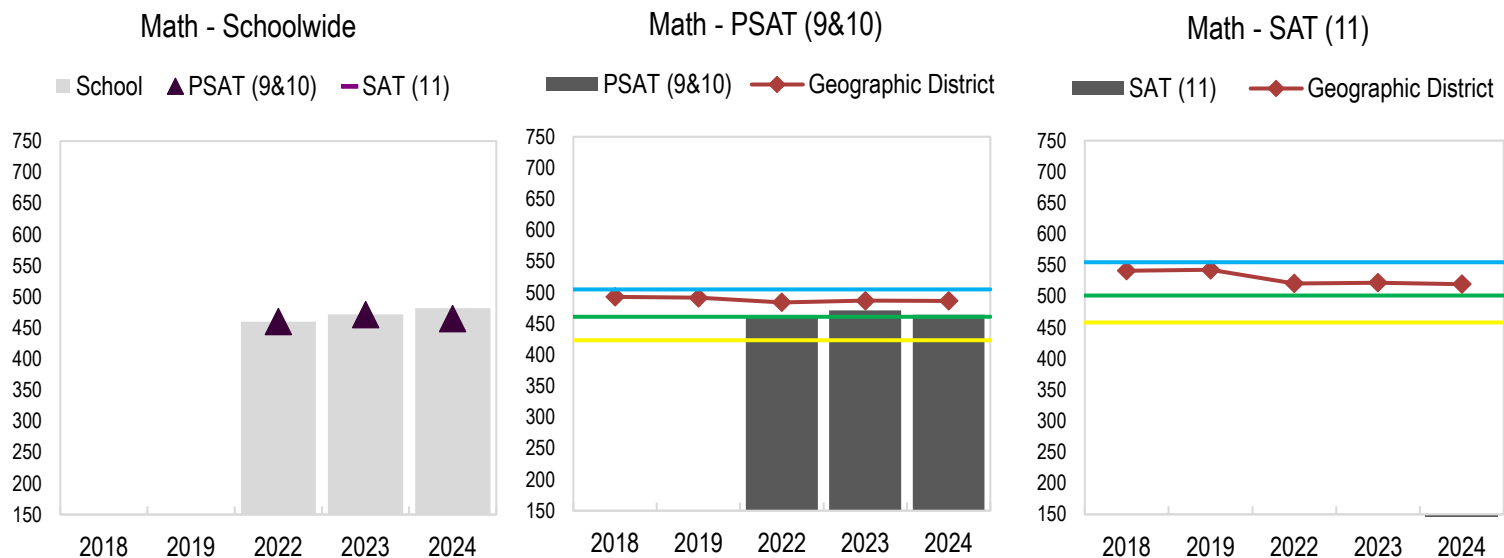
Achievement over Time in Math										
PSAT/SAT Math	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	16	460	22	454	42	457
PSAT (10th)*	--	--	--	--	--	--	16	496	n<16	n<16
PSAT (9th&10th)	--	--	--	--	16	460	38	471	52	465
SAT (11th)	--	--	--	--	--	--	--	--	n<16	n<16
Overall	--	--	--	--	16	460	38	471	64	482

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS		
PSAT (9th)*	17	344	1,966	483	1,751	476	1,856	484	1,827	479
PSAT (10th)*	1,795	507	1,844	501	1,834	491	1,745	490	1,827	495
PSAT (9th&10th)	3,723	493	3,810	492	3,585	484	3,601	487	3,654	487
SAT (11th)	1,814	541	1,773	543	1,809	521	1,872	522	1,851	520
Overall	5,537	509	5,583	508	5,394	496	5,473	499	5,505	498

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. Since last school year, overall mean scale score increased by 10.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 16 scale score points.

Math Subgroup Achievement

PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Achievement Gap Trends over Time in Math					
PSAT/SAT Math	2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16
	N	--	--	n<16	474
Minority	Y	--	--	n<16	n<16
	N	--	--	n<16	465
IEP	Y	--	--	n<16	n<16
	N	--	--	460	476
EL	Y	--	--	n<16	n<16
	N	--	--	460	471
GT	Y	--	--	n<16	n<16
	N	--	--	460	471
Schoolwide	--	--	460	471	482

Geographic District Gap Trends over Time in Math					
PSAT/SAT Math	2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	438	439	431	434
	N	529	526	509	513
Minority	Y	474	476	465	467
	N	520	518	506	509
IEP	Y	350	372	385	389
	N	518	515	501	504
EL	Y	412	402	408	387
	N	514	512	499	502
GT	Y	614	610	594	595
	N	487	482	470	475
Geographic District	509	508	496	499	498



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, District outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Math Growth

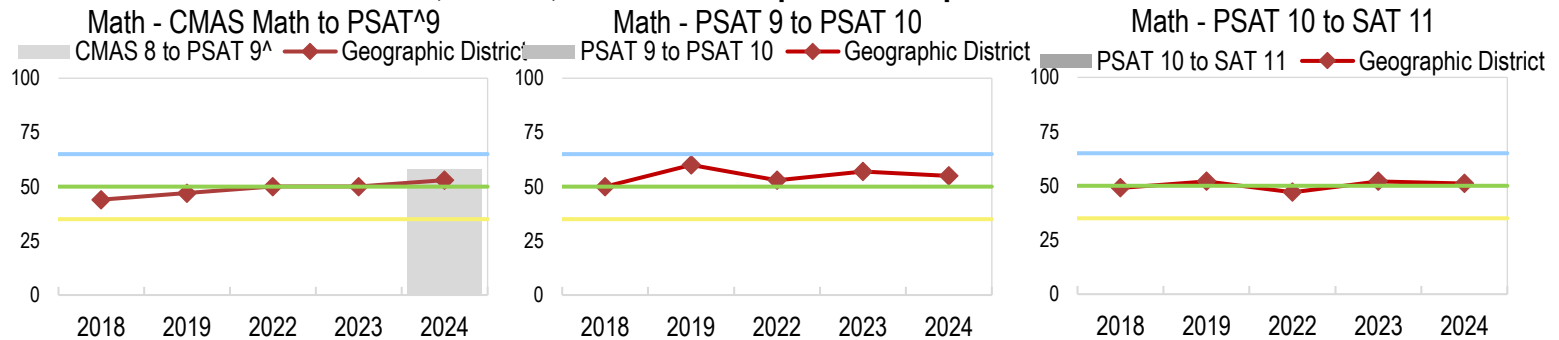
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	n < 20	--	n < 20	--	32	58.0
PSAT 9 to PSAT 10	--	--	--	--	--	--	n < 20	--	n < 20	-
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--	n < 20	-
Overall	--	--	--	--	n < 20	--	24	72.5	54	61.5

Geographic District Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	1,469	44.0	1,268	47.0	1,258	50.0	1,382	50.0	1,416	53.0
PSAT 9 to PSAT 10	658	50.0	1,673	60.0	1,531	53.0	1,503	57.0	1,605	55.0
PSAT 10 to SAT 11	1,608	49.0	1,635	52.0	1,565	47.0	1,641	52.0	1,575	51.0
Overall	3,741	47.0	4,576	54.0	4,354	50.0	4,526	53.0	4,596	53.0

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. Since last year, student growth decreased by 11 percentile points. In 2024, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has increased over time.

Math Subgroup Growth

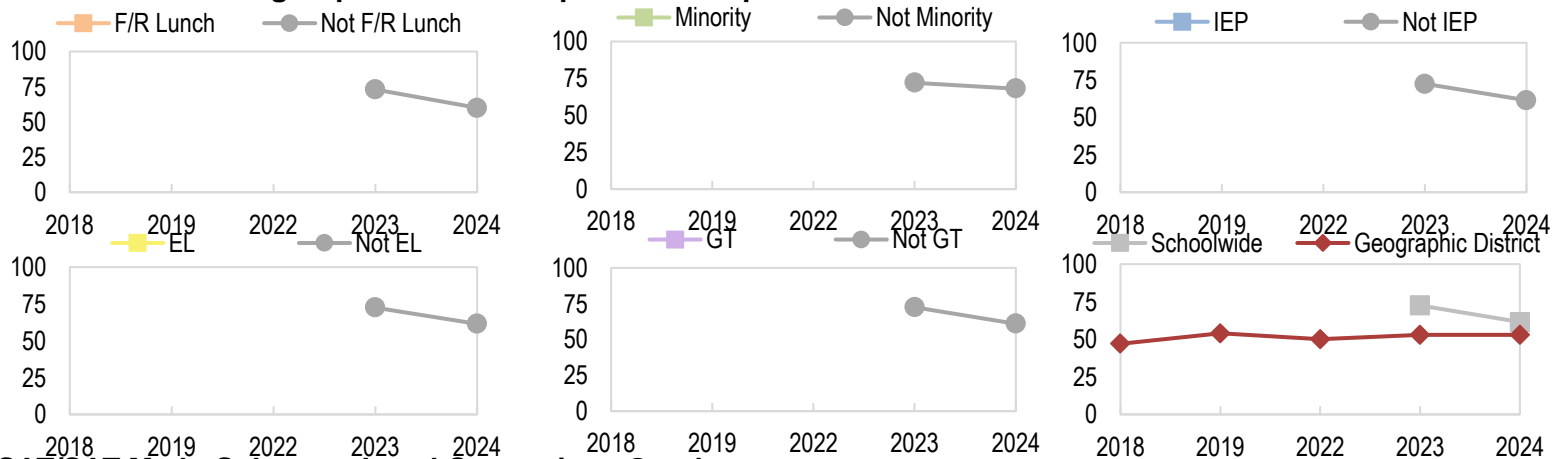
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

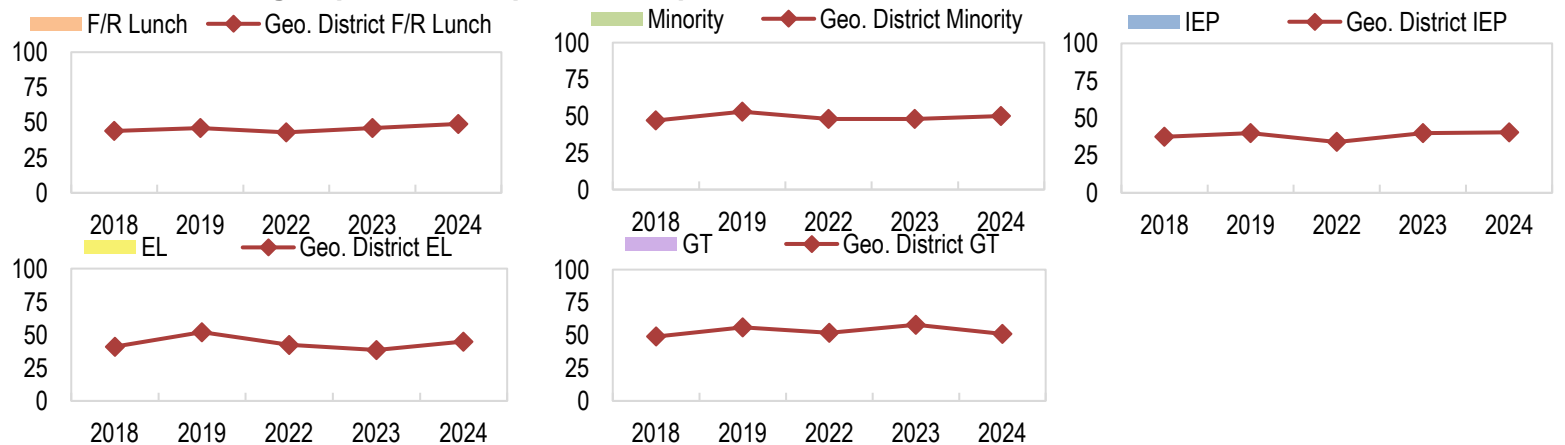
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	73.0	60.0
Minority	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	72.0	68.0
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	72.5	61.5
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	72.5	61.5
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	72.5	61.0
Schoolwide		--	--	--	72.5	61.5

Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	46.0	43.0	46.0	49.0
	N	48.0	55.0	52.0	54.0	53.0
Minority	Y	47.0	53.0	48.0	48.0	50.0
	N	48.0	54.0	51.0	54.0	53.0
IEP	Y	37.5	40.0	34.0	40.0	40.5
	N	48.0	54.0	51.0	53.0	53.0
EL	Y	41.0	52.0	42.5	38.5	45.0
	N	48.0	54.0	51.0	53.0	53.0
GT	Y	49.0	56.0	52.0	58.0	51.0
	N	47.0	53.0	50.0	51.0	53.0
Geographic District		47.0	54.0	50.0	53.0	53.0

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, non-GT students outperformed their GT peers, overall, Poudre R-1 outperformed the school.

Postsecondary and Workforce Readiness Additional Indicators

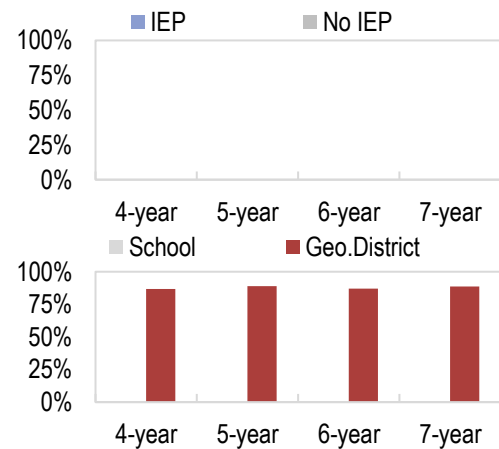
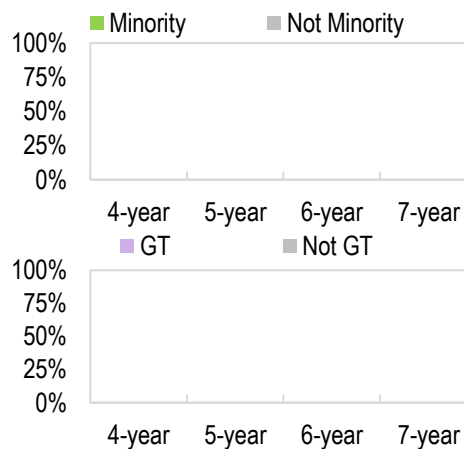
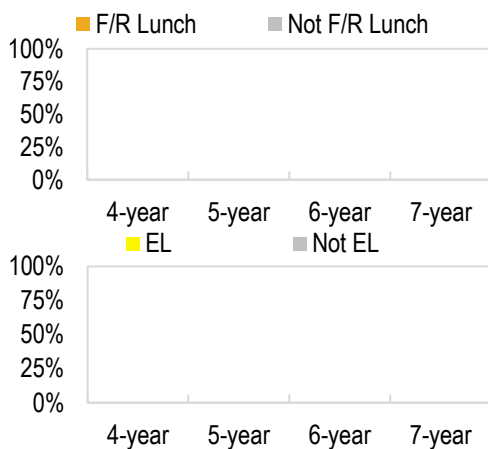
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?
- What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

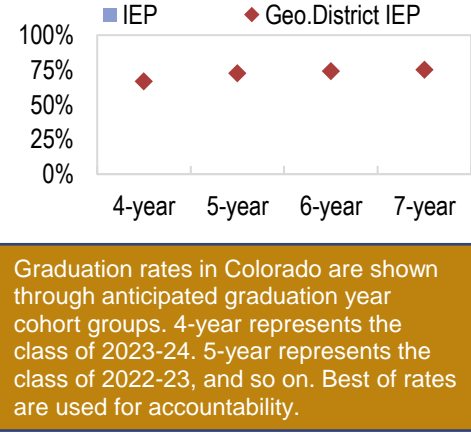
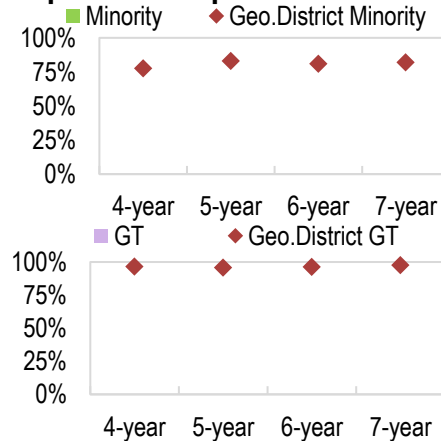
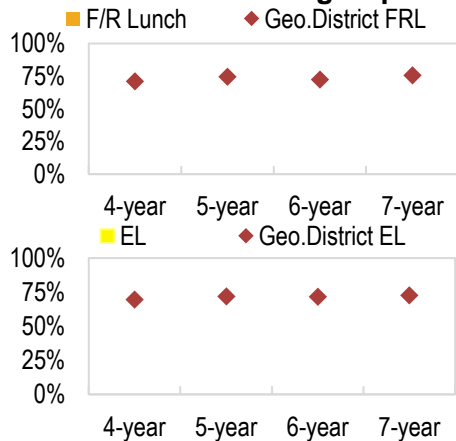
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	7-year	71%	75%	72%	76%
	N	7-year	94%	95%	94%	96%
Minority	Y	5-year	78%	83%	81%	82%
	N	5-year	90%	91%	89%	91%
IEP	Y	7-year	67%	73%	74%	75%
	N	5-year	89%	90%	88%	90%
EL	Y	7-year	70%	72%	72%	73%
	N	5-year	88%	90%	88%	89%
GT	Y	7-year	97%	96%	96%	98%
	N	5-year	84%	87%	85%	87%
Geographic District	5-year	87%	89%	87%	89%	

*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2023-24. 5-year represents the class of 2022-23, and so on. Best of rates are used for accountability.

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate cannot be reported due to low student counts. The best of rate for the geo. district is the 5 year rate of 89%.

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

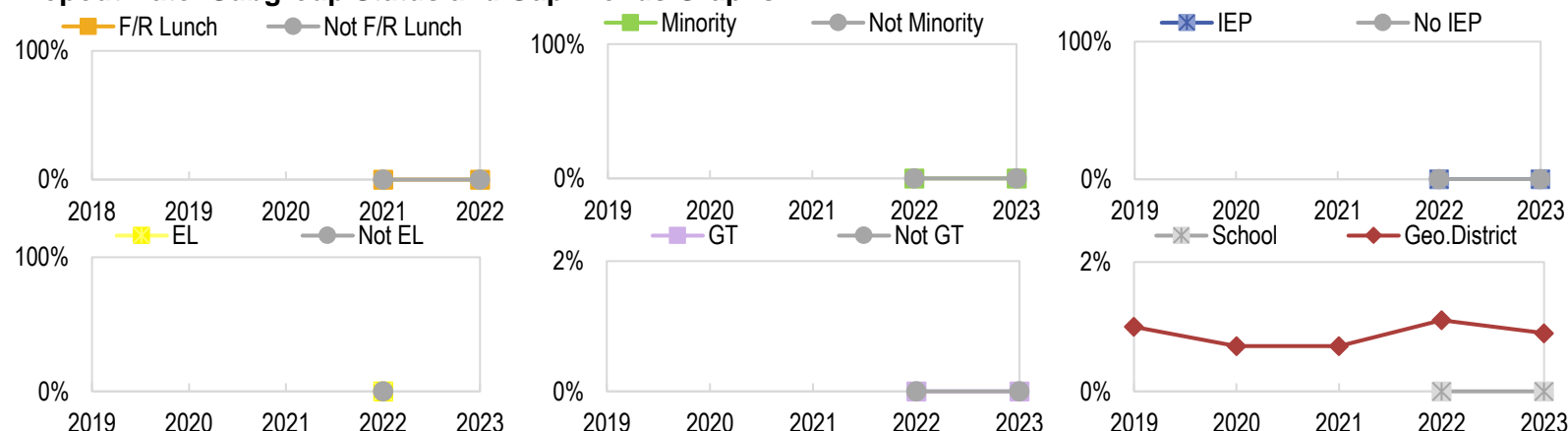
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

Dropout rates for CARS include students from 7th to 12th grade. State accountability dropout rates only include students from 9th to 12th grade.

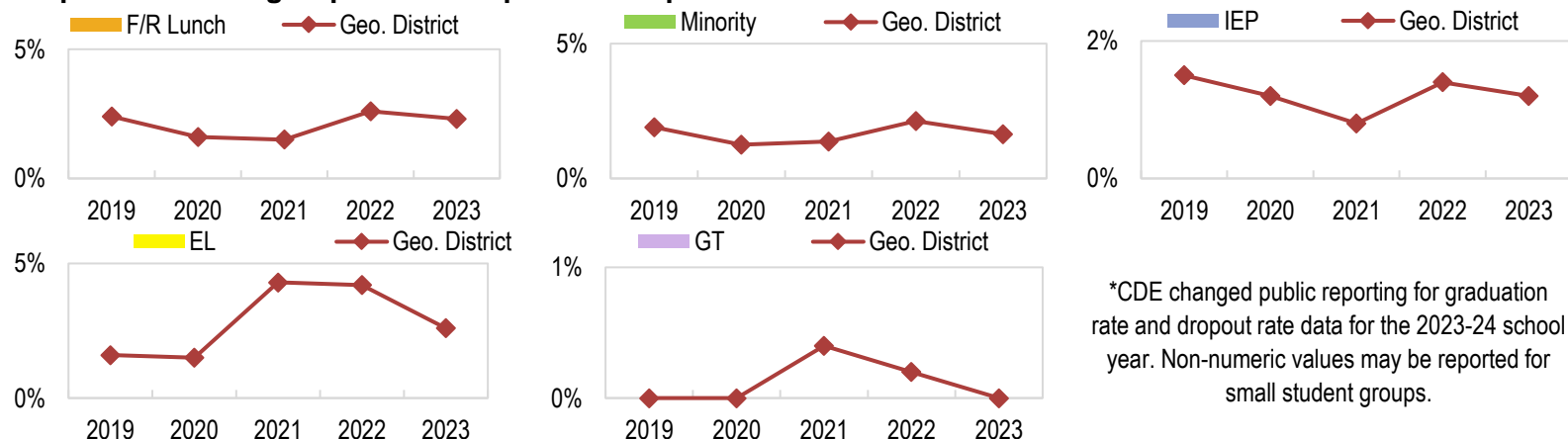
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	0.0%	0.0%
	N	--	--	--	0.0%	0.0%
Minority	Y	--	--	--	0.0%	0.0%
	N	--	--	--	0.0%	0.0%
IEP	Y	--	--	--	0.0%	0.0%
	N	--	--	--	0.0%	0.0%
EL	Y	--	--	--	0.0%	--
	N	--	--	--	0.0%	--
GT	Y	--	--	--	0.0%	0.0%
	N	--	--	--	0.0%	0.0%
Schoolwide		--	--	--	0.0%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023*
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.4%	1.6%	1.5%	2.6%	2.3%
	N	0.4%	0.3%	0.4%	0.5%	0.4%
Minority	Y	1.9%	1.3%	1.4%	2.1%	1.6%
	N	0.6%	0.5%	0.4%	0.6%	0.6%
IEP	Y	1.5%	1.2%	0.8%	1.4%	1.2%
	N	0.9%	0.6%	0.7%	1.0%	0.9%
EL	Y	1.6%	1.5%	4.3%	4.2%	2.6%
	N	1.0%	0.6%	0.6%	1.0%	0.8%
GT	Y	0.0%	0.0%	0.2%	0.1%	<= 0.5%
	N	1.2%	0.8%	0.8%	1.2%	--
Geographic District		1.0%	0.7%	0.7%	1.1%	0.9%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.

Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, FRL dropout rates had no change, minority student dropout rates had no change, IEP dropout rates had no change, gifted student (GT) dropout rates had no change, and overall student dropout rates had no change. In 2021, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, GT, - additional details are available in the graphs above.

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	--	--	--	--	-	-
4 year	--	--	--	--	--	--	--	--	-	-
CTE	--	--	--	--	--	--	--	--	-	-
Schoolwide	--	--	--	--	--	--	--	--	-	-

Geo. District Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	212	11.0%	209	10.0%	204	8.9%	263	12.2%
4 year	--	--	728	37.8%	791	38.0%	825	36.1%	923	42.8%
CTE	--	--	281	14.6%	326	15.7%	219	9.6%	256	11.9%
Geo. District	--	--	1,132	58.8%	1,206	57.9%	1,122	49.1%	1,415	65.5%

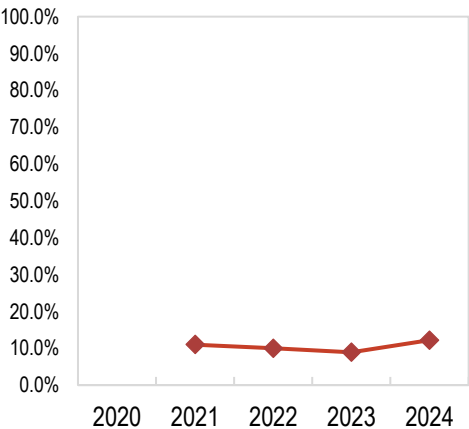
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2023-24) represent outcomes for the class of 2022-23. Schoolwide matriculation rates are the only rates used for accountability.

* Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

Matriculation Rate: School Status and Local Comparison Graphs

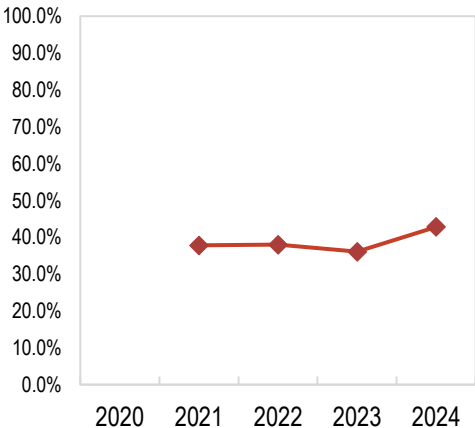
2 Year Matriculation Rates

2 year Geo. District



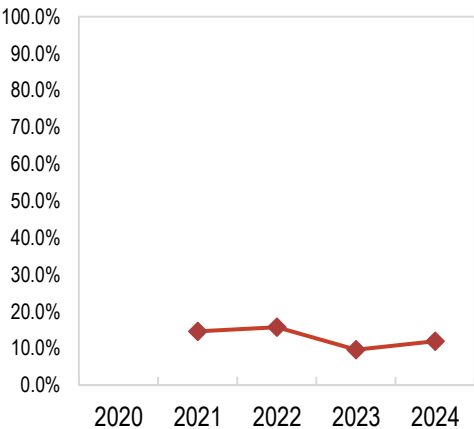
4 Year Matriculation Rates

4 year Geo. District



CTE Matriculation Rates

CTE Geo. District



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Poudre R-1. In 2024, school matriculation rates exceeded state expectations and were above the geo. district.

Academic Performance Metrics

School Observations

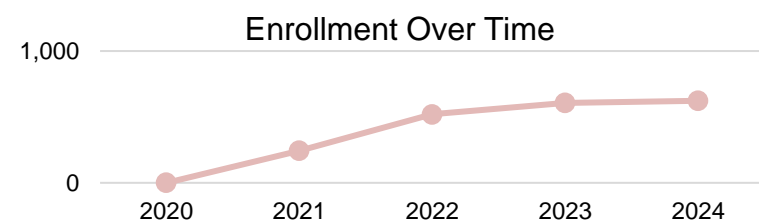
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Financial Performance Metrics

Enrollment

-How has the school's enrollment varied over time?

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	0.0	243.5	519.8	607.3	622.5
One-Year Enrollment Variance	+0.0%	+100.0%	+113.5%	+16.8%	+2.5%
Three-Year Enrollment Variance	+0.0%	+0.0%	+0.0%	+149.4%	+19.8%



Enrollment is the keystone of a school's financial viability. The greatest amount of unencumbered funds comes from PPR. These metrics demonstrate whether a school has the ability to maintain or grow enrollment in a sustainable way that supports financial health. This report calculates the 1-year and 3-year changes as a

Debt

-How has the school been able to cover its debt obligations?

-To what extent has the school relied on borrowed funds to finance its operations?

Debt					
Metric	2020	2021	2022	2023	2024
Debt Service Coverage	0	0	0	0.317	8.7693
Debt to Asset Ratio	0	0.403	0.3768	0.3764	0.4155

Controlling occupancy related debt is critical to a sustainable budget. This section considers if the school is in default of debt, has a healthy debt service coverage score, and a Debt to Asset Ratio that is within reasonable range.

Debt service coverage = (Net change in FB) / (Annual Prin, int & Lease), should be equal to or better than 1.1

Debt to Asset Ratio = (total liabilities /

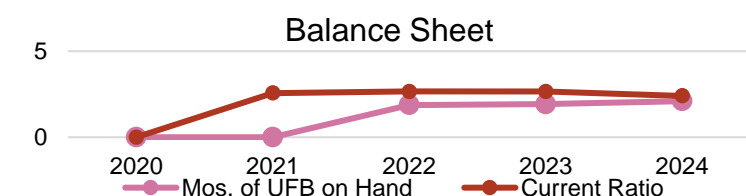
Balance Sheet

-Has the school maintained the appropriate unrestricted fund balance to provide for unexpected changes in revenue or expenses?

-How has the school's unassigned fund balance changed over time?

-To what extent can the school pay its short-term obligations?

Balance Sheet					
Metric	2020	2021	2022	2023	2024
Months of Unassigned Fund Balance on Hand	0.00	0.00	1.87	1.92	2.09
Change in Unassigned Fund Balance from Prior Year	+0.0%	+0.0%	+133.4%	+34.6%	+26.1%
Current Ratio	0.00	2.57	2.65	2.66	2.41



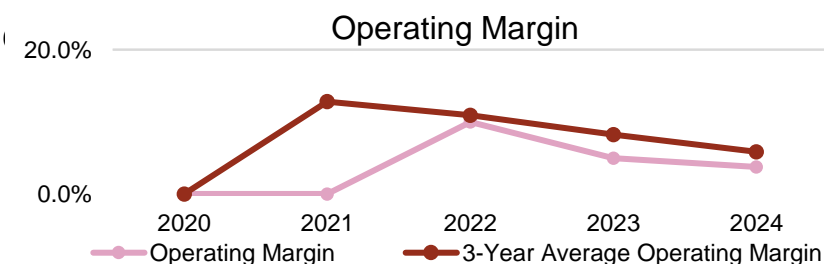
The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance on hand to a degree that ensures near term liabilities will be met. A trend of positive growth in unassigned fund balance year over year. As well as, the current ratio = (total liabilities / total assets), should be equal to or greater than 1.1

Operating Margin

-To what extent is the school living within their means?

-How has the school's operating margin changed over time?

Operating Margin					
Metric	2020	2021	2022	2023	2024
Operating Margin	0.0%	0.0%	10.0%	4.9%	3.7%
3-Year Average Operating Margin	0.0%	12.8%	10.9%	8.2%	5.8%



Operating margin measures whether a school can manage expenses and spend less than the revenue received. The ability to control spending and maintain established reserves is key to sustaining financial health.

Operating margin = Net Change in Fund Balance / total revenue, this value should be positive.
3-year average = Total 3 yr Net Inc / Total 3 yr Rev.,

Financial Performance Narrative
Ascent Classical Academy Northern Colorado ended the year with sufficient reserves to to satisfy the TABOR reserve requirement. The school's funded-pupil count came in higher than the prior year and the school ended the year with 2.09 months of cash on hand and sufficient current assets to cover liabilities.The school experienced a positive operating margin of 3.73%.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Organizational Performance Narrative					
CSI was not made aware of any issues related to the organizational performance of Ascent Classical Academy Northern Colorado in the 2023-2024 school year. Ascent Classical Academy Northern Colorado had no organizational performance issues in the prior school year. Current year results show similar organizational performance compared to prior year.					

Trends in Non-Compliance					
Category	2020	2021	2022	2023	2024
Governance	0	0	0	0	0
"Is the school complying with applicable governance requirements?"					
Education Program	0	0	0	0	0
"Is the school fulfilling obligations and expectations relating to the educational program?"					
Diversity, Equity of Access, and Inclusion	0	0	0	0	0
"Is the school protecting the rights of all students?"					
Financial Management	0	0	0	0	0
"Is the school satisfying financial reporting and compliance requirements?"					
School Operations and Environment	0	0	0	0	0
"Is the school fulfilling obligations and expectations relating to the operational requirements?"					
Additional Obligations	0	0	0	0	0
"Is the school complying with all other obligations?"					
Overall	0	0	0	0	0



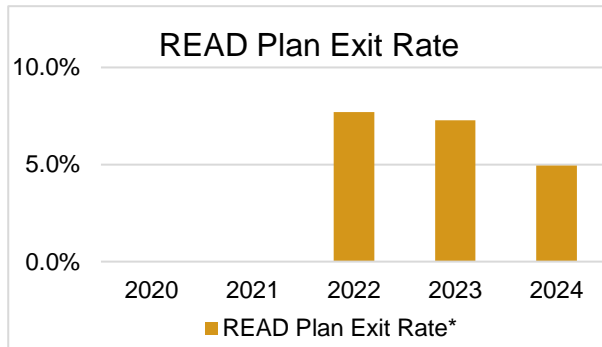
Instances of Non-Compliance			
Year	Category	Type	Narrative

Organizational Performance Metrics

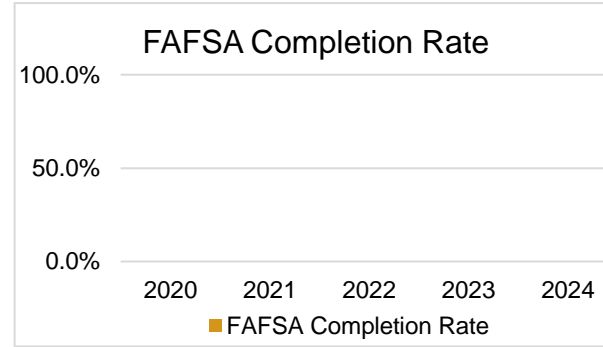
Diversity, Equity of Access, and Inclusion Metrics

- Is the school supporting students in reading at grade-level? (*only reported for schools serving K-3)
- Is the school supporting students and families in making post-secondary enrollment accessible? (*only reported for schools serving 9-12)

Diversity, Equity of Access, and Inclusion					
	2020	2021	2022	2023	2024
READ Plan Exit Rate*	--	--	7.7%	7.3%	5.0%
FAFSA Completion Rate*	--	--	--	--	--



READ Plan Exit Rate is based on the unduplicated number of students who were on a READ plan the previous school year and were no longer on a READ plan the following year divided by the total number of students who were on a READ plan the previous year.



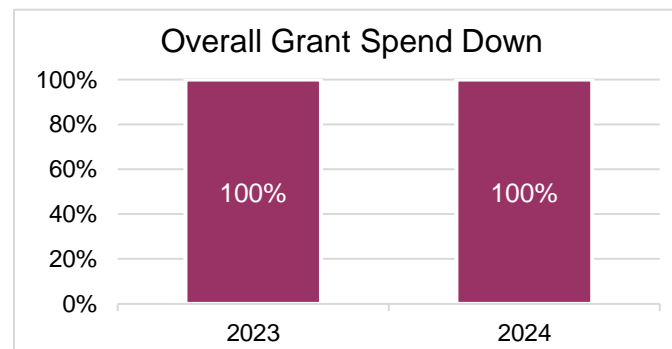
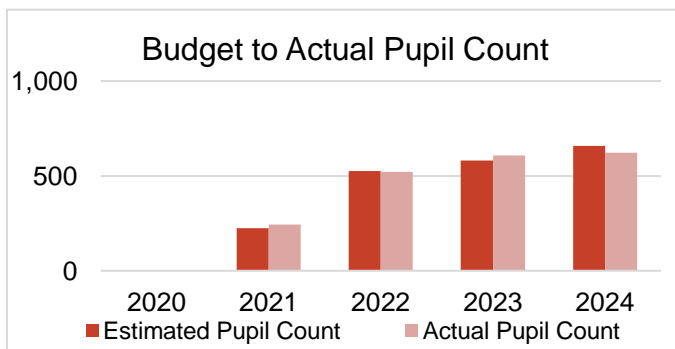
FAFSA Completion Rate is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporting year.

The 2024 data reflects the FAFSA completion rate

Financial Management Metrics

- Is the school accurately projecting enrollment?
- Is the school effectively managing and spending grant funds?

Financial Management					
	2020	2021	2022	2023	2024
Funded Pupil Count (FPC) Current-Year Variance (%)	--	8.2%	-1.0%	4.3%	-5.4%
<i>Estimated Pupil Count</i>	0.0	225.0	525.0	582.0	658.0
<i>Actual Pupil Count</i>	0.0	243.5	519.8	607.3	622.5
Overall Grant Spend Down (%)	--	--	--	100%	100%
<i>Total Grant Funds Unrecoverable (\$)</i>	--	--	--	\$0.00	\$0.00
TABOR	N/A	YES	YES	YES	YES
Debt Default	N/A	NO	NO	NO	NO

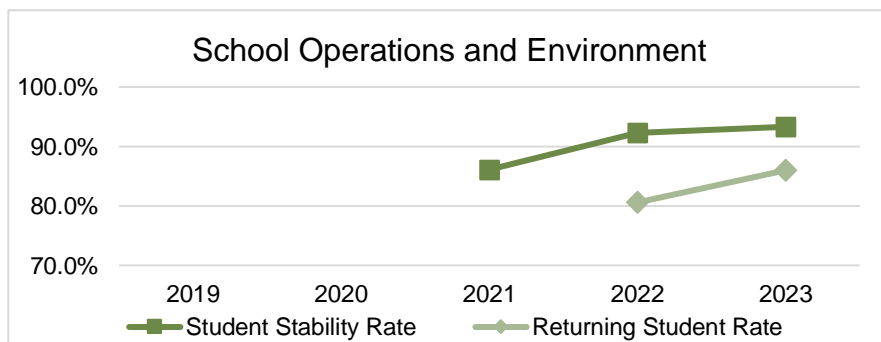


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of annual operating expenses as required by Colorado statute.

School Operations and Environment Metrics

- Is the student population stable during the school year?
- Are students returning to the school the following school year?
- Is the school soliciting feedback from stakeholders and sharing it with the community?

School Operations and Environment					
	2019	2020	2021	2022	2023
Student Stability Rate	--	--	86.1%	92.3%	93.3%
Returning Student Rate	--	--	--	80.6%	86.0%
Survey Administration and Dissemination*	--	--	--	--	--



Student Stability Rate is defined by CDE as the unduplicated count of students who remained in a school divided by the total number of students that were part of the school at any time during a given school year.

Returning Student Rate is based on EOY data where the unduplicated number of students who did not exit the previous school year and returned for the following school year is divided by the total number of students who did not exit the previous year.

Both of these measures are lagged. The 2023 reporting year reflects the stability rate for 2022-23 and the returning student rate reflects students who completed the 2021-22 school year and returned for the 2022-23 school year.

Organizational Performance Metrics

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.



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Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1: 630-Moore

What percentage of students from

LEA #2: 530-Lee

What percentage of students from

LEA #3: 190-Chatham

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 630	LEA #2 530	LEA #3 190	LEA #1 630	LEA #2 530	LEA #3 190	LEA #1 630
Kindergarten	52	6	6	52	6	6	52
Grade 1	52	6	6	52	6	6	52
Grade 2	52	6	6	52	6	6	52
Grade 3	52	6	6	52	6	6	52
Grade 4	52	6	6	52	6	6	52
Grade 5	52	6	6	52	6	6	52
Grade 6	52	6	6	52	6	6	52
Grade 7	26	3	3	52	6	6	52
Grade 8	26	3	3	26	3	3	52
Grade 9				26	3	3	26
Grade 10							26
Grade 11							
Grade 12							
LEA Totals:	416	48	48	468	54	54	520

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
ose on the initial cover page.

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	10%
---	-----

the LEA selected above will qualify for EC funding?	10%
---	-----

the LEA selected above will qualify for EC funding?	10%
---	-----

Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
530	190	630	530	190	630	530	190
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
6	6	52	6	6	52	6	6
3	3	52	6	6	52	6	6
3	3	26	3	3	52	6	6
		26	3	3	26	3	3
					26	3	3
60	60	572	66	66	624	72	72

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	630-Moore		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,294.72	416	\$2,618,603.52
Local Funds	\$2,617.55	416	\$1,088,900.80
State EC Funds	\$5,270.03	42	\$219,233.25
Federal EC Funds	\$1,514.35	42	\$62,996.96
Total:			\$3,989,734.53

LEA #2:	530-Lee		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,835.04	48	\$328,081.92
Local Funds	\$2,121.71	48	\$101,842.08
State EC Funds	\$5,309.31	5	\$25,484.69
Federal EC Funds	\$1,514.35	5	\$7,268.88
Total:			\$462,677.57

LEA #3:	190-Chatham		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,630.72	48	\$318,274.56
Local Funds	\$919.44	48	\$44,133.12
State EC Funds	\$5,309.31	5	\$25,484.69
Federal EC Funds	\$1,514.35	5	\$7,268.88

	Total:	\$395,161.25
--	--------	--------------

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 3,264,960	\$ 3,673,080	\$ 4,081,200	\$ 4,489,320
Local Per Pupil Funds	\$ 1,234,876	\$ 1,389,236	\$ 1,543,595	\$ 1,697,955
State EC Funds	\$ 270,203	\$ 303,978	\$ 337,753	\$ 371,529
Federal EC Funds	-	\$ 77,535	\$ 96,918	\$ 106,610
Other Funds*	\$ 98,636	\$ 107,710	\$ 114,254	\$ 120,370
Working Capital*				
TOTAL REVENUE:	\$ 4,868,675	\$ 5,551,538	\$ 6,173,721	\$ 6,785,783

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appenc

on federal funding in

Year 5	
\$	4,897,440
\$	1,852,314
\$	405,304
\$	116,302
\$	126,554
\$	7,397,914

additional questions by
erating budget, please
these funds. If these

lix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 95,000	\$ 95,000	1	\$ 100,000	\$ 100,000	1	\$ 105,000	\$ 105,000	1	\$ 110,000	\$ 110,000	1	\$ 115,000	\$ 115,000
Assistant Administrator	1	\$ 72,000	\$ 72,000	1	\$ 73,440	\$ 73,440	1	\$ 75,643	\$ 75,643	1	\$ 77,912	\$ 77,912	1	\$ 80,250	\$ 80,250
Finance Officer	1	\$ 52,000	\$ 52,000	1	\$ 53,040	\$ 53,040	1	\$ 54,631	\$ 54,631	1	\$ 56,270	\$ 56,270	1	\$ 57,958	\$ 57,958
Clerical	3	\$ 38,000	\$ 114,000	3	\$ 38,760	\$ 116,280	3	\$ 39,923	\$ 119,768	5	\$ 41,120	\$ 205,602	5	\$ 42,354	\$ 211,770
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians	1	\$ 35,000	\$ 35,000	1	\$ 35,700	\$ 35,700	1	\$ 36,771	\$ 36,771	1	\$ 37,874	\$ 37,874	1	\$ 39,010	\$ 39,010
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Student Affairs Coordinator	1	\$ 53,000	\$ 53,000	1	\$ 54,060	\$ 54,060	1	\$ 55,682	\$ 55,682	1	\$ 57,352	\$ 57,352	1	\$ 59,073	\$ 59,073
24/7 Help Desk Technicians (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Library Media Specialists (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Dean		\$ -	\$ -		\$ -	\$ -	2	\$ -	\$ -	3	\$ -	\$ -	3	\$ -	\$ -
Nurse	1	\$ 55,000	\$ 55,000	1	\$ 56,100	\$ 56,100	1	\$ 57,783	\$ 57,783	1	\$ 59,516	\$ 59,516	1	\$ 61,302	\$ 61,302
Total Admin and Support:	9		\$ 476,000	9		\$ 488,620	11		\$ 505,279	14		\$ 604,528	14		\$ 624,364
Instructional Personnel															
Core Content Teacher(s)	16	\$ 46,000	\$ 736,000	18.5	\$ 47,380	\$ 876,530	20	\$ 48,801	\$ 976,028	23	\$ 50,265	\$ 1,156,105	26.5	\$ 51,773	\$ 1,371,995
Electives/Specialty Teacher(s)	6.5	\$ 46,000	\$ 299,000	7.5	\$ 47,380	\$ 355,350	11	\$ 48,801	\$ 536,815	12	\$ 50,265	\$ 603,185	12.5	\$ 51,773	\$ 647,168
Exceptional Children Teacher(s)	1.5	\$ 50,000	\$ 75,000	4	\$ 51,500	\$ 206,000	5	\$ 53,045	\$ 265,225	5.5	\$ 54,636	\$ 300,500	6	\$ 56,275	\$ 337,653
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	4	\$ 33,000	\$ 132,000	4	\$ 33,990	\$ 135,960	4	\$ 35,010	\$ 140,039	4	\$ 36,060	\$ 144,240	4	\$ 37,142	\$ 148,567
Student Services Director (Licensed SPED)	1	\$ 60,000	\$ 60,000	1	\$ 61,800	\$ 61,800	1	\$ 63,654	\$ 63,654	1	\$ 65,564	\$ 65,564	1	\$ 67,531	\$ 67,531
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel:	29		\$ 1,302,000	35		\$ 1,635,640	41		\$ 1,981,761	45.5		\$ 2,269,594	50		\$ 2,572,913
Total Admin, Support and Instructional Personnel:	38		\$ 1,778,000	44		\$ 2,124,260	52		\$ 2,487,040	59.5		\$ 2,874,121.91	64		\$ 3,197,277

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	8	\$ 9,329	\$ 74,635	8	\$ 9,982	\$ 79,860	9	\$ 10,681	\$ 96,131	11	\$ 11,429	\$ 125,718	11	\$ 12,229	\$ 134,518
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	9	\$ 767	\$ 6,902	9	\$ 787	\$ 7,085	11	\$ 666	\$ 7,327	14	\$ 626	\$ 8,766	14	\$ 647	\$ 9,053
Social Security	9	\$ 3,279	\$ 29,511	9	\$ 3,366	\$ 30,294	11	\$ 2,848	\$ 31,327	14	\$ 2,677	\$ 37,481	14	\$ 2,765	\$ 38,711
403(b)	8	\$ 1,428	\$ 11,424	8	\$ 1,466	\$ 11,727	9	\$ 1,347	\$ 12,127	11	\$ 1,319	\$ 14,509	11	\$ 1,362	\$ 14,985
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 122,472			\$ 128,966			\$ 146,912			\$ 186,473			\$ 197,267
Instructional Personnel Benefits															
Health Insurance	23	\$ 9,329	\$ 214,576	28	\$ 9,982	\$ 279,509	33	\$ 10,681	\$ 352,481	37	\$ 11,429	\$ 422,870	40	\$ 12,229	\$ 489,158
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Social Security	29	\$ 2,978	\$ 86,362	35	\$ 2,897	\$ 101,395	41	\$ 2,997	\$ 122,877	45.5	\$ 3,093	\$ 140,732	50	\$ 3,190	\$ 159,500
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	29	\$ 651	\$ 18,879	35	\$ 678	\$ 23,717	41	\$ 701	\$ 28,741	45.5	\$ 723	\$ 32,897	50	\$ 746	\$ 37,300
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
403(b)	23	\$ 1,454	\$ 33,442	28	\$ 1,402	\$ 39,256	33	\$ 1,441	\$ 47,553	37	\$ 1,472	\$ 54,464	40	\$ 1,544	\$ 61,760
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 353,259			\$ 443,877			\$ 551,652			\$ 650,962			\$ 747,718
Total Personnel Benefits:			\$ 475,732			\$ 572,843			\$ 698,564			\$ 837,436			\$ 944,985
Total Admin & Support Personnel (Salary & Benefits):															
	9		\$ 598,472	9		\$ 617,586	11		\$ 652,190	14		\$ 791,001.20	14		\$ 821,631
Total Instructional Personnel (Salary & Benefits):															
	29		\$ 1,655,259	35		\$ 2,079,517	41		\$ 2,533,413	45.5		\$ 2,920,556	50		\$ 3,320,631
TOTAL PERSONNEL:															
	38		\$ 2,253,732	44		\$ 2,697,103	52		\$ 3,185,603	59.5		\$ 3,711,558	64		\$ 4,142,262

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3
Office				
Office Supplies	\$	102,400.00	\$ 116,352.00	\$ 130,560.00
Paper				
Computers & Software	\$	9,000.00	\$ 3,000.00	\$ 6,000.00
Communications & Telephone	\$	7,000.00	\$ 7,000.00	\$ 7,000.00
Copier leases	\$	40,000.00	\$ 42,000.00	\$ 44,000.00
Other				
*** Insert rows and edit text as needed. ***				
Management Company				
Contract Fees	\$	681,614.00	\$ 777,215.00	\$ 864,320.00
Other				
*** Insert rows and edit text as needed. ***				
Professional Contract				
Legal Counsel	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
Student Accounting				
Financial				
Technology	\$	11,400.00	\$ 13,200.00	\$ 15,600.00
Auditor	\$	15,000.00	\$ 15,000.00	\$ 15,000.00
Facilities				
Facility Lease/Mortgage	\$	973,735.00	\$ 1,110,307.60	\$ 1,234,744.20
Maintenance	\$	15,000.00	\$ 15,000.00	\$ 15,000.00
Custodial Supplies	\$	20,000.00	\$ 22,000.00	\$ 24,000.00
Custodial Contract	\$	35,000.00	\$ 37,000.00	\$ 38,000.00
Insurance (pg19)	\$	24,397.20	\$ 26,743.80	\$ 29,165.45
Other	\$	100,000.00	\$ 150,000.00	\$ 40,000.00
*** Insert rows and edit text as needed. ***				
Utilities				
Electric	\$	10,000.00	\$ 12,000.00	\$ 14,000.00
Gas				
Water/Sewer	\$	8,800.00	\$ 9,000.00	\$ 10,000.00
Trash	\$	6,000.00	\$ 6,500.00	\$ 7,000.00
Other				

*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Other			
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 30,000.00	\$ 25,000.00	\$ 15,000.00
Child nutrition			
Travel	\$ 18,400.00	\$ 20,800.00	\$ 24,800.00
Other	\$ 45,000.00	\$ 40,000.00	\$ 20,000.00
Uniform Allowance - FRL	\$ 7,680.00	\$ 8,640.00	\$ 9,600.00
Total Administrative & Support Operations:	\$ 2,170,426.20	\$ 2,466,758.40	\$ 2,573,789.65

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Classroom/Student Devices	\$	70,000.00	\$ 45,000.00	\$ 26,000.00
Software (LMS, SIS, etc.)	\$	5,000.00	\$ 5,000.00	\$ 5,000.00
Wifi Access (Remote Applicants ONLY)				
Other				
Instructional Contract				
Staff Development	\$	32,000.00	\$ 34,000.00	\$ 20,000.00
Other				
Special Education Purchased Services	\$	45,000.00	\$ 49,000.00	\$ 53,000.00
Books and Supplies				
Instructional Materials	\$	60,000.00	\$ 60,000.00	\$ 22,000.00
Curriculum/Texts	\$	58,000.00	\$ 62,000.00	\$ 66,000.00
Copy Paper	\$	20,000.00	\$ 22,000.00	\$ 24,000.00
Testing Supplies	\$	6,000.00	\$ 8,000.00	\$ 10,000.00
Other				
*** Insert rows and edit text as needed. ***				
Total Instructional Operations:	\$	296,000.00	\$ 285,000.00	\$ 226,000.00
TOTAL OPERATIONS:	\$	2,466,426.20	\$ 2,751,758.40	\$ 2,799,789.65

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 145,728.00	\$ 161,280.00
\$ 7,000.00	\$ 4,000.00
\$ 7,000.00	\$ 7,000.00
\$ 46,000.00	\$ 48,000.00
\$ 950,009.00	\$ 1,035,707.00
\$ 10,000.00	\$ 1,000.00
\$ 19,800.00	\$ 21,120.00
\$ 15,000.00	\$ 15,000.00
\$ 1,357,156.60	\$ 1,479,582.80
\$ 8,000.00	\$ 10,000.00
\$ 40,000.00	\$ 44,000.00
\$ 44,000.00	\$ 46,000.00
\$ 34,947.97	\$ 37,831.62
\$ 15,000.00	
\$ 20,000.00	\$ 22,000.00
\$ 14,000.00	\$ 16,000.00
\$ 8,000.00	\$ 8,500.00

\$ 15,000.00	\$ 12,500.00
\$ 28,000.00	\$ 31,200.00
\$ 10,000.00	\$ 10,000.00
\$ 10,560.00	\$ 11,520.00
\$ 2,805,201.57	\$ 3,022,241.42

Year 4		Year 5	
\$	30,000.00	\$	30,000.00
\$	5,500.00	\$	5,500.00
\$	15,000.00	\$	15,000.00
\$	56,000.00	\$	57,000.00
\$	24,000.00	\$	26,000.00
\$	66,000.00	\$	45,000.00
\$	26,000.00	\$	28,000.00
\$	12,000.00	\$	14,000.00
\$	234,500.00	\$	220,500.00

\$	3,039,701.57	\$	3,242,741.42
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 2,253,731.72	\$ 2,697,102.96	\$ 3,185,603.48	\$ 3,711,557.53	\$ 4,142,262.11
Total Operations	M	\$ 2,466,426.20	\$ 2,751,758.40	\$ 2,799,789.65	\$ 3,039,701.57	\$ 3,242,741.42
Total Expenditures	N = J + M	\$ 4,720,157.92	\$ 5,448,861.36	\$ 5,985,393.13	\$ 6,751,259.10	\$ 7,385,003.53
Total Revenue	Z	\$ 4,868,674.62	\$ 5,551,538.17	\$ 6,173,721.03	\$ 6,785,783.33	\$ 7,397,913.90
Surplus / (Deficit)	= Z - N	\$ 148,516.70	\$ 102,676.81	\$ 188,327.90	\$ 34,524.23	\$ 12,910.36

New School Start-Up Plan (2026-2027)

Contractual/Legal	Responsible Role	Q2 2025
Charter Application Approved	Board	
Charter Contract Approved	Board	
Ensure 75% Enrollment	CMO/Headmaster	
Adopt Final School Budget	Board	
Adopt Family Handbook	Board	
Adopt Employee Handbook	CMO	

Human Resources / Recruiting	Responsible Role	Q2 2025
Headmaster Search	CMO	
Identify staff Positions	CMO/Headmaster	
Faculty Search and Interviews	CMO/Headmaster	
Headmaster Hired	CMO	
Offer letters to faculty and staff Stacey Bowman	CMO	
Hiring Complete for Key Staff	CMO/Headmaster	

Facilities	Responsible Role	Q2 2025
Facility Search	CMO	
Facility Identified	CMO	
Completion of Land Purchase	CMO	
Procurement of Civil Engineering and Architectural Team	CMO	
Design and Cost Estimating	CMO	
Zoning, Planning, Building Approvals	CMO	
Construction	CMO	
Final Inspection / Occupancy Permit	CMO/Headmaster	

School Operations	Responsible Role	Q2 2025
Curriculum/Tech/Furniture Order Lists Completed	CMO/School	
Furniture Ordered	CMO/School	
Curriculum Ordered	CMO/School	
Assessment Contracts	CMO/School	
Technology Ordered	CMO/School	
Food Service Vendor Plan	School	
Safety and Emergency Plan	Board/CMO/Headmaster	
Technology Delivered	School	
Curriculum Delivered/Inventoried	School	
Furniture Delivered / Set-Up	School	
Traffic Plan	CMO/Headmaster	
Facility Maintenance Selected	CMO/Headmaster	
Staff Training	Headmaster	
School Begins	ALL	

Enrollment/MKTG/Outreach	Responsible Role	Q2 2025
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Prospective Parent Information Meetings	CMO/School	
Collect Expressions of Interest	CMO/School	
Application Opens	CMO/School	
Enrollment Lottery Executed	CMO/School	
Seats Offered	Headmaster/School	
Request EC Records	Headmaster/School	
Request School Records	Headmaster/School	
Complete Master Schedule	CMO/School	
Community Outreach Events	Headmaster/School	
Second Round Applications/Offer	Headmaster/School	
Registration	CMO/School	
Enrolled Parents Events	Headmaster/School	

Projected Completion Date[illegible][illegible][illegible][illegible]

Q3 2025	Q4 2025	Q1 2026	Q2 2026	Q3 2026
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[illegible]

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal		1
Dean(s)		
Additional School Leadership		
Core Classroom Teachers		16
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		7.5
Student Support Positions (e.g. social workers, psychologists, etc.)		1.5
Specialized School Staff		
Teaching Aides or Assistants		4
School Operations Support Staff		7
	Max Enrollment	512
		FY27
	Total Staff	38

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	
	1	1	1	1
	1	1	1	1
		1	2	2
	18.5	20	23	26.5
	8.5	12	13	13.5
	4	5	5.5	6
	4	4	4	4
	7	7	9	9
	576	640	704	768
FY28		FY29	FY30	FY31
	44	51	58.5	63

	Grades 7-8	Grade 9
English		Classical Literature*
Mathematics		Algebra I*, Geometry*, or Algebra II*
Science	Earth Science*	Biology I*
History		Western Civ I* (Greece and Rome)
Composition, Civics, and		Composition and Grammar* Logic and Rhetoric*
Language	Latin I or II	Latin*
Fine Arts		Fine Arts Elective*
Elective		P.E., Computer Science, Other Elective

*Required for graduation

	Grades 7-8	Grade 9
NC State Assessments	EOG	NC Math 1 WIDA/ACCESS

Grade 10	Grade 11
British Literature*	American Literature*
Geometry*, Algebra II*, or Pre-Calculus*	Algebra II*, Pre-Calculus*
Chemistry I*	Physics I*
Western Civ II* (Medieval, Renaissance, Reformation, Enlightenment)	American History* (Colonial America, 19th Century)
Moral Philosophy* Political Philosophy*	American Government*
Latin or Modern Language	Latin or Modern Language
Fine Arts Elective	Fine Arts Elective
P.E.*, Computer Science, Other Elective	P.E., Computer Science, Other Elective

Grade 10	Grade 11
English II Biology	NC Math 3
PreACT WIDA/ACCESS	WIDA/ACCESS

Grade 11	Grade 12	Credits
Literature*	Modern Literature* / Senior Thesis	4.0
Calculus*, or Calculus I	Pre-Calculus*, Calculus I, Calculus II, or Probability/Statistics	4.0
Earth Science I*	Earth Science*, Biology II*, Chemistry II*, or Physics II*	4.0
American History, American Revolution, 18th Century)	Modern European History* (1789-Present)	4.0
Economics and Personal Finance*	Economics and Personal Finance*	4.0
Foreign Language	Latin or Modern Language	3.0
Fine Arts Elective	Fine Arts Elective	1.0
Physical Education*, Other Elective	P.E., Computer Science, Other Elective*	3.0
Total Credits		27.0

Grade 11	Grade 12
ACT	ACT WorkKeys WIDA/ACCESS

NC

4.0

4.0

3.0

3.0

1.0

1.0

1.0

5.0

22.0

	Quarter 1
Phonics, Spelling, Reading, & Writing	<i>Literacy Essentials</i> Kindergarten First Semester Weeks 1-9
	<p>Nursery rhymes</p> <p>The Tales of Beatrix Potter: The Tales of Peter Rabbit, Flopsy Bunnies, Tom Kitten, Squirrel Nutkin, Benjamin Bunny</p> <p>Blueberries for Sal</p>
Literature	Winnie the Pooh
	<p>The Whole Duty of Children*</p> <p>Thirty Days Hath September*</p> <p>Twinkle, Twinkle Little Star</p> <p>Rock-a-bye Baby</p> <p>Mary Had a Little Lamb</p> <p>Jack Be Nimble</p>
Poetry	Georgie, Porgie
	Do unto others as you would have them do unto you.
Sayings and Phrases	<p>A place for everything and everything in its place</p> <p>Practice makes perfect.</p>

History/ Geography	Let's Explore Our World
Science	Our Five Senses
Mathematics	Dimensions Math (KA) Chapter 1: Match, Sort, and Classify; Chapter 2: Numbers to 5; Chapter 3: Numbers to 10

Quarter 2
<i>Literacy Essentials</i> Kindergarten First Semester Weeks 10-18
Nursery rhymes Folk Tales: Three Billy Goats Gruff, Three Little Pigs, Goldilocks and the Three Bears, The Little Red Hen, Henny Penny (Chicken Little) Gingerbread Boy
I Do Not Mind You, Winter Wind* The More It Snows (Tiddely-Pom) I Eat My Peas With Honey London Bridge Baa, Baa, Black Sheep* Jack and Jill Hey Diddle, Diddle Happy Thought
A dog is man's best friend. Better safe than sorry The early bird gets the worm.

Native Americans
Trees and Weather: weather, changes animals and plants undergo throughout the seasons
Dimensions Math (KA) Chapter 4: Shapes and Solids; Chapter 5: Compare Height, Length, Weight, and Capacity; Chapter 6, Comparing Numbers Within 10

Quarter 3

Literacy Essentials
Kindergarten Second Semester
Weeks 1-9

Nursery rhymes

Aesop's Fables: The Crow and the Pitcher, The Town Mouse and the Country Mouse, The Dog and Its Reflection, The Lion and the Mouse, The Ant and the Grasshopper, The Tortoise and the Hare

King Midas

Mr. Popper's Penguins

Star Light, Star Bright

Rain, Rain, Go Away

Old Man With a Beard

Little Miss Muffet

It's Raining, It's Pouring

Singing Time*

At the Seaside*

Diddle, Diddle Dumpling

Try, Try Again*

Great oaks from little acorns grow.

Look before you leap.

[It's] raining cats and dogs.

Exploring and Moving to America

Materials and Forces: pushes and pulls, speed, energy transfer

Dimensions Math (KB) Chapter 7: Numbers to 20; Chapter 8:
Number Bonds; Chapter 9: Addition

Quarter 4

Literacy Essentials
Kindergarten Second Semester
Weeks 10-18

Nursery rhymes

Fairy Tales: The Emperor's New Clothes, The Ugly Duckling,
The Wolf and the Seven Kids, Hansel and Gretel, The Golden
Goose, Little Red Hen

Mike Mulligan and His Steam Shovel

Mouse Soup (Student read/consumable)

Mouse Tales (Student read/consumable)

"Four score..." (The first sentence of the Gettysburg Address)*

Washington

Over in the Meadow*

Jack Sprat

Hot Cross Buns

Hickory Dickory Dock

A Good Play

April showers bring May flowers.

Where there's a will there's a way.

The Mount Rushmore Presidents
Animals Two by Two: observing and comparing organisms, survival needs of animals
Dimensions Math (KB) Chapter 10: Subtraction; Chapter 11: Addition and Subtraction; Chapter 12: Numbers to 100; Chapter 13: Time; Chapter 14: Money

The recommended list of nursery rhymes from Ascent's book list should be divided among the quarters, teaching some each quarter.

Additional titles for in-class read alouds may be chosen from the "approved options" in Ascent's book list.

Select at least 9 poems for student memorization and recitation in kindergarten. Many more poems ought to be read and enjoyed.

*Asterisks denote poems recommended for memorization and recitation.

Poems may be introduced and memorized in any order that makes sense. When possible, poems may be aligned cross-curricularly, with history or literature, for example (i.e., It makes sense to discuss and memorize "O Captain, My Captain" while studying the Civil War.)

Sayings and phrases ought to be taught throughout the school year and may be taught in any order. When possible, align sayings and phrases with seasons, cross-curricular content, etc. Background information on the sayings can be found in the CK resources.

History & Geography units were ordered according to their CK unit number.

Where possible, fewer lessons/less content is planned for Q1 to afford teachers time to establish classroom routines and classroom procedures.

There is logic in CK's ordering of history and geography units. Grade level sequences begin with a unit on geography, then include a series of world history units that may be chronologically arranged. The latter half (roughly) of each grade level focuses on American history, and, again, the units are typically arranged chronologically.

It is recommended that history & geography be taught every other day in K-5 in the first year of the school due to the addition of orthography instruction in year 1 in grades 4-5. In subsequent years, schools may decide to teach history and science daily.

	Quarter 1
Phonics, Spelling, Reading, & Writing	<i>Literacy Essentials</i> First Grade First Semester Weeks 1-9
	Nursery rhymes The Tales of Beatrix Potter: The Tales of Two Bad Mice, Mr. Jeremy Fisher, Jemima Puddle-Duck, Samuel Whiskers, Mrs. Tiggy-Winkle My Father's Dragon
Literature	Frog and Toad Collection (Student read/consumable)
	I'm Glad* Solomon Grundy My Shadow* I Know All of the Sounds that Animals Make Swimming
Poetry	Rope Rhyme
	Practice makes perfect. [also in Kindergarten] Never leave till tomorrow what you can do today.
Sayings and Phrases	Do unto others as you would have them do unto you. [also in Kindergarten]
History/ Geography	Continents, Countries, Maps Mesopotamia

Science	Changes in the Sky: weather, movement of the sun, changes in the night sky
Mathematics	Dimensions (1A) Chapter 1: Numbers to 10; Chapter 2: Number Bonds; Chapter 3: Addition; Chapter 4: Subtraction

Quarter 2

Literacy Essentials
First Grade First Semester
Weeks 10-18

Nursery rhymes

Folk Tales: Puss in Boots, Jack and the Beanstalk, The Pied Piper of Hamelin

Little Red Riding Hood Stories

The Velveteen Rabbit

Frog and Toad Collection cont. (Student read/consumable)

Owl At Home (Student read/consumable)

Thanksgiving Day*

Bird Talk*

Persevere

City

The Months

Table Manners

Let the cat out of the bag.

The more the merrier

Fish out of water

There's no place like home.

Ancient Egypt

Three World Religions

Early Civilizations of the Americas

Plants and Animals: growth and development of plants and animals, habitats, variation in organisms

Dimensions (1A) Chapter 5: Numbers to 20; Chapter 6: Addition to 20; Chapter 7: Subtraction Within 20; Chapter 8: Shapes

Quarter 3

Literacy Essentials
First Grade Second Semester
Weeks 1-9

Nursery rhymes

Aesop's Fables: The Boy Who Cried Wolf, The Dog in the Manger, Fox and the Grapes, A Wolf in Sheep's Clothing, The Goose that Laid the Golden Egg, The Mail and the Milk Pail

Cinderella Stories

Sam the Minute Man (Student read/consumable)

The Swing*

The Little Turtle*

The Purple Cow

Halfway Down

The Pasture*

Hope

Wynken, Blynken, and Nod

Hit the nail on the head.

If at first you don't succeed, try, try again.

Land of Nod

Wolf in sheep's clothing

Lessons in Civics

The Culture of Mexico

Early Explorers and Settlers

Sound and Light: how sound and light travel, vibration, shadow, reflection

Dimensions (1A) Chapter 9: Ordinal Numbers; Dimensions (1B) Chapter 10: Length; Chapter 11: Comparing; Chapter 12: Numbers to 40; Chapter 13: Addition and Subtraction Within 40; Chapter 14: Grouping and Sharing

Quarter 4

Literacy Essentials
First Grade Second Semester
Weeks 10-18

Nursery rhymes

Fairy Tales: The Princess and the Pea, The Snow Queen, The Little Match Girl, The Cat and Mouse in Partnership, Sleeping Beauty (Briar Rose), Rumpelstiltskin, Rapunzel, The Frog Prince

Little People Stories

A Bargain for Frances (Student read/consumable)

Good Morning, Merry Sunshine

There Once Was a Puffin*

Be Like the Bird

The Land of Nod*

The Owl and the Pussycat

Sing a Song of People

a.m. and p.m.

An apple a day keeps the doctor away.

Sour grapes

From Colonies to Independence

Exploring the West

Simple Machines: simple and compound machines, ramps, wheels, pulleys, levels, wedges, screws, gears

Human Body Systems: cells, tissues, organs, body systems, motion

Dimensions (1B) Chapter 15: Fractions; Chapter 16: Numbers to 100; Chapter 17: Addition and Subtraction Within 100; Chapter 18: Time; Chapter 19: Money

The recommended list of nursery rhymes from Ascent's book list should be divided among the quarters, teaching some each quarter.

Additional titles for in-class read alouds may be chosen from the "approved options" in Ascent's book list.

See Ascent's book list for specific Little Red Riding Hood, Cinderella, and Little People stories

Select at least 9 poems for student memorization and recitation in 1st grade. Many more poems ought to be read and enjoyed.

Poems may be introduced and memorized in any order that makes sense. When possible, poems may be aligned cross-curricularly, with history or literature, for example (i.e., It makes sense to discuss and memorize "O Captain, My Captain" while studying the Civil War.)

*Asterisks denote poems recommended for memorization and recitation.

Sayings and phrases ought to be taught throughout the school year and may be taught in any order. When possible, align sayings and phrases with seasons, cross-curricular content, etc.

History & Geography units were ordered according to their CK unit number except where a different order was better suited to the number of instructional days in the quarter.

	Quarter 1
Phonics, Spelling, Reading, & Writing	<i>Literacy Essentials</i> Second Grade First Semester Weeks 1-9
Literature	<p>Fairy tales: The Fisherman and His Wife, The Beauty and the Beast, Jataka Tale</p> <p>Stories from China: The Great Wall of China, Liang and the Magic Paintbrush, Mulan, Tikki Tikki Tembo</p> <p>Stories from India: The Blind Man, the Deaf Man, and the Donkey; The Tiger, the Brahman and the Jackal; How the Camel Got His Hump</p>
Poetry	<p>The Land of Counterpane*</p> <p>The Hayloft</p> <p>Bed in Summer</p> <p>The Eagle*</p> <p>A Book</p>
Sayings and Phrases	<p>Back to the drawing board</p> <p>Better late than never</p> <p>Cold feet</p> <p>Two heads are better than one.</p>
History/ Geography	<p>Ancient India</p> <p>Ancient China</p> <p>The Culture of Japan</p>
Science	Solids and Liquids: properties of matter, reversible and irreversible changes
Mathematics	Dimensions (2A) Chapter 1: Numbers to 1,000; Chapter 2: Addition and Subtraction-Part 1; Chapter 3: Addition and Subtraction Part 2

Quarter 2

Literacy Essentials
Second Grade First Semester
Weeks 10-18

D'Aulaire's Greek Myths

Charlotte's Web (Student read/consumable)

Windy Nights*

The Lamplighter

At the Zoo*

The First Snowfall

How Doth the Little Crocodile

Don't cry over spilled milk.

Don't judge a book by its cover.

Easier said than done

Turn over a new leaf.

Ancient Greece

Geography of the Americas

Making the Constitution

Insects and Plants: life cycles of insects, pollination, seed dispersal

Dimensions (2A) Chapter 4: Length; Chapter 5: Weight;
Chapter 6: Multiplication and Division

Quarter 3

Literacy Essentials
Second Grade Second Semester
Weeks 1-9

American Tall Tales: Paul Bunyan, Pecos Bill, Mike Stormalong,
Davy Crockett, Johnny Appleseed

Little House in the Big Woods (Student read/consumable)

The Land of Storybooks*

The Wind

Some One*

The Library

Who Has Seen the Wind?

Eaten out of house and home

Get a taste of your own medicine.

Get up on the wrong side of the bed.

In hot water

Where there's a will there's a way.

The War of 1812

Americans Move West

The Civil War

Water and Landforms: weathering, erosion, properties of
rocks and soil, bodies of water and landforms

Dimensions (2A) Chapter 7: Multiplication and Division of 2, 5,
and 10; Dimensions (2B) Chapter 8: Mental Calculation;
Chapter 9: Multiplication and Division of 3 and 4

Quarter 4

Literacy Essentials
Second Grade Second Semester
Weeks 10-18

Sarah, Plain and Tall (Student read/consumable)

The Boxcar Children (Student read/consumable)

The Cow*

Furry Bear*

The Christening

Song for a Little House

Bee! I'm Expecting You!

Keep your fingers crossed.

Practice what you preach.

The real McCoy

You can't teach an old dog new tricks.

Immigration and Citizenship

Civil Rights Leaders

Electricity and Magnetism: static and current electricity,
circuits, magnets

Human Cells and Digestion: digestive and excretory systems,
types of cells

Dimensions (2B) Chapter 10: Money; Chapter 11: Fractions;
Chapter 12: Time; Chapter 13: Capacity; Chapter 14: Graphs;
Chapter 15: Shapes

Additional titles for in-class read alouds may be chosen from the "approved options" in Ascent's book list.

See Ascent's book list for specific fairy tales, stories from China and India, and Greek myths

1-2 additional literature titles will need to be added to the list of student read/consumables

Select at least 8 poems for student memorization and recitation in 2nd grade. Many more poems ought to be read and enjoyed.

Poems may be introduced and memorized in any order that makes sense. When possible, poems may be aligned cross-curricularly, with history or literature, for example (i.e., It makes sense to discuss and memorize "O Captain, My Captain" while studying the Civil War.)

*Asterisks denote poems recommended for memorization and recitation.

History & Geography units were ordered according to their CK unit number.

Unit 12: Lessons in Economics was omitted because of the number of lessons involved.

	Quarter 1
Phonics, Spelling, & Reading	<i>Literacy Essentials</i> Level 3 Weeks 1-9
Literature	<i>Jungle Book</i>
Grammar	<i>Well-Ordered Language</i> Level 1A Chs. 1-4
Composition	IEW <i>Adventures in Writing</i> Units 1-2
Poetry	The Song of Mr. Toad* Jabberwocky*
Sayings and Phrases	Actions speak louder than words. His bark is worse than his bite. Beat around the bush The show must go on.
History/ Geography	World Rivers Canada
Science	Human Senses and Movement: hearing, vision, muscular system, skeletal system, nervous system
Mathematics	Dimensions (3A) Chapter 1: Numbers to 10,000; Chapter 2: Addition and Subtraction-Part 1; Chapter 3: Addition and Subtraction Part 2

When in Rome do as the Romans do.
Rome wasn't built in a day.

Quarter 2
<i>Literacy Essentials</i> Level 3 Weeks 10-18
<i>The Lion, the Witch and the Wardrobe</i> <i>Well-Ordered Language</i> Level 1A Chs. 5-8
IEW <i>Adventures in Writing</i> Units 3-4
Horatius at the Bridge Stopping By Woods on a Snowy Evening* Beggars can't be choosers. Cold shoulder When in Rome do as the Romans do. Rome wasn't built in a day.
Ancient Rome
Motion: forces, magnetism, motion, engineering
Dimensions (3A) Chapter 4: Multiplication and Division; Chapter 5: Multiplication; Chapter 6: Division

Quarter 3
<i>Literacy Essentials</i> Level 3 Weeks 1-9
Norse & Native American myths
The Little House on the Prairie
Well-Ordered Language Level 1B Chs. 1-4
IEW <i>Adventures in Writing</i> Units 5-6
The Children's Hour* The Tide Rises, the Tide Falls* The Duel
A feather in your cap Last straw Let bygones be bygones. Touch and go
The Vikings The Earliest Americans Exploration of North America

Structures of Life: germination and growth, characteristics and adaptation, group behavior for survival

Dimensions (3A) Chapter 7: Graphs and Tables; Dimensions (3B) Chapter 8: Multiplying and Dividing with 6, 7, 8, and 9; Chapter 9: Fractions-Part 1; Chapter 10: Fractions-Part 2

Quarter 4
<i>Literacy Essentials</i> Level 3 Weeks 10-18
<i>Pinocchio</i>
<i>Well-Ordered Language Level 1B Chs. 5-8</i>
IEW <i>Adventures in Writing</i> Units 6 (cont.)-7
Casey at the Bat*
The Disappearing Alphabet
One rotten apple spoils the whole barrel.
On its last legs
Rule the roost
Clean bill of health
The Thirteen Colonies
Water and Climate: weather data, evaporation, condensation, seasons and climate
Dimensions (3B) Chapter 11: Measurement; Chapter 12: Geometry; Chapter 13: Area and Perimeter; Chapter 14: Time

1-2 additional literature titles will need to be added to the list of student read/consumables

CHANGE/ADD TO ASCENT BOOK LIST

Select at least 6 poems for student memorization and recitation in 3th grade. Many more poems ought to be read and enjoyed.

Poems may be introduced and memorized in any order that makes sense. When possible, poems may be aligned cross-curricularly, with history or literature, for example (I.e., It makes sense to discuss and memorize "O Captain, My Captain" while studying the Civil War.)

*Asterisks denote poems recommended for memorization and recitation.

	Quarter 1
Literature	<i>The Wonderful Wizard of Oz</i>
Grammar	<i>Well-Ordered Language</i> Level 2A Chs. 1-4
Composition	<i>IEW Structure and Style</i> Year 1 Level A Weeks 1-6
Vocabulary	<i>Growing Your Vocabulary</i> Level 4 Chs. 1-5
Poetry	The Pobble Who Has No Toes* Afternoon on a Hill*
Sayings and Phrases	An ounce of prevention is worth a pound of cure. As the crow flies Beauty is only skin deep. The bigger they are, the harder they fall. Birds of a feather flock together. Blow hot and cold Break the ice Bull in a china shop
History/ Geography	Using Maps World Mountains Medieval Europe

Science	Energy: conductors and circuits, electromagnets, collision, light and waves
Mathematics	Dimensions (4A) Chapter 1: Numbers to One Million; Chapter 2: Addition and Subtraction; Chapter 3: Multiples and Factors; Chapter 4: Multiplication; Chapter 5: Division

Quarter 2
<i>Robin Hood</i>
<i>King Arthur: Tales from the Round Table</i>
<i>Well-Ordered Language</i> Level 2A Chs. 5-8
IEW <i>Structure and Style</i> Year 1 Level A Weeks 6-12
<i>Growing Your Vocabulary</i> Level 4 Chs. 6-10
Lochinvar
A Tragic Story*
<p>Bury the hatchet</p> <p>Can't hold a candle to</p> <p>Don't count your chickens before they hatch.</p> <p>Don't put all your eggs in one basket.</p> <p>Etc.</p> <p>Go to pot</p> <p>Half a loaf is better than none.</p> <p>Haste makes waste.</p>
<p>Medieval Europe (cont.)</p> <p>Medieval Islamic Empires</p> <p>Early and Medieval African Kingdoms</p> <p>Dynasties of China</p>

Investigating Waves: water waves, sound and matter, light waves, codes and signals

Human Respiration and Circulation: structures in the lungs and heart, components in blood, cardiovascular health

Dimensions (4A) Chapter 6: Fractions; Chapter 7: Adding and Subtracting Fractions; Chapter 8: Multiplying a Fraction and a Whole Number; Chapter 9: Line Graphs and Line Plots

Quarter 3

Johnny Tremain

Well-Ordered Language Level 2B Chs. 1-4

IEW Structure and Style

Year 1 Level A Weeks 13-19

Growing Your Vocabulary Level 4

Chs. 11-15

Paul Revere's Ride*

Concord Hymn*

Laugh and the world laughs with you.

Lightning never strikes twice in the same place.

Live and let live.

Make ends meet.

Make hay while the sun shines.

Money burning a hole in your pocket

Once in a blue moon

One picture is worth a thousand words.

On the warpath

The American Revolution

The United States Constitution

Senses and Survival: stimulus and response, skeletal and muscle systems, circulatory and respiratory systems, plant vascular systems

Dimensions (4B) Chapter 10: Measurement; Chapter 11: Area and Perimeter; Chapter 12: Decimals; Chapter 13: Addition and Subtraction of Decimals

Quarter 4

Pollyanna

Well-Ordered Language Level 2B Chs. 5-8

IEW Structure and Style

Year 1 Level A Weeks 20-24

Growing Your Vocabulary Level 4

Chs. 16-20

George Washington*

RSVP

Run-of-the-mill

Seeing is believing.

Shipshape

Through thick and thin

Timbuktu

Two wrongs don't make a right.

When it rains, it pours.

You can lead a horse to water, but you can't make it drink.

Early Presidents

American Reformers

Soils, Rocks, and Landforms: soil composition, weathering, erosion and deposition, topographic maps

Dimensions (4B) Chapter 14: Multiplication and Division of Decimals; Chapter 15: Angles; Chapter 16: Lines and Shapes; Chapter 17: Properties of Cuboids

1-2 additional literature titles will need to be added to the list of student read/consumables

"Phonics and Spelling (Year 1)

Vocabulary (Year 2 and beyond)"

Select at least 6 poems for student memorization and recitation in 4th grade. Many more poems ought to be read and enjoyed.

Poems may be introduced and memorized in any order that makes sense. When possible, poems may be aligned cross-curricularly, with history or literature, for example (I.e., It makes sense to discuss and memorize "O Captain, My Captain" while studying the Civil War.)

*Asterisks denote poems recommended for memorization and recitation.

CKHG Unit 11: Understanding Civics was omitted from the 4th grade scope and sequence because it takes an abstract approach to teaching about different types of government and civic responsibility.

Many if not all of the objectives of the Understanding Civics unit could be discussed more meaningfully if addressed within the context of discussions about government throughout the K-5 sequence.

See unit overview: <https://www.coreknowledge.org/free-resource/ckhg-unit-11-understanding-civics/>

It is recommended that history & geography be taught every other day in K-5 in the first year of the school due to the addition of orthography instruction in year 1 in grades 4-5. In subsequent years, schools may decide to teach history and science daily.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Literature	<i>The Wind in the Willows</i>	<i>The Phantom Tollbooth</i>	<i>Across Five Aprils</i>	<i>The Secret Garden</i>	1-2 additional literature titles will need to be added to the list of student read/consumables
Grammar	Well-Ordered Language: Level 3A Chs. 1-3	Well-Ordered Language: Level 3A Chs. 4-6	Well-Ordered Language: Level 3A Chs. 7-8	Well-Ordered Language: Level 3B Chs. 1-2	Year 1 recommendation: 4th & 5th grade do level 2
	IEW Structure and Style	IEW Structure and Style	IEW Structure and Style	IEW Structure and Style	
Composition	Year 2 Level A Weeks 1-6	Year 2 Level A Weeks 6-12	Year 2 Level A Weeks 13-19	Year 2 Level A Weeks 20-24	Year 1 recommendation: Year 1 Level A
	Growing Your Vocabulary: Level 5	Growing Your Vocabulary: Level 5	Growing Your Vocabulary: Level 5	Growing Your Vocabulary: Level 5	
Vocabulary	Chs. 1-5	Chs. 6-10	Chs. 11-15	Chs. 16-20	Phonics and Spelling (Year 1)
		The Charge of the Light Brigade* The Belli*	O Captain, My Captain*		Vocabulary (Year 2 and beyond)
Poetry	The Ballad of William Sycamore*	Sonnet 18 (Shakespeare)	The Gettysburg Address*	The Builders*	Select at least 6 poems for student memorization and recitation in 5th grade. Many more poems ought to be read and enjoyed. Poems may be introduced and memorized in any order that makes sense. When possible, poems may be aligned cross-curricularly, with history or literature, for example (i.e., It makes sense to discuss and memorize "O Captain, My Captain" while studying the Civil War.)
		Forty winks The grass is always greener on the other side (of the hill). To kill two birds with one stone Lock, stock and barrel Make a mountain out of a molehill A miss is as good as a mile. It's never too late to mend. Out of the frying pan and into the fire.	Sit on the fence Steal his/her thunder Take the bull by the horns. Till the cows come home Time heals all wounds. Tom, Dick and Harry Read between the lines.	Vice versa A watched pot never boils. Well begun is half done. What will be will be. Every cloud has a silver lining. Few and far between A penny saved is a penny earned.	
Sayings and Phrases		The Renaissance The Reformation England in the Golden Age Early Russia Feudal Japan	The Geography of the United States Westward Expansion Before the Civil War The Civil War	The Civil War (cont.) Westward Expansion After the Civil War Native Americans: Cultures and Conflicts	
History/ Geography	World Lakes Maya, Aztec and Inca Civilizations The Age of Exploration				It is recommended that history & geography be taught every other day in K-5 in the first year of the school due to the addition of orthography instruction in year 1 in grades 4-5. In subsequent years, schools may decide to teach history and science daily.
Science	Mixtures and Solutions: Separating mixtures, concentration models, properties of matter, chemical interactions Dimensions (5A) Chapter 1: Whole Numbers; Chapter 2: Writing and Evaluating Expressions; Chapter 3: Multiplication and Division; Chapter 4: Addition and Subtraction of Fractions	Living Systems: Food webs, producers and consumers, aquatic ecosystems, migration systems Dimensions (5A) Chapter 5: Multiplication of Fractions; Chapter 6: Division of Fractions; Chapter 7: Measurement	Earth & Sun: Earth's atmosphere, water cycle, sun tracking, orbits and gravity, the stars Dimensions (5A) Chapter 8: Volume of Solid Figures; Dimensions (5B) Chapter 9: Decimal; Chapter 10: The Four Operations	Astronomy: the solar system, Earth's revolution and rotation, the moon, changing star patterns, gravity Dimensions (5B) Chapter 11: Geometry; Chapter 12: Data Analysis and Graphs; Chapter 13: Ratio; Chapter 14: Rate; Chapter 15: Percentage	
Mathematics					

	Quarter 1
Literature	Anne of Green Gables Tales of the Greek Heros
Mathematics	Dimensions (6A) Chapter 1: Whole Numbers; Chapter 2: Fractions; Chapter 3: Decimals
History/ Geography	Core Knowledge World History: The Ancient World to Medieval Era Volume 1 Chapters 1-8 Mesopotamia, Ancient Egypt and Kush, The Israelites, Ancient Greece, Ancient India, Early China, Rome: From Republic to Empire
Poetry	The Village Blacksmith My Heart Leaps Up
Writing	Structure and Style 1B: Unit 1-3 Note making and outlines, writing from notes, retelling narrative stories
Grammar	Fix It! Grammar: Robin Hood Level 3 Weekly Lessons 1-8 Noun, pronoun, preposition, verb, adjective, adverb, capitalization
Science	Light and Matter: mirrors, light and color, reflection and absorption, human vision Thermal Energy: temperature change, heat transfer, insulation
Latin	Cambridge Latin Course Book I: Stage 1-4 Nominative and Accusative Singular in 1st, 2nd, and 3rd declensions, 1st and 2nd persons singular present (sum and es)
PE	Lower School Fitness: Introduction to La Sierra Program, Fitness Testing, Soccer, Outdoor Games, Volleyball

Quarter 2
The Hobbit
Short Story Selection
Dimensions (6A) Chapter 4: Negative Numbers; Chapter 5: Ratios; Chapter 6: Rate; Chapter 7: Percent
Core Knowledge World History: The Ancient World to Medieval Era Volume 1
Chapters 8-13 Islamic Civilization, Maya, Aztec, and Inca Civilizations, Imperial China, Civilizations of Korea, Japan, and Southeast Asia, Europe and Russia in the Middle Ages, West African Kingdoms
Nothing Gold Can Stay
The Tyger
Structure and Style 1B: Unit 4-5
Summarizing a reference, writing from pictures
Fix It! Grammar: Robin Hood Level 3 Weekly Lessons 9-16
Causal opener, comma splice, interjection, quotations, clauses, homophones, fused sentence, comma splice, imperative sentence
Human Systems Interactions: human body structures, supporting cells, the nervous system
Cambridge Latin Course Book I: Stage 5-8
Nominative Plural, Imperfect, perfect, plural presentd in 3rd person, Perfect tense, Accusative plural, superlative adjectives
Lower School Fitness:
Hockey, Gymnastics/Wresting, Outdoor Games, Fitness Testing

Quarter 3
Julius Caesar
Short Story Selection
Dimensions (6B) Chapter 8: Algebraic Expressions; Chapter 9: Equations and Inequalities; Chapter 10: Coordinates and Graphs
Core Knowledge World History: Renaissance to Modern Day Era Volume 2
Chapters 1-6 The Renaissance and the Reformation, Exploration, Trade, and Settlement, The Scientific Revolution and the Enlightenment, Political and Industrial Revolutions, A World at War, World War II and the Post War
Sonnets 18 & 29
There is no Frigate like a Book
Structure and Style 1B: Unit 6-7
Summarizing multiple references, Inventive Writing
Fix It! Grammar: Robin Hood Level 3 Weekly Lessons 17-24
Prepositional phrase, reflexive pronoun, plural noun, commas, clauses, homophones,

Earth History: weathering and erosion, deposition, fossils and past environments, plate tectonics

Cambridge Latin Course Book I: Stage 9-12
Dative, comparative adjectives, Intransitive verbs with dative, 1st and 2nd person imperfect and perfect
Lower School Fitness:
Basketball, Kickball, Football, Outdoor Games, Fitness Testing

Quarter 4
Scarlet Pimpernel
Short Story Selection
Dimensions (6B) Chapter 11: Area of Plane Figures; Chapter 12: Volume and Surface Area of Solids; Chapter 13: Displaying and Comparing Data
Core Knowledge World History: Renaissance to Modern Day Era Volume 2
Chapters 7-11 East and Southeast Asia in the Second Half of the Twentieth Century, Europe in the Second Half of the Twentieth Century, Africa and the Middle East in the Second Half of the Twentieth Century, Latin America in the Second Half of the Twentieth Century, Challenges and Change in the Modern World
Sonnets 73 & 143
Hope is the thing with feathers
Structure and Style 1B: Unit 8-9
Formal Essay Models, Formal Critique
Fix It! Grammar: Robin Hood Level 3 Weekly Lessons 25-30
Sylistic Techniques, coordinate adjectives, cumulative adjectives, quotation marks, review verbs,
Weather and Water: Earth's atmosphere, convection, air pressure, radiation, conduction, air flow, the hydrosphere
Cambridge Latin Course Book II: Stage 13-16
Conjugations of verbs, form of adjectives 1st, 2nd, 3rd declensions, Ablative case in prepositional phrases, relative clauses, Pluperfect tense
Lower School Fitness:
Dodgeball, Badminton, Running Games, Outdoor Games, Fitness Testing

	Quarter 1
Literature	<p>Call of the Wild</p> <p>Fahrenheit 451</p>
Mathematics	<p>Art of Problem Solving, Prealgebra: Chapter 1-3</p> <p>Properties of Arithmetic, Exponents, Number Theory</p>
History/ Geography	<p>Land of Hope: Chapters 1-4</p> <p>Settlement, The British Colonies, The Declaration of Independence, The War of Independence</p>
Poetry	<p>A Red, Red Rose</p> <p>Sonnet 15</p>
Writing	<p>Structure and Style 2B: Unit 1-3, Unit 4 (Week 5&6)</p> <p>Note Making and Outlines, Writing from Notes, Retelling Narrative Stories</p>
Grammar	<p>Fix It! Grammar: Mowgli and Shere Khan Level 4</p> <p>Weekly Lessons 1-8</p> <p>Types of Nouns, Types of Pronouns, Adjectives, Verbs, Conjunctions, Punctuation</p>
Science	<p>Chemical Interactions: substances, elements, particles, kinetic energy, energy transfer, solutions</p>
Latin	<p>Cambridge Latin Course Book II: Stage 17-19, 20</p> <p>Genitive case, gender, neuter nouns, vocative case, present participle</p>
PE	<p>Middle School Fitness: Unit 1: Conditioning, Fitness Testing & Football Unit 2: Volleyball, Hockey & Fitness Testing</p>

Quarter 2
Strange Case of Dr. Jekyll and Mr. Hyde
A Christmas Carol
Art of Problem Solving, Prealgebra: Chapter 4-6
Fractions, Equations and Inequalities, Decimals
Land of Hope: Chapters 5-8
The Early Republic, The Culture of Democracy, the Old South and Slavery
When I Was One and Twenty
Spring and Fall
Structure and Style 2B: Unit 4 (Week 7) & Unit 5-6
Summarizing a Reference, Writing from Pictures, Summarizing Multiple References
Fix It! Grammar: Mowgli and Shere Khan Level 4
Weekly Lessons 9-16
Clauses, Punctuation, Fused Sentences Comma Splice, Stylistic Techniques
Gravity and Kinetic Energy: acceleration, gravity, potential and kinetic energy, collisions
Cambridge Latin Course Book II: Stage 20 cont. Course Book III: 21-23
Perfect passive participle, perfect active participle, comparison of adverbs
Middle School Fitness: Unit 3: Bodyweight Training, Wrestling & Fitness Testing Unit 4: Fitness Testing & Basketball

Quarter 3

Poe Short Stories

A Midsummer Night's Dream

Art of Problem Solving, Prealgebra:
Chapter 7-11

Ratios, Conversions, and Rates, Percents, Square Roots,
Angles, Perimeter and Area

Land of Hope:
Chapters 9-11

The Civil War, Reconstruction

Sonnet 23 & 43

Structure and Style 2B:
Unit 7 & 8(Weeks16-18)

Inventive Writing, Formal Essay Models

Fix It! Grammar: Mowgli and Shere Khan Level 4

Weekly Lessons 17-24

Subject-Verb Pairs, Punctuation

Metabolic Reactions: the digestive system, interactions
between body systems, energy and growth

Cambridge Latin Course Book III:
Stage 24-25, 27

cum + pluperfect and imperfect subjunctive, indirect
questions, purpose clauses, gerundives of obligation, indirect
commands

Middle School Fitness:

Unit 5: Flying Disc & Soccer

Unit 6: Fitness Testing & Handball

Quarter 4
Teacher Selection of text(s) and short stories from the approved student book/short story list.
Art of Problem Solving, Prealgebra: Chapter 12-15
Right Triangles and Quadrilaterals, Data and Statistics, Counting, Problem-Solving Strategies
Core Knowledge - World Geography
Geography of the Americas, World Rivers, Exploring Maps and World Mountains, World Lakes, World Deserts
The Arrow and the Song
Because I Could Not Stop for Death
Structure and Style 2B: Unit 8 (Weeks 19-21), Unit 9, Response to Literature
Formal Essay Models, Formal Critique, Response to Literature
Fix It! Grammar: Mowgli and Shere Khan Level 4
Weekly Lessons 25-30
Main Clause, Participial Phrasing, Unnecessary Commas, Compound Adjective
Populations and Ecosystems: observing animals and habitats, producers, decomposers, biomass, food chains
Cambridge Latin Course Book III: Stage 27 cont, 28-30
Result clauses, expressions of time, impersonal verbs, present and imperfect passive, perfect passive, pluperfect passive
Middle School Fitness: Unit 7: Racket & Paddle Skills Unit 8: Fitness Testing

	Quarter 1
Literature	Robinson Crusoe Lord of the Flies
Mathematics	Art of Problem Solving, Introduction to Algebra: Chapter 1-4 Follow the Rules (orders of operations, etc.), x Marks the spot (expressions), One-Variable Linear Equations, More Variables
History/ Geography	Land of Hope Chapter 12-15 Becoming a World Power, The Progressive Era, Woodrow Wilson and the Great War
Poetry	Ozymandias Death Be Not Proud
Writing	Structure and Style 3B: (will be published in Fall 2024)
Grammar	Fix It! Grammar: Frog Prince, Level 5 Weekly Lessons 1-8 Parts of Speech, Capitalization
Science	Heredity and Adaptation: the fossil record, lines of descent, inheriting traits, natural selection
Latin	Cambridge Latin Course Book III: Stage 31-33 Ablative absolute, deponent verbs, gerundives of obligation, future participles, future active, future perfect active
PE	Middle School Fitness Pacing Guide: Introduction to La Sierra Program, Fitness Testing, Soccer, Volleyball, Outdoor Games

Quarter 2
Teacher Selection of text(s) and short stories from the approved student book/short story list.
<p>Art of Problem Solving, Introduction to Algebra: Chapter 5-8</p> <p>Multi-Variable Linear Equations, Ratios and Percents, Proportion, Graphing Lines</p>
<p>Land of Hope Chapter 16-19</p> <p>The New Deal, World War II, The Cold War</p>
In Flanders Fields
O Captain! My Captain!
Structure and Style 3B: (will be published in Fall 2024)
<p>Fix It! Grammar: Frog Prince Level 5</p> <p>Weekly Lessons 9-16</p> <p>Punctuation, Clauses</p>
Electromagnetic Force: friction, force over distance, magnetic fields, circuits, energy transfer
<p>Cambridge Latin Course Book III: Stage 34</p> <p>Course Book IV: Stage 35-36</p> <p>Present passive infinitive, future passive, indirect statement, present subjunctive, word order in poetry</p>
<p>Middle School Fitness Pacing Guide: La Sierra Fitness throughout, Hockey, Gymnastics/Wrestling, Outdoor Games</p>

Quarter 3

Romeo & Juliet

Art of Problem Solving, Introduction to Algebra:
Chapter 9-11

Introduction to Inequalities, Quadratic Equations Part 1,
Special Factorization

South Carolina: Our History, Our Home

Chapter 1-8

Geography, The Government of South Carolina, Early
Inhabitants, Founding Colonies, Settlement and Royal Colony,
The Revolutionary War, Antebellum Era

Sonnets 30 & 60

Structure and Style 3B:
(will be published in Fall 2024)

Fix It! Grammar: Frog Prince Level 5
Weekly Lessons 17-24

Phrases, Homophones

Waves: spring waves, sound waves, energy in waves, mirrors,
color, refraction

Science project (*optional*)

Cambridge Latin Course Book IV:
Stage 37-40

Indirect statement, perfect subjunctive, fearing clauses,
indirect statement after verbs in the past tense

Middle School Fitness Pacing Guide:
La Sierra Fitness throughout, Fitness Testing, Basketball,
Kickball, Football, Outdoor Games, Dodgeball

Quarter 4
To Kill a Mockingbird
Art of Problem Solving, Introduction to Algebra: Chapter 13, 16, 17, 18
Quadratic Equations - Part 2 (Completing the Square and the Quadratic Formula), Functions, Graphing Functions, Polynomials
South Carolina: Our History, Our Home
Chapter 9-16
The Civil War, Reconstruction, The Progressive Era, The Twenties and Thirties, World War II, Cold War, Civil Rights,
Pied Beauty
Do Not Go Gentle into That Good Night
Structure and Style 3B: (will be published in Fall 2024)
Fix It! Grammar: Frog Prince Level 5
Weekly Lessons 25-30
Other Concepts, Stylistic Techniques
Planetary Science: Earth's systems, relationship between Earth and the sun, phases of the moon, craters, the solar system
Cambridge Latin Course Book IV: Stage 41-43
Present subjunctive passive, conditional sentences, imperfect subjunctive passive, gerund: genitive and ablative
Middle School Fitness Pacing Guide: La Sierra Fitness throughout, Badminton, Running Games, Fitness Testing

2026						
JULY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						0
AUGUST						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					4
SEPTEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21
OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						20.5
NOVEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						17
DECEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						14

2027						
JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18
FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						18
MARCH						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						21.5
APRIL						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17
MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20
JUNE						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1*	2*	3*	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						0

School in Session
First / Last Days
No School / PD
Early Release / Conferences
No School

Student Contact Days	171
• Weather Make-Up Days	3

Daily Schedule	7:40 a.m.	3:00 p.m.
----------------	-----------	-----------

Total Minutes	440	Hours
K-2 Instructional Minutes	370	1055
3-6 Instructional Minutes	380	1083
7-8 Instructional Minutes	370	1055

Ascent Classical Academies

Grammar School (K-6) Sample Daily Schedule

Time	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7:40-7:50	Opening	Opening	Opening	Opening	Opening	Opening
7:50-8:00						
8:00-8:10		Reading/ Writing	Reading/ Writing	Literature/ Writing	Literature/ Writing	
8:10-8:20	Phonics/ Reading/ Orthography					Orthography/ Grammar/ Handwriting
8:20-8:30						
8:30-8:40		Phonics/ Reading/ Orthography	Phonics/ Reading/ Orthography	Orthography/ Grammar/ Handwriting	Orthography/ Grammar/ Handwriting	
8:40-8:50						
8:50-9:00	Recess					Recess
9:00-9:10						
9:10-9:20	History/ Science	Literature	Literature	Recess	Recess	
9:20-9:30						Art/Music
9:30-9:40		Recess	Recess	Literature	Literature	
9:40-9:50	Reading					
9:50-10:00						
10:00-10:10						
10:10-10:20	Singapore Math	Singapore Math	Singapore Math	Singapore Math	Singapore Math	Singapore Math
10:20-10:30						
10:30-10:40						
10:40-10:50						
10:50-11:00	Lunch			Art/Music	PE	Lunch
11:00-11:10		History	History			
11:10-11:20	Recess					
11:20-11:30						
11:30-11:40				Lunch	Lunch	PE
11:40-11:50						
11:50-12:00	Art/Music	Science	Science			
12:00-12:10						
12:10-12:20				PE	Art/Music	
12:20-12:30						Science
12:30-12:40	Literature	Lunch	Lunch			
12:40-12:50						
12:50-1:00						
1:00-1:10		Art/Music	PE	History	Science	
1:10-1:20						History
1:20-1:30	PE					
1:30-1:40		Recess	Recess			
1:40-1:50						
1:50-2:00		PE	Art/Music	Science	History	Recess
2:00-2:10	Phonics					

2:10-2:20	LUNCH					
2:20-2:30		Reading	Reading	Recess	Recess	Literature/ Writing
2:30-2:40	Recess					
2:40-2:50		Math Facts	Math Facts	Math Facts	Math Facts	
2:50-3:00	Math Facts					Math Facts

Grade 6

Opening

Orthography/
Grammar/
Handwriting

Recess

PE

Singapore
Math

Lunch

Art/Music

Science

History

Recess

Literature/
Writing

Math Facts

Ascent Classical Academies
Grades 7-8 Sample Daily Schedule

Time	Grade 7	Grade 8
7:40-8:30 Period 1	English	Science
8:35-9:25 Period 2	Science	Algebra I
9:30-10:20 Period 3	Pre-Algebra	Latin
10:25-11:15 Period 4	Latin	English
11:15-11:55	Lunch	Lunch
11:55-12:45 Period 5	Fine Arts Elective	History
12:50-1:40 Period 6	History	Fine Arts Elective
1:45-2:35 Period 7	Elective/P.E.	Elective/P.E.
2:40-3:00 Period 8	Study Hall	Study Hall

Ascent Classical Academies

Grades 9-12 Sample Daily Schedule

Time	Grade 9A	Grade 9B	Grade 10A	Grade 10B	Grade 11A
7:40-8:30 Period 1	Biology I	Geometry / Algebra II	British Literature	Geometry / Algebra II	American Government / Moral Philosophy
8:35-9:25 Period 2	Latin I	West. Civ. I	Chemistry	British Literature	American History
9:30-10:20 Period 3	Algebra / Geometry	Composition / Elective	Elective	Elective	American Literature
10:25-11:15 Period 4	Composition / Elective	Classical Literature	Algebra II / Pre- Calculus	West. Civ. II	Elective
11:15-11:55	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:45 Period 5	West. Civ. I	Biology I	West. Civ. II	Chemistry	Algebra II / Pre- Calculus
12:50-1:40 Period 6	Classical Literature	Latin I	Elective	Elective	Physics / Chemistry
1:45-2:35 Period 7	Elective/P.E.	Elective/P.E.	Elective / Computer Science	Elective / Computer Science	Elective
2:40-3:00 Period 8	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall

Grade 11B	Grade 12A	Grade 12B
American History	Modern European History	Modern Literature
Physics	20th C. American History / Economics	20th C. American History / Economics
American Government / Moral Philosophy	Elective	Elective
Elective	Pre-Calculus / Calculus	Calculus
Lunch	Lunch	Lunch
American Literature	Elective	Elective
Pre-Calculus / Calculus	Modern Literature	Modern European History
Elective	Elective	Elective
Study Hall	Study Hall	Study Hall



FIRSTBANK

14185 W. COLFAX DRIVE GOLDEN, CO 80401 303-239-9000

April 24, 2025

To whom this may concern,

Ascent Classical Academies is a valued customer of FirstBank of Colorado. Ascent Classical Academies has multiple accounts in good standing with the bank and these accounts have been handled appropriately since the start of our business relationship in 2016.

FirstBank of Colorado has been in business for over 50 years. Please contact me directly with any questions.

Sincerely,

Jesus T Barragan Sanchez

Assistant Branch Manager

FirstBank – WEST/MILLS

14185 W Colfax Avenue Golden, CO 80401

303.239.5507 | jesus.barragansanchez@efirstbank.com

Appendix F Federal Documentation of Tax-Exempt Status

The school has not yet been recognized as a tax-exempt organization and will submit its IRS Form 1023 during the approval process.

Appendix A1 – Evidence of Securing a Facility

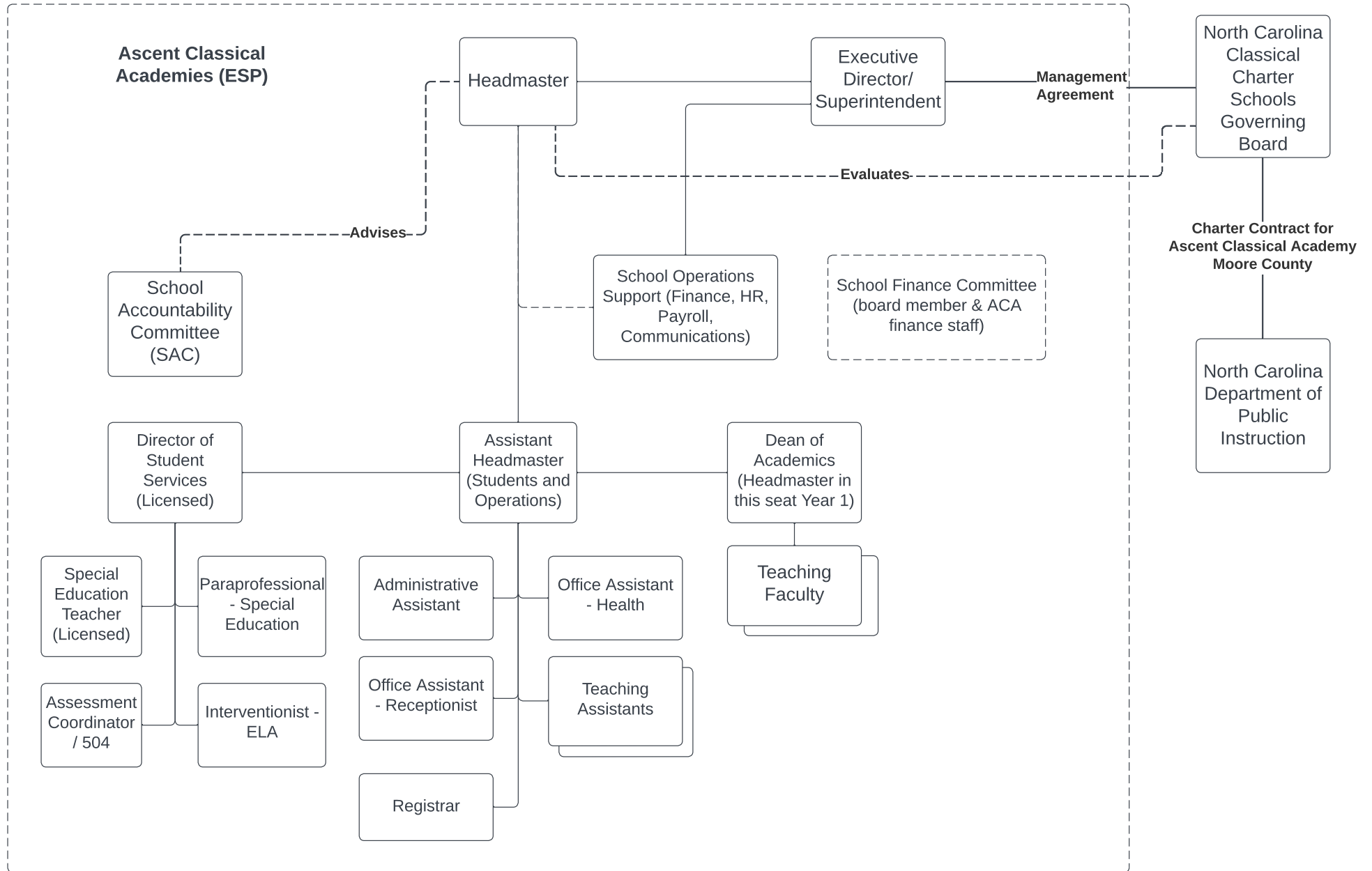
The school has an executed Letter of Intent to purchase a property, contingent on the approval of the charter application. The school does not wish to include details of this property in a public document at this point but will provide additional information directly to the NCDPI team.

Appendix A3.1 Replication Educational Outcomes

Ascent Classical Academies has established and operated classical charter schools in other states that serve as its basis for replication. Since this will be ACA's first campus in NC, it is unable to provide performance data for schools in the state.



Ascent Classical Academy Moore County Campus Organizational Chart - Year 1



APPENDIX O. If the school leader has been identified, attach the school leader's one-page resume.

A headmaster has not yet been selected.

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Mark Dillon	Vice-Chair/Secretary	720-728-6305	nc.board@ascentclassical.org	Oconee	Executive/Retired Military		
Chris Owens	Chair	720-728-6305	nc.board@ascentclassical.org	Gaston	Education/Nonprofit management		
Scott Gessler	Director	720-728-6305	nc.board@ascentclassical.org	Denver	Attorney	Law	No
Caroline Kelly	Director	720-728-6305	nc.board@ascentclassical.org	Moore	Retired Educator		
Ariane Mestelle	Treasurer	720-728-6305	nc.board@ascentclassical.org	Moore	Entrepreneur/Business		

**ASCENT CLASSICAL ACADEMY
CHARTER SCHOOLS, INC**

FINANCIAL STATEMENTS
With Independent Auditors' Report

For the Year Ended June 30, 2022

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
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JUNE 30, 2022

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of the Ascent Classical Academy Charter Schools, Inc, as of and for the year ended June 30, 2022 and the related notes to the financial statements, which collectively comprise the Ascent Classical Academy Charter Schools, Inc's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Ascent Classical Academy Charter Schools, Inc, as of June 30, 2022 and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Ascent Classical Academy Charter Schools, Inc and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Ascent Classical Academy Charter Schools, Inc's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government*

Auditing Standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Ascent Classical Academy Charter Schools, Inc's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Ascent Classical Academy Charter Schools, Inc's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Ascent Classical Academy Charter Schools, Inc's basic financial statements. The accompanying combining fund financial statements and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from

and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining fund financial statements and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 11, 2022 on our consideration of the Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting and compliance.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 11, 2022

Ascent Classical Academy Charter Schools, Inc
Management's Discussion and Analysis
Fiscal Year Ending June 30, 2022

As management of Ascent Classical Academy Charter Schools, Inc (ACACS or the School), we offer readers of Ascent Classical Academy Charter Schools, Inc's basic financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2022. We encourage readers to consider the information presented here in conjunction with additional information provided in the accompanying financial statements.

Financial Highlights

As of June 30, 2022, net position increased by \$1,822,277 to \$2,970,800. Ascent Classical Academy Charter Schools, Inc's governmental fund reported an ending fund balance of \$3,111,794, an increase of \$2,125,685 from the prior year.

The operations of the School are funded primarily by tax revenue received under the Colorado School Finance Act in Per Pupil Revenue (PPR). Tax revenue for the year from PPR was \$11,304,264.

Overview of Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net position presents information on the School's assets and liabilities, and deferred inflows and outflows, with the difference being reported as net position. Over time, the increases or decreases in net position may serve as a useful indicator of whether the financial position is improving or deteriorating.

The statement of activities presents information showing how net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of the related cash flows. Thus, revenues and expenses are reported in the statement for some items that will only result in cash flows in future periods (for example, salaries and benefits earned but unpaid as of year-end).

The government-wide statement of activities distinguishes functions/programs of the School supported primarily by Per Pupil Revenue or other revenues passed through from the School's authorizer (Colorado Charter School Institute). The governmental activities of ACACS include instruction and supporting services.

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School keeps track of these monies to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains one governmental fund and adopts an annually appropriated budget for the fund. A budgetary comparison schedule is included to demonstrate that spending did not exceed the budget.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements.

Government-Wide Financial Analysis

Of the School's total net position, \$(143,177) is invested in capital assets. Additionally, within total net position, \$143,700 is recognized as restricted for Special Education and \$400,000 restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR Amendment.

Ascent Classical Academy Charter Schools, Inc's Net Position

	2021-2022	2020-2021
ASSETS		
Cash and Investments	\$ 3,736,120	\$ 871,718
Grants Receivable	925,551	-
Intergovernmental Accounts Receivable	125,449	-
Receivables	109,370	659,643
Deposits	25,000	-
Prepays	94,994	91,530
Capital Assets, Net of Accumulated Depreciation	<u>2,182,763</u>	<u>300,957</u>
TOTAL ASSETS	<u>7,199,247</u>	<u>1,923,848</u>
LIABILITIES		
Accounts Payable and Other Accrued Liabilities	1,747,729	619,607
Unearned Revenue	156,961	17,175
Noncurrent Liabilities		
Due within One Year	2,216,226	-
Due in more than one year	<u>107,531</u>	<u>138,543</u>
TOTAL LIABILITIES	<u>4,228,447</u>	<u>775,325</u>
NET POSITION		
Net Investment in Capital Assets	(143,177)	300,957
Restricted for Emergencies	400,000	249,000
Restricted for Special Education	143,700	92,000
Unrestricted	<u>2,570,277</u>	<u>506,566</u>
TOTAL NET POSITION	<u><u>\$ 2,970,800</u></u>	<u><u>\$ 1,148,523</u></u>

Ascent Classical Academy Charter Schools, Inc's Change in Net Position

	2021-2022	2020-2021
REVENUES		
Per Pupil Revenue	\$ 11,304,264	\$ 6,521,549
Mill Levy Override	569,181	516,232
Grants and Contributions Not Restricted to Specific Programs	54,895	248,563
Charges for Services	247,001	142,617
Operating Grants and Contributions	2,362,658	1,284,654
Capital Grants and Contributions	245,627	249,614
Miscellaneous	<u>10,074</u>	<u>7,155</u>
 TOTAL REVENUE	 <u>14,793,700</u>	 <u>8,970,384</u>
 EXPENSES		
Instruction	7,784,981	3,793,533
Supporting Services	5,013,349	4,277,791
Interest	<u>173,093</u>	<u>13,333</u>
 TOTAL EXPENSES	 <u>12,971,423</u>	 <u>8,084,657</u>
 CHANGE IN NET POSITION	 1,822,277	 885,727
 NET POSITION, Beginning, restated	 <u>1,148,523</u>	 <u>262,796</u>
 NET POSITION, Ending	 <u><u>\$ 2,970,800</u></u>	 <u><u>\$ 1,148,523</u></u>

Financial Analysis of the Government's Fund

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance related legal requirements.

The focus of the School's governmental fund is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, unassigned fund balance may serve as a useful measure of the School's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the School's General Fund reported an ending fund balance of \$3,111,794, an increase of \$2,125,685 from the prior year. These amounts are different from the Statement of Net Position due to recognition of capital assets and long-term liabilities included in the Statement of Net Position.

General Fund Budgetary Highlights

ACACS recognized \$1,285,589 more revenue than expected and spent \$395,445 less than planned, when compared to the final budget. There were budget amendments during the year, which reflected changes in revenues and expenditures. Overall, revenue and expenses were fine-tuned to account for changes to student enrollment.

Capital Assets & Long-Term Debt

The School has invested in capital assets for buildings and improvements and equipment. More information regarding capital assets may be found in Note 4 to the financial statements. Depreciation expenses for capital assets are booked under the Instruction and Supporting Services program of the School's operations.

Information regarding long-term debt may be found in Note 6 to the financial statements.

Economic Factors and Next Year's Budget

The primary factor driving the budget for Ascent Classical Academy Charter Schools, Inc is student enrollment. Enrollment for the 2021-2022 school year was 1,302.50 funded students. Enrollment projected for 2022-2023 is 1,459.96 funded students. This factor was considered when preparing ACACS's budget for 2022-2023.

Requests for Information

This financial report is designed to provide a general overview of Ascent Classical Academy Charter Schools, Inc's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the School:

Ascent Classical Academy Charter Schools, Inc
4690 Table Mountain Drive, Suite 100
Golden, CO 80403

BASIC FINANCIAL STATEMENTS

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF NET POSITION
JUNE 30, 2022

	<u>Governmental Activities</u>
ASSETS	
Cash and investments	\$ 3,736,120
Grants Receivable	925,551
Intergovernmental Accounts Receivable	125,449
Other Receivables	109,370
Deposits	25,000
Prepays	94,994
Capital assets net of accumulated depreciation/amortization	<u>2,182,763</u>
 Total Assets	 <u>7,199,247</u>
LIABILITIES	
Accounts payable and other accrued liabilities	1,747,729
Unearned revenue	156,961
Long-term liabilities	
Due within one year	2,216,226
Due in more than one year	<u>107,531</u>
 Total Liabilities	 <u>4,228,447</u>
NET POSITION	
Net investment in capital assets	(143,177)
Restricted for:	
TABOR	400,000
Special Education	143,700
Unrestricted	<u>2,570,277</u>
 Total Net Position	 <u><u>\$ 2,970,800</u></u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenue</u>			<u>Net (Expense)</u> <u>Revenue and</u> <u>Changes in Net</u> <u>Position</u>
		<u>Charges for</u> <u>Services</u>	<u>Operating</u> <u>Grants and</u> <u>Contributions</u>	<u>Capital Grants</u> <u>and</u> <u>Contributions</u>	<u>Governmental</u> <u>Activities</u>
Governmental activities:					
Instruction	\$ 7,784,981	\$ 247,001	\$ 2,355,162	\$ -	\$ (5,182,818)
Supporting services	5,013,349	-	7,496	245,627	(4,760,226)
Interest	173,093	-	-	-	(173,093)
Total governmental activities	<u>\$ 12,971,423</u>	<u>\$ 247,001</u>	<u>\$ 2,362,658</u>	<u>\$ 245,627</u>	<u>(10,116,137)</u>
General revenues:					
Per pupil revenue					11,304,264
Mill levy override					569,181
Grants and contributions not restricted to specific programs					54,895
Miscellaneous					<u>10,074</u>
Total general revenues					<u>11,938,414</u>
Change in net position					<u>1,822,277</u>
Net position - beginning					<u>1,148,523</u>
Net position - ending					<u>\$ 2,970,800</u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
BALANCE SHEET
GENERAL FUND
JUNE 30, 2022

ASSETS

Cash and investments	\$ 3,736,120
Grants receivables	925,551
Intergovernmental receivables	125,449
Other receivables	109,370
Deposits	25,000
Prepays	<u>94,994</u>

Total Assets	<u><u>\$ 5,016,484</u></u>
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LIABILITIES

Accounts payable and other accrued liabilities	\$ 1,747,729
Unearned revenue	<u>156,961</u>

Total Liabilities	<u>1,904,690</u>
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FUND BALANCE

Non-spendable	94,994
Restricted for TABOR	400,000
Restricted for Special Education	143,700
Unassigned	<u>2,473,100</u>

Total Fund Balance	<u>3,111,794</u>
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Total Liabilities and Fund Balance	<u><u>\$ 5,016,484</u></u>
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The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
RECONCILIATION OF THE GENERAL FUND BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2022

Amounts reported for Governmental Activities in the Statement of Net Position are different because:

Total Fund Balance of Governmental Funds	\$ 3,111,794
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the governmental funds.	2,182,763
Long-term liabilities and related items are not due and payable in the current year and, therefore, are not reported in government funds:	
Leases payable	<u>(2,323,757)</u>
Total Net Position of Governmental Activities	<u><u>\$ 2,970,800</u></u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2022

REVENUES

Local sources	\$ 1,177,214
State sources	12,368,540
Federal sources	<u>1,247,946</u>
 Total revenues	 <u>14,793,700</u>

EXPENDITURES

Instruction	6,166,533
Supporting services	5,094,761
Debt service	
Interest	175,276
Principal	<u>1,254,189</u>
 Total expenditures	 <u>12,690,759</u>

Excess (deficiency) of revenues over expenditures	2,102,941
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OTHER FINANCING SOURCES (USES)

Proceeds from long-term debt	<u>22,744</u>
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Net change in fund balance	2,125,685
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Fund balance, beginning	<u>986,109</u>
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Fund balance, ending	<u><u>\$ 3,111,794</u></u>
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The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
RECONCILIATION OF THE STATEMENT OF
REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE TO THE
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022

Amounts reported for Governmental Activities in the Statement of Activities are different because:

Net Change in Fund Balance of Governmental Funds	\$	2,125,685
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Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current year.

Depreciation/amortization expense	\$(1,712,565)		
Capital outlays	175,529		(1,537,036)

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of the governmental funds. Neither transaction, however, has any effect on net position

Redemption of principal	\$ 1,256,372		
Lease proceeds	(22,744)		1,233,628

Change in Net Position of Governmental Activities	\$	1,822,277
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The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Ascent Classical Academy Charter Schools, Inc (the “Network”) have been prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). The more significant accounting policies established in GAAP and used by the Network are discussed below.

A. REPORTING ENTITY

The Ascent Classical Academy Charter Schools, Inc is a federal 501(c)(3) tax-exempt, state nonprofit corporation, organized in 2017 pursuant to the Colorado Charter Schools Act to form and operate charter schools within the State of Colorado.

The Network comprises of two charter schools: Ascent Classical Academy of Douglas County (“Douglas County”) and Ascent Classical Academy of Northern Colorado (“Northern Colorado”). Both schools operate under contract with the Colorado Charter School Institute.

The financial reporting entity consists of the Network and organizations for which the Network is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the Network. In addition, any legally separate organizations for which the Network is financially accountable are considered part of the reporting entity. Financial accountability exists if the Network appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on, the Network.

Based upon the application of these criteria, there are no organizations that should be included in the Network’s reporting entity.

B. GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENT PRESENTATION

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the Network and its component units. Any fiduciary activities are reported only in the fund financial statements. *Governmental activities* are supported by per pupil revenue and intergovernmental revenues.

The statement of activities demonstrates the degree to which direct expenses of given functions or segments are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include (1) charges to students or other service users who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment, and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. All taxes, including those dedicated for specific purposes, and other internally dedicated resources are reported as *general revenues* rather than as program revenues.

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds. Separate financial statements are provided for governmental funds. As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are charges for interfund services provided and used, the elimination of which would distort the direct costs and program revenues reported for the various functions.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENT PRESENTATION (CONTINUED)

The emphasis of fund financial statements is on major funds. Major individual funds are reported as separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as non-major funds.

The Network reports the following major governmental fund:

The *General Fund* is the Network's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

C. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the period or soon enough thereafter to pay liabilities of the current fiscal period. For this purpose, the Network considers revenues to be available if they are collected within 120 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences are recorded only when payment is due. General capital asset acquisitions, including entering into contracts giving the Network the right to use leased assets, are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under leases are reported as other financing sources.

Interest and charges for services associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source (within 120 days of year-end). All other revenue items are considered to be measurable and available only when cash is received by the Network.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*D. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/
FUND BALANCE*

Cash and cash equivalents

Cash and cash equivalents include cash on hand and in the bank and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with a maturity of less than one year when purchased, non-negotiable certificates of deposit, and other nonparticipating investments are stated at cost or amortized cost. Investments with a maturity greater than one year when purchased are stated at fair value. Fair value is the price that would be received to sell an investment in an orderly transaction at year end.

Local government investment pools in Colorado must be organized under Colorado Revised Statutes, which allows certain types of governments within the state to pool their funds for investment purposes. Investments in such pools are reported at net asset value.

Receivables

All receivables are reported at their gross values and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible.

Prepaid items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

Capital assets

Capital assets include tangible and intangible assets that are reported in the governmental activities column in the government-wide financial statements. Capital assets, except for lease assets, are defined by the Network as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of two years. For lease assets, only those intangible lease assets that cost more than \$15,000 are reported as capital assets.

As the Network constructs or acquires capital assets each period they are capitalized and reported at historical cost (except for intangible right-to-use lease assets, the measurement of which is discussed in Note 1 D. *Leases* below). The reported value excludes normal maintenance and repairs, which are amounts spent in relation to capital assets that do not increase the asset's capacity or efficiency or increase its estimated useful life. Donated capital assets are recorded at acquisition value at the date of donation. Acquisition value is the price that would be paid to acquire an asset with equivalent service potential on the date of the donation. Intangible assets follow the same capitalization policies as tangible capital assets and are reported with tangible assets in the appropriate capital asset class.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*D. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/
FUND BALANCE (CONTINUED)*

Land and construction in progress are not depreciated. The other tangible and intangible assets of the Network are depreciated/amortized using the straight-line method over the following estimated useful lives:

Buildings and improvements	10 -20 years
Equipment	5 years

Unearned Revenue

Unearned revenue includes resources received by the Network before the related revenue can be recognized because the earnings process is not complete.

Leases

Lessee: The Network is a lessee for noncancellable leases of buildings and equipment. The Network recognizes a lease liability and an intangible right-to-use lease assets in the government-wide financial statements. The Network recognizes lease liabilities with an initial, individual value of \$15,000 or more.

At the commencement of a lease, the Network initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

Key estimates and judgments related to leases include how the Network determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The Network uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the Network generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the Network is reasonably certain to exercise.

The Network monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets and lease liabilities are reported with long-term debt on the statement of net position.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*D. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/
FUND BALANCE (CONTINUED)*

Long-term liabilities

In the government-wide financial statements long-term debt and other long-term obligations are reported as liabilities in the governmental activities statement of net position. Bond premiums and discounts are deferred and amortized over the life of the debt using the straight-line method. Bonds payable are reported net of the applicable premium or discount.

In the fund financial statements, governmental fund types recognize premiums and discounts, as well as issuance costs, during the current period. The face amount of the debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Net position

For government-wide reporting the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources is called net position. Net position is comprised of three components: net investment in capital assets, restricted, and unrestricted.

Net investment in capital assets consists of capital assets, net of accumulated depreciation/amortization and reduced by outstanding balances of bonds, notes, and other debt that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

Restricted net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Assets are reported as restricted when constraints are placed on asset use either by external parties or by law through constitutional provision or enabling legislation.

Unrestricted net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that does not meet the definition of the two preceding categories.

Sometimes the Network will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the Network's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*D. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/
FUND BALANCE (CONTINUED)*

Fund balance classification

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the Network is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications available to be used in the governmental fund financial statements are as follows:

Nonspendable – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact.

Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation.

Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal resolution of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action that was used when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

Assigned – This classification includes amounts that are constrained by the Network's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Education or through the Board of Directors delegating this responsibility to management through the budgetary process. This classification also includes the remaining positive fund balance for any governmental funds except for the General Fund.

Unassigned – This classification includes the residual fund balance for the General Fund. The unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The Network would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

F. UPCOMING ACCOUNTING AND REPORTING CHANGES

GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*, provides guidance on the accounting and financial reporting for subscription-based informational technology arrangements (SBITAs). Under this statement, a government generally should recognize a right-to-use subscription asset—an intangible asset and a corresponding liability. The requirements of this statement are effective for fiscal years beginning after June 15, 2022.

Management has not yet determined the effect this statement will have on the Network's financial statements.

NOTE 2 – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgetary Information

Budgets are required by State law for all funds, except fiduciary funds. Management submits a proposed budget to the Board of Directors for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them. It also includes a statement describing the major objectives of the educational program to be undertaken by the Network and the manner in which the budget proposes to fulfill such objectives. Public hearings are conducted by the Board of Directors to obtain public comments.

On or before June 30, the budget is adopted by formal resolution. After the adoption of the budget, the board may review and change the budget at any time prior to January 31 of the fiscal year for which the budget was adopted. After January 31, the board may not review or change the budget except where money for a specific purpose from other than ad valorem taxes become available which could not have been reasonable foreseen at the time of the adoption of the budget. Expenditures may not legally exceed appropriations at the fund level. Authorization to transfer budgeted amounts between line items within any fund rests with Management. Revisions that alter the total expenditures in any fund must be approved by the Board of Directors. Appropriations are based on total funds expected to be available in each budget year, including beginning fund balances as established by the Board of Directors.

Budgets for all fund types are adopted on a basis consistent with Generally Accepted Accounting Principles (GAAP). GAAP-basis accounting requires that expenditures of salaries and related benefits be recorded in the fiscal year earned. Thus, Management budgets for all accrued salaries and related benefits earned but unpaid at June 30. Budgeted amounts reported in the accompanying financial statements are as originally adopted and as amended by Management and/or Board of Directors throughout the year. All appropriations lapse at the end of each fiscal year.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 3 – DEPOSITS AND INVESTMENTS

A summary of deposits and investments as of June 30, 2022 is as follows:

Deposits	<u>\$ 3,736,120</u>
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Deposits and investments are reported in the financial statements as follows:

Cash and investments	<u>\$ 3,736,120</u>
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Cash deposits with financial institutions

Custodial Credit Risk—deposits: Custodial credit risk is the risk that, in the event of a bank failure, the Network’s deposits might not be recovered. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The carrying amount of the Network’s deposits at June 30, 2022 was \$3,736,120 and the bank balances were \$3,300,672. Of the bank balances, \$250,000 were covered by federal deposit insurance, and the remaining balance was uninsured but collateralized in accordance with the provisions of the PDPA.

Investments

The Network is authorized by Colorado statutes to invest in the following:

- Obligations of the United States and certain U.S. government agencies’ securities;
- Certain international agencies’ securities;
- General obligation and revenue bonds of U.S. local government entities;
- Bankers’ acceptances of certain banks;
- Certain commercial paper;
- Local government investment pools;
- Written repurchase agreements collateralized by certain authorized securities;
- Certain money market fund;
- Guaranteed investment contracts.

The Network had no investments as of June 30, 2022.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 4 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2022 was as follows:

	Beginning Balance, As <u>Restated</u>	<u>Increases</u>	<u>Decreases</u>	Ending Balance
<i>Governmental activities</i>				
Capital assets being depreciated:				
Buildings and improvements	\$ 249,563	\$ 140,135	\$ -	\$ 389,698
Equipment	<u>91,070</u>	<u>12,650</u>	<u>-</u>	<u>103,720</u>
Total capital assets being depreciated	<u>340,633</u>	<u>152,785</u>	<u>-</u>	<u>493,418</u>
Less accumulated depreciation for:				
Buildings and improvements	(20,397)	(27,207)	-	(47,604)
Equipment	<u>(19,279)</u>	<u>(18,214)</u>	<u>-</u>	<u>(37,493)</u>
Total accumulated depreciation	<u>(39,676)</u>	<u>(45,421)</u>	<u>-</u>	<u>(85,097)</u>
Total capital assets being depreciated, net	<u>300,957</u>	<u>107,364</u>	<u>-</u>	<u>408,321</u>
Lease assets being amortized:				
Buildings and improvements	3,262,756	-	-	3,262,756
Equipment	<u>156,086</u>	<u>22,744</u>	<u>-</u>	<u>178,830</u>
Total lease assets being amortized	<u>3,418,842</u>	<u>22,744</u>	<u>-</u>	<u>3,441,586</u>
Less accumulated amortization for:				
Buildings and improvements	-	(1,631,378)	-	(1,631,378)
Equipment	<u>-</u>	<u>(35,766)</u>	<u>-</u>	<u>(35,766)</u>
Total accumulated amortization	<u>-</u>	<u>(1,667,144)</u>	<u>-</u>	<u>(1,667,144)</u>
Total lease assets being amortized, net	<u>3,418,842</u>	<u>(1,644,400)</u>	<u>-</u>	<u>1,774,442</u>
Capital assets, net of accumulated depreciation/amortization	<u>3,719,799</u>	<u>(1,537,036)</u>	<u>-</u>	<u>2,182,763</u>
Total governmental activities capital assets	<u>\$ 3,719,799</u>	<u>\$ (1,537,036)</u>	<u>\$ -</u>	<u>\$ 2,182,763</u>

Depreciation/amortization expense was charged to the functions/programs of the governmental activities of the Network as follows:

Governmental Activities

Instruction	\$ 5,510
Supporting services	<u>1,707,055</u>
Total depreciation/amortization expense	<u>\$ 1,712,565</u>

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 5 – LEASES

Network as lessee

The Network, as a lessee, has entered into lease agreements involving educational facilities and equipment with lease terms ranging from 2 to 5 years. The total costs of these right-to-use lease assets are recorded as \$3,441,586, less accumulated amortization of \$1,667,144. The Network has determined that as of June 30, 2022, there is no loss associated with an impairment of the right-to-use lease asset.

The future lease payments under lease agreements as of June 30, 2022 are as follows:

Fiscal Year <u>Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 2,216,226	\$ 116,188	\$ 2,332,414
2024	40,128	5,376	45,504
2025	42,135	3,370	45,505
2026	25,268	1,263	26,531
2027	<u>-</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 2,323,757</u>	<u>\$ 126,197</u>	<u>\$ 2,449,954</u>

NOTE 6 – LONG-TERM LIABILITIES

Loan payable

On May 13, 2020, the Network executed a \$25,000 loan to finance operations. This loan bears interest at 8% with principal due at maturity on August 31, 2020. This loan was paid off during the year.

On May 10, 2021, the Network executed a \$113,543 loan to finance operations. This loan bears interest at 0% with principal interest due at maturity in 2023. This loan was paid off during the year.

Changes in the Network's long-term liabilities for the year ended June 30, 2022, are as follows:

	<u>Beginning Balance, As Restated</u>	<u>Debt Issued And Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Due Within One year</u>
<i>Governmental Activities</i>					
Loan payable	\$ 138,543	\$ -	\$ (138,543)	\$ -	\$ -
Leases	<u>3,418,842</u>	<u>22,744</u>	<u>(1,117,829)</u>	<u>2,323,757</u>	<u>2,216,226</u>
<i>Total Governmental Activities</i>	<u>\$ 3,557,385</u>	<u>\$ 22,744</u>	<u>\$ (1,256,372)</u>	<u>\$ 2,323,757</u>	<u>\$ 2,216,226</u>

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 7 - MANAGEMENT AGREEMENT

On October 17, 2017, the Network entered into a Management Agreement (Agreement) with Ascent Classical Academies (Ascent), a non-profit Colorado corporation. The Agreement continues until termination or expiration of the charter contract. Substantially all functions of the Network have been contracted to Ascent. Ascent is responsible and accountable to the Network's Board of Directors for the administration, operation and performance of the Network in accordance with the Network's contract with District to operate the Network. The Network pays Ascent a monthly continuing fee of 10% of qualified gross revenues received by the Network, net of any required withholding, for services performed.

The management fee earned by Ascent for the year ended June 30, 2022 was \$1,419,087. Ascent is responsible for all costs incurred in providing the educational program at the Network, which includes but is not limited to, salaries and benefits of all personnel, academic program implementation, finance, budgeting, payroll, human resources, support for school information technology systems, marketing and outreach, and other items identified in the Management Agreement.

NOTE 8 - RISK MANAGEMENT

The Network is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The Network carries commercial insurance for these risks of loss, including worker's compensation and employee health and accident insurance. Settled claims resulting from these risks have not exceeded commercial insurance coverage during the last three fiscal years.

NOTE 9 – COMMITMENTS AND CONTINGENCIES

Grants

The Network has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to a request for reimbursement to grantor agencies for expenditures disallowed under terms of the grant. However, in the opinion of the Network, any such adjustments will not have a material adverse effect on the financial position of the Network.

NOTE 10 - TAX, SPENDING, AND DEBT LIMITATIONS

Colorado voters passed an amendment to the State Constitution, Article X, Section 20, which has several limitations including revenue raising, spending abilities and other specific requirements of state and local governments.

The amendment requires emergency reserves be established. These reserves must be at least 3% of fiscal year spending. The Network is not allowed to use the emergency reserves to compensate for economic conditions, revenue shortfalls or salary and benefit increases. At June 30, 2022 there is a \$400,000 reservation of fund balance in the General Fund for the amendment.

The Amendment is complex and subject to judicial interpretation. The Network believes it is in compliance with the requirements of the amendment. However, the Network has made certain interpretations of the amendment's language in order to determine its compliance.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 11 – RELATED PARTY TRANSACTIONS

The Network entered into a lease for its facilities with The Bailey Company, LLLP (Note 5) which commenced on July 1, 2019. \$831,101 was paid under this lease during the year ended June 30, 2022. A member of the Network's board of directors is the CFO of this organization. This relationship was disclosed to other board members prior to voting on these transactions, and the related party board member was recused from all such votes.

NOTE 12 – ADOPTION OF NEW ACCOUNTING STANDARDS

Ascent Classical Academy Charter Schools, Inc implemented GASB Statement No. 87, *Leases*, effective July 1, 2021. This Statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. There is no effect on fund balance or net position as a result of the implementation of this standard. However, beginning lease assets and lease liabilities were restated by \$3,418,842 to reflect the net present value of financing leases as of June 30, 2021.

REQUIRED SUPPLEMENTARY INFORMATION

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2022

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
REVENUES				
Local sources	\$ 959,103	\$ 959,103	\$ 1,177,214	\$ 218,111
State sources	12,007,764	12,007,764	12,368,540	360,776
Federal sources	541,244	541,244	1,247,946	706,702
Total revenues	13,508,111	13,508,111	14,793,700	1,285,589
EXPENDITURES				
Instruction	6,707,613	6,707,613	6,166,533	541,080
Supporting services	6,378,591	6,378,591	5,094,761	1,283,830
Debt service:				
Interest	-	-	175,276	(175,276)
Principal	-	-	1,254,189	(1,254,189)
Total expenditures	13,086,204	13,086,204	12,690,759	395,445
Excess (deficiency) of revenues over expenditures	421,907	421,907	2,102,941	1,681,034
OTHER FINANCING SOURCES (USES)				
Proceeds from long-term debt	-	-	22,744	22,744
Net change in fund balances	421,907	421,907	2,125,685	1,703,778
Fund balances - beginning	300,696	300,696	986,109	685,413
Fund balance - ending	\$ 722,603	\$ 722,603	\$ 3,111,794	\$ 2,389,191

See the accompanying Independent Auditors' Report.

SUPPLEMENTARY INFORMATION

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
COMBINING BALANCE SHEET
GENERAL FUND
JUNE 30, 2022

	Douglas County	Northern County	Total
ASSETS			
Cash and investments	\$ 2,700,054	\$ 1,036,066	\$ 3,736,120
Grant receivables	516,193	409,358	925,551
Intergovernmental receivables	75,842	49,607	125,449
Other receivables	80,598	28,772	109,370
Due from other funds	4,489	35,090	39,579
Deposits	-	25,000	25,000
Prepays	94,994	-	94,994
	<u>94,994</u>	<u>-</u>	<u>94,994</u>
 Total Assets	 <u><u>\$ 3,472,170</u></u>	 <u><u>\$ 1,583,893</u></u>	 <u><u>\$ 5,056,063</u></u>
LIABILITIES			
Accounts payable and other accrued liabilities	\$ 1,224,781	\$ 522,948	\$ 1,747,729
Due to other funds	35,090	4,489	39,579
Unearned revenue	87,520	69,441	156,961
	<u>87,520</u>	<u>69,441</u>	<u>156,961</u>
 Total Liabilities	 <u>1,347,391</u>	 <u>596,878</u>	 <u>1,944,269</u>
FUND BALANCE			
Non-spendable	94,994	-	94,994
Restricted for:			
TABOR	250,000	150,000	400,000
Special Education	85,600	58,100	143,700
Unassigned	1,694,185	778,915	2,473,100
	<u>1,694,185</u>	<u>778,915</u>	<u>2,473,100</u>
 Total Fund Balance	 <u>2,124,779</u>	 <u>987,015</u>	 <u>3,111,794</u>
 Total Liabilities and Fund Balance	 <u><u>\$ 3,472,170</u></u>	 <u><u>\$ 1,583,893</u></u>	 <u><u>\$ 5,056,063</u></u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2022

	Douglas County	Northern Colorado	Total
REVENUES			
Local sources	\$ 1,009,311	\$ 167,903	\$ 1,177,214
State sources	7,548,610	4,819,930	12,368,540
Federal sources	700,100	547,846	1,247,946
Total revenues	9,258,021	5,535,679	14,793,700
EXPENDITURES			
Instruction	3,740,111	2,426,422	6,166,533
Supporting services	3,084,851	2,009,910	5,094,761
Debt service			
Interest	92,262	83,014	175,276
Principal	769,255	484,934	1,254,189
Total expenditures	7,686,479	5,004,280	12,690,759
Excess (deficiency) of revenues over expenditures	1,571,542	531,399	2,102,941
OTHER FINANCING SOURCES (USES)			
Proceeds from long-term debt	-	22,744	22,744
Net change in fund balance	1,571,542	554,143	2,125,685
Fund balance, beginning	553,237	432,872	986,109
Fund balance, ending	\$ 2,124,779	\$ 987,015	\$ 3,111,794

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
DOUGLAS COUNTY
FOR THE YEAR ENDED JUNE 30, 2022

	Final Budget	Actual	Variance with Final Budget Positive (Negative)
REVENUES			
Local sources	\$ 854,264	\$ 1,009,311	\$ 155,047
State sources	7,344,371	7,548,610	204,239
Federal sources	102,452	700,100	597,648
Total revenues	8,301,087	9,258,021	956,934
EXPENDITURES			
Instruction	4,242,809	3,740,111	502,698
Support services	3,748,963	3,084,851	664,112
Debt service	-	861,517	(861,517)
Total expenditures	7,991,772	7,686,479	305,293
Net change in fund balance	309,315	1,571,542	1,262,227
Fund balance, beginning	179,665	553,237	373,572
Fund balance, ending	\$ 488,980	\$ 2,124,779	\$ 1,635,799

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
NORTHERN COLORADO
FOR THE YEAR ENDED JUNE 30, 2022

	Final Budget	Actual	Variance with Final Budget Positive (Negative)
REVENUES			
Local sources	\$ 104,839	\$ 167,903	\$ 63,064
State sources	4,663,393	4,819,930	156,537
Federal sources	438,792	547,846	109,054
Total revenues	5,207,024	5,535,679	328,655
EXPENDITURES			
Instruction	2,464,804	2,426,422	38,382
Support services	2,629,628	2,009,910	619,718
Debt service	-	567,948	(567,948)
Facilities acquisition and construction	-	-	-
Total expenditures	5,094,432	5,004,280	90,152
Excess (deficiency) of revenues over expenditures	112,592	531,399	418,807
OTHER FINANCING SOURCES (USES)			
Proceeds from long-term debt	-	22,744	22,744
Net change in fund balance	112,592	554,143	441,551
Fund balance, beginning	121,031	432,872	311,841
Fund balance, ending	\$ 233,623	\$ 987,015	\$ 753,392

See the accompanying independent auditors' report.

COMPLIANCE SECTION

SINGLE AUDIT

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Additional Award Identification	Pass-Through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. Department of Education					
Passed Through Colorado Department of Education					
<i>Special Education Cluster</i>					
Special Education: Grants to States IDEA Part B	84.027		4027	\$	93,700
Public Charter School Grant	84.282		5282		732,080
English Language Acquisition Grants	84.365		4365		2,337
Improving Teacher Quality State Grants	84.367		4367		7,496
Education Stabilization Fund					
ESSER III	84.425U	COVID-19	4414		248,892
ESSER II	84.425D	COVID-19	4420		161,235
ESSER I	84.425D	COVID-19	4425		2,206
Total U.S. Department of Education				<u>-</u>	<u>1,247,946</u>
Total Federal Awards				<u>\$ -</u>	<u>\$ 1,247,946</u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2022

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Ascent Classical Academy Charter Schools, Inc under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Ascent Classical Academy Charter Schools, Inc, it is not intended to and does not present the financial position, changes in net position, or cash flows of Ascent Classical Academy Charter Schools, Inc.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the modified-accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

NOTE 3 – INDIRECT COST RATE

Ascent Classical Academy Charter Schools, Inc has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Ascent Classical Academy Charter Schools, Inc, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Ascent Classical Academy Charter Schools, Inc's basic financial statements, and have issued our report thereon dated October 11, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control. Accordingly, we do not express an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Ascent Classical Academy Charter Schools, Inc's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The

results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 11, 2022



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM
GUIDANCE**

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Ascent Classical Academy Charter Schools, Inc's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Ascent Classical Academy Charter Schools, Inc's major federal programs for the year ended June 30, 2022. Ascent Classical Academy Charter Schools, Inc's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Ascent Classical Academy Charter Schools, Inc complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Ascent Classical Academy Charter Schools, Inc and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Ascent Classical Academy Charter Schools, Inc's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Ascent Classical Academy Charter Schools, Inc's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Ascent Classical Academy Charter Schools, Inc's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Ascent Classical Academy Charter Schools, Inc's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Ascent Classical Academy Charter Schools, Inc's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Ascent Classical Academy Charter Schools, Inc's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 11, 2022

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022

Section II—Financial Statement Findings

No findings reported.

Section III—Findings and Questioned Costs for Federal Awards

No findings reported.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2022

The Summary Schedule of Prior Audit Findings (the Summary) summarizes the status of the audit findings reported in the Ascent Classical Academy Charter Schools, Inc Schedule of Findings and Questioned Costs for the year ended June 30, 2021. If the prior audit finding was fully addressed, the Summary indicates that the corrective action described in the prior audit report was taken or that corrective action is no longer needed. Otherwise, the Summary references the page number of the June 30, 2022 single audit report where a repeat recommendation, description of the planned corrective action, or reason for not implementing the recommendation is presented.

There were no prior year audit findings.

**ASCENT CLASSICAL ACADEMY
CHARTER SCHOOLS, INC**

FINANCIAL STATEMENTS
With Independent Auditors' Report

For the Year Ended June 30, 2023

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of the Ascent Classical Academy Charter Schools, Inc, as of and for the year ended June 30, 2023 and the related notes to the financial statements, which collectively comprise the Ascent Classical Academy Charter Schools, Inc's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Ascent Classical Academy Charter Schools, Inc, as of June 30, 2023 and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Ascent Classical Academy Charter Schools, Inc and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Ascent Classical Academy Charter Schools, Inc's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government*

Auditing Standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Ascent Classical Academy Charter Schools, Inc's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Ascent Classical Academy Charter Schools, Inc's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Ascent Classical Academy Charter Schools, Inc's basic financial statements. The accompanying combining fund financial statements and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from

and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining fund financial statements and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2023 on our consideration of the Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting and compliance.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 13, 2023

Ascent Classical Academy Charter Schools, Inc
Management's Discussion and Analysis
Fiscal Year Ending June 30, 2023

As management of Ascent Classical Academy Charter Schools, Inc (ACACS or the Network), we offer readers of Ascent Classical Academy Charter Schools, Inc's basic financial statements this narrative overview and analysis of the financial activities of the Network for the fiscal year ended June 30, 2023. We encourage readers to consider the information presented here in conjunction with additional information provided in the accompanying financial statements.

Financial Highlights

As of June 30, 2023, net position increased by \$1,366,393 to \$4,337,193. Ascent Classical Academy Charter Schools, Inc's governmental funds reported an ending fund balance of \$13,499,335, an increase of \$10,387,541 from the prior year.

The operations of the Network are funded primarily by tax revenue received under the Colorado School Finance Act in Per Pupil Revenue (PPR). Tax revenue for the year from PPR was \$14,060,999.

The Network operates four schools, including two schools that will begin serving students in the 2023-2024 school year (in Grand Junction, CO and Brighton, CO), and campuses in Douglas County and Northern Colorado. At the end of the fiscal year, the Douglas County campus increased its fund balance by \$1,066,088 to \$3,190,867 and the Northern Colorado campus increased its fund balance by \$339,947 to \$1,326,962.

Overview of Financial Statements

This discussion and analysis is intended to serve as an introduction to the Network's basic financial statements. The Network's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the Network's finances, in a manner similar to a private-sector business.

The statement of net position presents information on the Network's assets and liabilities, and deferred inflows and outflows, with the difference being reported as net position. Over time, the increases or decreases in net position may serve as a useful indicator of whether the financial position is improving or deteriorating.

The statement of activities presents information showing how net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of the related cash flows. Thus, revenues and expenses

are reported in the statement for some items that will only result in cash flows in future periods (for example, salaries and benefits earned but unpaid as of year-end).

The government-wide statement of activities distinguishes functions/programs of the Network supported primarily by Per Pupil Revenue or other revenues passed through from the Network's authorizer (Colorado Charter School Institute). The governmental activities of ACACS include instruction and supporting services.

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Network keeps track of these monies to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the Network's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The Network maintains two governmental funds, including the General Fund which contains activity separated out by school, and adopts annually appropriated budgets for the funds. Budgetary comparison schedules are included to demonstrate that spending did not exceed the budgets.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements.

Government-Wide Financial Analysis

As noted previously, net position may serve over time as a useful indicator of the Network's financial position. For the fiscal year ended June 30, 2023, ACACS's net position was \$4,337,193.

Of the Network's total net position, \$(1,968,144) is invested in capital assets, \$514,500 is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR Amendment, \$1,808,998 is restricted for debt service, and \$156,900 is restricted for special education spending.

Ascent Classical Academy Charter Schools, Inc's Net Position

	2022-2023	2021-2022
ASSETS		
Cash and Investments	\$ 5,747,436	\$ 3,736,120
Restricted Cash and Cash Equivalents	9,436,704	-
Grants Receivable	1,018,187	925,551
Intergovernmental Accounts Receivable	201,156	125,449
Other Receivables	78,432	109,370
Deposits	25,000	25,000
Prepays	13,506	94,994
Capital Assets, Not Being Depreciated	7,185,718	-
Capital Assets, Net of Accumulated Depreciation	<u>659,670</u>	<u>2,182,763</u>
TOTAL ASSETS	<u>24,365,809</u>	<u>7,199,247</u>
LIABILITIES		
Accounts Payable and Other Accrued Liabilities	2,947,457	1,747,729
Unearned Revenue	73,629	156,961
Noncurrent Liabilities		
Due within One Year	40,129	2,216,226
Due in more than one year	<u>16,967,401</u>	<u>107,531</u>
TOTAL LIABILITIES	<u>20,028,616</u>	<u>4,228,447</u>
NET POSITION		
Net Investment in Capital Assets	(1,968,144)	(143,177)
Restricted for Emergencies	514,500	400,000
Restricted for Debt Service	1,808,998	
Restricted for Special Education	156,900	143,700
Unrestricted	<u>3,824,939</u>	<u>2,570,277</u>
TOTAL NET POSITION	<u>\$ 4,337,193</u>	<u>\$ 2,970,800</u>

Ascent Classical Academy Charter Schools, Inc's Change in Net Position

	2022-2023	2021-2022
REVENUES		
Per Pupil Revenue	\$ 14,060,999	\$ 11,304,264
Mill Levy Override	344,508	569,181
Grants and Contributions Not Restricted to Specific Programs	-	54,895
Charges for Services	307,059	247,001
Operating Grants and Contributions	278,404	2,362,658
Capital Grants and Contributions	3,354,942	245,627
Investment Income	467,133	-
Miscellaneous	75,036	10,074
	<u>32,100</u>	<u></u>
 TOTAL REVENUE	 <u>18,920,181</u>	 <u>14,793,700</u>
 EXPENSES		
Instruction	8,293,282	7,784,981
Supporting Services	8,438,524	5,013,349
Interest	821,982	173,093
	<u></u>	<u></u>
 TOTAL EXPENSES	 <u>17,553,788</u>	 <u>12,971,423</u>
 CHANGE IN NET POSITION	 1,366,393	 1,822,277
 NET POSITION, Beginning, restated	 <u>2,970,800</u>	 <u>1,148,523</u>
 NET POSITION, Ending	 <u>\$ 4,337,193</u>	 <u>\$ 2,970,800</u>

Financial Analysis of the Government's Funds

As noted earlier, the Network uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

The focus of the Network's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the Network's financing requirements. In particular, unassigned fund balance may serve as a useful measure of the Network's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the Network's General Fund, which is made of activity from four different campuses, reported an ending fund balance of \$4,443,472, an increase of \$1,331,678 from the prior year. The Network also maintains a governmental fund to record the activity of the Classical Education Growth Fund (the Building Corp). The Building Corp was organized for the purpose of acquiring, leasing, constructing, improving, equipping, and

financing various facilities, land, equipment, and other improvements in connection with property intended to be leased to the Network. As of the end of the current fiscal year, the Building Corp reported an ending fund balance of \$9,055,863, an increase of \$9,055,863 from the prior year. These amounts differ from the Statement of Net Position due to recognition of capital assets and long-term liabilities included in the Statement of Net Position.

General Fund Budgetary Highlights

ACACS recognized \$350,996 more revenue than expected and spent \$697,264 less than planned, when compared to the final budget. Budget amendments made during the year reflected changes in revenues and expenditures, fine-tuned to account for changes to student enrollment.

Capital Assets & Long-Term Debt

The Network has invested in capital assets for facility construction in progress, land, buildings, building improvements, and equipment, as well as leased assets in the form of buildings, building improvements and equipment. Depreciation expenses for capital assets are booked under the instruction and supporting services program of the Network's operations. More information regarding capital assets may be found in Note 4 to the financial statements. More information regarding leases may be found in Note 5 to the financial statements.

The Network has long-term debt in the form of leases as well as Series 2023 Charter School Revenue Bonds, issued through the Public Finance Authority. Proceeds of the bonds were loaned to the Building Corporation to finance the cost of the Grant Junction campus facility acquisition and improvement project. More information regarding long-term debt may be found in Note 6 to the financial statements.

Economic Factors and Next Year's Budget

The primary factor driving the budget for Ascent Classical Academy Charter Schools, Inc is student enrollment. Enrollment for the 2022-2023 school year was 1,524.50 funded students. Enrollment projected for 2023-2024 is 2,203.16 funded students, which includes enrollment at two new schools in Grand Junction, CO and Brighton, CO. This factor was considered when preparing ACACS's budget for 2023-2024.

Requests for Information

This financial report is designed to provide a general overview of Ascent Classical Academy Charter Schools, Inc's finances for all those with an interest in the Network's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Network:

Ascent Classical Academy Charter Schools, Inc
4690 Table Mountain Drive, Suite 100
Golden, CO 80403

BASIC FINANCIAL STATEMENTS

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF NET POSITION
JUNE 30, 2023

	<u>Governmental Activities</u>
ASSETS	
Cash and investments	\$ 5,747,436
Restricted cash and cash equivalents	9,436,704
Grants Receivable	1,018,187
Intergovernmental Accounts Receivable	201,156
Other Receivables	78,432
Deposits	25,000
Prepays	13,506
Capital assets not being depreciated	7,185,718
Capital assets net of accumulated depreciation/amortization	<u>659,670</u>
Total Assets	<u>24,365,809</u>
LIABILITIES	
Accounts payable and other accrued liabilities	2,947,457
Unearned revenue	73,629
Long-term liabilities	
Due within one year	40,129
Due in more than one year	<u>16,967,401</u>
Total Liabilities	<u>20,028,616</u>
NET POSITION	
Net investment in capital assets	(1,968,144)
Restricted for:	
TABOR	514,500
Debt service	1,808,998
Special Education	156,900
Unrestricted	<u>3,824,939</u>
Total Net Position	<u><u>\$ 4,337,193</u></u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenue</u>			<u>Net (Expense)</u> <u>Revenue and</u> <u>Changes in Net</u> <u>Position</u>
		<u>Charges for</u> <u>Services</u>	<u>Operating</u> <u>Grants and</u> <u>Contributions</u>	<u>Capital Grants</u> <u>and</u> <u>Contributions</u>	<u>Governmental</u> <u>Activities</u>
Governmental activities:					
Instruction	\$ 8,293,282	\$ 278,404	\$ 3,344,401	\$ -	\$ (4,670,477)
Supporting services	8,438,524	-	10,541	467,133	(7,960,850)
Interest	821,982	-	-	-	(821,982)
Total governmental activities	<u>\$ 17,553,788</u>	<u>\$ 278,404</u>	<u>\$ 3,354,942</u>	<u>\$ 467,133</u>	<u>(13,453,309)</u>
General revenues:					
Per pupil revenue					14,060,999
Mill levy override					344,508
Grants and contributions not restricted to specific programs					307,059
Unrestricted investment earnings					75,036
Miscellaneous					<u>32,100</u>
Total general revenues					<u>14,819,702</u>
Change in net position					1,366,393
Net position - beginning					<u>2,970,800</u>
Net position - ending					<u>\$ 4,337,193</u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2023

	General Fund	Building Corp Fund	Total
ASSETS			
Cash and investments	\$ 5,694,569	\$ 52,867	\$ 5,747,436
Restricted cash and cash equivalents	-	9,436,704	9,436,704
Grants receivables	1,018,187	-	1,018,187
Intergovernmental receivables	201,156	-	201,156
Other receivables	78,432	-	78,432
Deposits	25,000	-	25,000
Prepays	13,506	-	13,506
	<hr/>	<hr/>	<hr/>
Total Assets	<u>\$ 7,030,850</u>	<u>\$ 9,489,571</u>	<u>\$ 16,520,421</u>
LIABILITIES			
Accounts payable and other accrued liabilities	\$ 2,513,749	\$ 433,708	\$ 2,947,457
Unearned revenue	73,629	-	73,629
	<hr/>	<hr/>	<hr/>
Total Liabilities	<u>2,587,378</u>	<u>433,708</u>	<u>3,021,086</u>
FUND BALANCE			
Non-spendable	13,506	-	13,506
Restricted for:			
TABOR	514,500	-	514,500
Debt service	-	9,055,863	9,055,863
Special Education	156,900	-	156,900
Unassigned	3,758,566	-	3,758,566
	<hr/>	<hr/>	<hr/>
Total Fund Balance	<u>4,443,472</u>	<u>9,055,863</u>	<u>13,499,335</u>
	<hr/>	<hr/>	<hr/>
Total Liabilities and Fund Balance	<u><u>\$ 7,030,850</u></u>	<u><u>\$ 9,489,571</u></u>	<u><u>\$ 16,520,421</u></u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2023

Amounts reported for Governmental Activities in the Statement of Net Position are different because:

Total Fund Balance of Governmental Funds		\$	13,499,335
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the governmental funds.			
Capital assets, not being depreciated	\$ 7,185,718		
Capital assets, net of accumulated depreciation/amortization	<u>659,670</u>		7,845,388
Long-term liabilities and related items are not due and payable in the current year and, therefore, are not reported in government funds:			
Long-term debt payable			<u>(17,007,530)</u>
Total Net Position of Governmental Activities		\$	<u><u>4,337,193</u></u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2023

	General Fund	Building Corp Fund	Total
REVENUES			
Local sources	\$ 1,104,880	\$ 68,677	\$ 1,173,557
State sources	16,039,892	-	16,039,892
Federal sources	1,706,731	-	1,706,731
	<hr/>	<hr/>	<hr/>
Total revenues	18,851,503	68,677	18,920,180
	<hr/>	<hr/>	<hr/>
EXPENDITURES			
Instruction	8,491,999	-	8,491,999
Supporting services	6,671,110	21,302	6,692,412
Debt service			
Interest	116,188	222,613	338,801
Principal	2,216,227	-	2,216,227
Issuance costs	-	483,181	483,181
Facilities acquisition and construction	24,301	7,185,718	7,210,019
	<hr/>	<hr/>	<hr/>
Total expenditures	17,519,825	7,912,814	25,432,639
	<hr/>	<hr/>	<hr/>
Excess (deficiency) of revenues over expenditures	1,331,678	(7,844,137)	(6,512,459)
	<hr/>	<hr/>	<hr/>
OTHER FINANCING SOURCES (USES)			
Proceeds from long-term debt	-	16,900,000	16,900,000
	<hr/>	<hr/>	<hr/>
Net change in fund balance	1,331,678	9,055,863	10,387,541
	<hr/>	<hr/>	<hr/>
Fund balance, beginning	3,111,794	-	3,111,794
	<hr/>	<hr/>	<hr/>
Fund balance, ending	<u>\$ 4,443,472</u>	<u>\$ 9,055,863</u>	<u>\$ 13,499,335</u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGE IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

Amounts reported for Governmental Activities in the Statement of Activities are different because:

Net Change in Fund Balance of Governmental Funds	\$ 10,387,541
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Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current year.

Depreciation/amortization expense	\$ (1,727,321)	
Capital outlays	7,389,946	5,662,625

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of the governmental funds. Neither transaction, however, has any effect on net position

Redemption of principal	\$ 2,216,227	
Loan proceeds	(16,900,000)	(14,683,773)

Change in Net Position of Governmental Activities	\$ 1,366,393
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The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Ascent Classical Academy Charter Schools, Inc (the “Network”) have been prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). The more significant accounting policies established in GAAP and used by the Network are discussed below.

A. REPORTING ENTITY

The Ascent Classical Academy Charter Schools, Inc is a federal 501(c)(3) tax-exempt, state nonprofit corporation, organized in 2017 pursuant to the Colorado Charter Schools Act to form and operate charter schools within the State of Colorado.

The Network comprises of four charter schools: Ascent Classical Academy of Douglas County (“Douglas County”) and Ascent Classical Academy of Northern Colorado (“Northern Colorado”) and Ascent Classical Academy Grand Junction (“Grand Junction”) and Ascent Classical Academy 27J (“27J”). All schools operate under contract with the Colorado Charter School Institute.

The financial reporting entity consists of the Network and organizations for which the Network is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the Network. In addition, any legally separate organizations for which the Network is financially accountable are considered part of the reporting entity. Financial accountability exists if the Network appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on, the Network.

Blended component unit. The Classical Education Growth Fund (the Building Corp) was organized for the purpose of acquiring, leasing, constructing, improving, equipping and financing various facilities, land, equipment and other improvements in connection with property intended to be leased to the Network. The Building Corp is reported as a special revenue fund and does not issue separate financial statements.

B. GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENT PRESENTATION

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the Network and its component units. Any fiduciary activities are reported only in the fund financial statements. *Governmental activities* are supported by per pupil revenue and intergovernmental revenues.

The statement of activities demonstrates the degree to which direct expenses of given functions or segments are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include (1) charges to students or other service users who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment, and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. All taxes, including those dedicated for specific purposes, and other internally dedicated resources are reported as *general revenues* rather than as program revenues.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds. Separate financial statements are provided for governmental funds. As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are charges for interfund services provided and used, the elimination of which would distort the direct costs and program revenues reported for the various functions.

The emphasis of fund financial statements is on major funds. Major individual funds are reported as separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as non-major funds.

The Network reports the following major governmental funds:

The *General Fund* is the Network's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The *Building Corp Fund* is used to account for the financial activities of the Classical Education Growth Fund, including facilities acquisition and construction and the accumulation of resources for the related debt service.

During the course of operations, the Network has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds and advances to/from other funds. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental and internal service funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

C. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the period or soon enough thereafter to pay liabilities of the current fiscal period. For this purpose, the Network considers revenues to be available if they are collected within 120 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences are recorded only when payment is due. General capital asset acquisitions, including entering into contracts giving the Network the right to use leased assets, are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under leases are reported as other financing sources.

Interest and charges for services associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source (within 120 days of year-end). All other revenue items are considered to be measurable and available only when cash is received by the Network.

*D. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/
FUND BALANCE*

Cash and cash equivalents

Cash and cash equivalents include cash on hand and in the bank and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with a maturity of less than one year when purchased, non-negotiable certificates of deposit, and other nonparticipating investments are stated at cost or amortized cost. Investments with a maturity greater than one year when purchased are stated at fair value. Fair value is the price that would be received to sell an investment in an orderly transaction at year end.

Local government investment pools in Colorado must be organized under Colorado Revised Statutes, which allows certain types of governments within the state to pool their funds for investment purposes. Investments in such pools are reported at net asset value.

Receivables

All receivables are reported at their gross values and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Prepaid items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

Capital assets

Capital assets include tangible and intangible assets that are reported in the governmental activities column in the government-wide financial statements. Capital assets, except for lease assets, are defined by the Network as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of two years. For lease assets, only those intangible lease assets that cost more than \$15,000 are reported as capital assets.

As the Network constructs or acquires capital assets each period they are capitalized and reported at historical cost (except for intangible right-to-use lease assets, the measurement of which is discussed in Note 1 D. *Leases* below). The reported value excludes normal maintenance and repairs, which are amounts spent in relation to capital assets that do not increase the asset's capacity or efficiency or increase its estimated useful life. Donated capital assets are recorded at acquisition value at the date of donation. Acquisition value is the price that would be paid to acquire an asset with equivalent service potential on the date of the donation. Intangible assets follow the same capitalization policies as tangible capital assets and are reported with tangible assets in the appropriate capital asset class.

Land and construction in progress are not depreciated. The other tangible and intangible assets of the Network are depreciated/amortized using the straight-line method over the following estimated useful lives:

Buildings and improvements	10 -20 years
Equipment	5 years

Unearned Revenue

Unearned revenue includes resources received by the Network before the related revenue can be recognized because the earnings process is not complete.

Leases

Lessee: The Network is a lessee for noncancellable leases of equipment. The Network recognizes a lease liability and an intangible right-to-use lease assets in the government-wide financial statements. The Network recognizes lease liabilities with an initial, individual value of \$15,000 or more.

At the commencement of a lease, the Network initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Key estimates and judgments related to leases include how the Network determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The Network uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the Network generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the Network is reasonably certain to exercise.

The Network monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets and lease liabilities are reported with long-term debt on the statement of net position.

Long-term liabilities

In the government-wide financial statements long-term debt and other long-term obligations are reported as liabilities in the governmental activities statement of net position. Bond premiums and discounts are deferred and amortized over the life of the debt using the straight-line method. Bonds payable are reported net of the applicable premium or discount.

In the fund financial statements, governmental fund types recognize premiums and discounts, as well as issuance costs, during the current period. The face amount of the debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Net position

For government-wide reporting the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources is called net position. Net position is comprised of three components: net investment in capital assets, restricted, and unrestricted.

Net investment in capital assets consists of capital assets, net of accumulated depreciation/amortization and reduced by outstanding balances of bonds, notes, and other debt that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

Restricted net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Assets are reported as restricted when constraints are placed on asset use either by external parties or by law through constitutional provision or enabling legislation.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Unrestricted net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that does not meet the definition of the two preceding categories.

Sometimes the Network will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the Network's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

Fund balance classification

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the Network is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications available to be used in the governmental fund financial statements are as follows:

Nonspendable – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact.

Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation.

Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal resolution of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action that was used when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

Assigned – This classification includes amounts that are constrained by the Network's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Education or through the Board of Directors delegating this responsibility to management through the budgetary process. This classification also includes the remaining positive fund balance for any governmental funds except for the General Fund.

Unassigned – This classification includes the residual fund balance for the General Fund. The unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The Network would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 2 – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgetary Information

Budgets are required by State law for all funds, except fiduciary funds. Management submits a proposed budget to the Board of Directors for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them. It also includes a statement describing the major objectives of the educational program to be undertaken by the Network and the manner in which the budget proposes to fulfill such objectives. Public hearings are conducted by the Board of Directors to obtain public comments.

On or before June 30, the budget is adopted by formal resolution. After the adoption of the budget, the board may review and change the budget at any time prior to January 31 of the fiscal year for which the budget was adopted. After January 31, the board may not review or change the budget except where money for a specific purpose from other than ad valorem taxes become available which could not have been reasonable foreseen at the time of the adoption of the budget. Expenditures may not legally exceed appropriations at the fund level. Authorization to transfer budgeted amounts between line items within any fund rests with Management. Revisions that alter the total expenditures in any fund must be approved by the Board of Directors. Appropriations are based on total funds expected to be available in each budget year, including beginning fund balances as established by the Board of Directors.

Budgets for all fund types are adopted on a basis consistent with Generally Accepted Accounting Principles (GAAP). GAAP-basis accounting requires that expenditures of salaries and related benefits be recorded in the fiscal year earned. Thus, Management budgets for all accrued salaries and related benefits earned but unpaid at June 30. Budgeted amounts reported in the accompanying financial statements are as originally adopted and as amended by Management and/or Board of Directors throughout the year. All appropriations lapse at the end of each fiscal year.

A budget was not adopted for the Building Corp Fund.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 3 – DEPOSITS AND INVESTMENTS

A summary of deposits and investments as of June 30, 2023 is as follows:

Deposits	\$ 12,715,618
Cash with fiscal agent	868,489
Investments	<u>1,600,033</u>
^{1,4} Total	<u>\$ 15,184,140</u>

Deposits and investments are reported in the financial statements as follows:

Cash and investments	\$ 5,747,436
Restricted cash and investments	<u>9,436,704</u>
Total	<u>\$ 15,184,140</u>

Cash deposits with financial institutions

Custodial Credit Risk—deposits: Custodial credit risk is the risk that, in the event of a bank failure, the Network's deposits might not be recovered. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The carrying amount of the Network's deposits at June 30, 2023 was \$12,715,618 and the bank balances were \$12,739,192. Of the bank balances, \$500,000 were covered by federal deposit insurance, and the remaining balance was uninsured but collateralized in accordance with the provisions of the PDPA.

Investments

The Network is authorized by Colorado statutes to invest in the following:

- Obligations of the United States and certain U.S. government agencies' securities;
- Certain international agencies' securities;
- General obligation and revenue bonds of U.S. local government entities;
- Bankers' acceptances of certain banks;
- Certain commercial paper;
- Local government investment pools;
- Written repurchase agreements collateralized by certain authorized securities;
- Certain money market fund;
- Guaranteed investment contracts.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 3 – DEPOSITS AND INVESTMENTS (CONTINUED)

<u>Investment Type</u>	<u>Year-end Balance</u>	<u>Measurement</u>	<u>Maturity</u>	<u>Standard & Poor's Rating</u>
ColoTrust	\$ 593,618	Net asset value	Less than 90 days	AAAm
CSAFE	<u>1,006,415</u>	Net asset value	Less than 90 days	AAAm
	<u>\$ 1,600,033</u>			

Local Government Investment Pools. The Colorado Local Government Liquid Asset Trust (ColoTrust) and Colorado Surplus Asset Fund Trust (CSAFE) are investment vehicles established for local government entities in Colorado to pool surplus funds. The State Securities Commissioner administers and enforces the requirements of creating and operating the pools, which operate in conformity with the Securities and Exchange Commission's Rule 2a-7 as promulgated under the Investment Company Act of 1940, as amended, which includes the maintenance of each share equal in value to \$1.00. Investments are limited to those allowed by state statutes. A designated custodial bank provides safekeeping and depository services in connection with the direct investment and withdrawal functions. The custodians' internal records identify the investments owned by the participating governments. There are no unfunded commitments, the redemption frequency is daily and there is no redemption notice period.

Interest Rate Risk – Interest rate risk is the risk that changes in the market interest rates will adversely affect the fair value of an investment. As a means of managing its exposure to interest rate risk, the Network has a board approved investment policy that limits investment maturities to five years or less. Colorado revised statute 24-75-601 also limits investment maturities to five years or less.

Credit Risk – Credit risk is the risk that an issuer of an investment will not fulfill its obligations to the holder of the investment. Credit risk is measured by the assignment of a rating by a nationally recognized statistical rating organization. State law and Network policy limit investments to those described above.

Concentration of Credit Risk – Concentration of credit risk is the risk of loss that may be caused by the Network's investment in a single issuer. The Network places no limit on the amount it may invest in any one issuer. More than 20 percent of the Network's investments are in ColoTrust and CSAFE. These investments are 37% and 63%, respectively, of the Network's total investments.

Fair value of investments. The Network measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles (GAAP). These guidelines recognize a three-tiered fair value hierarchy as follows:

- Level 1 inputs reflect prices quoted in active markets.
- Level 2 inputs reflect prices that are based on a similar observable asset either directly or indirectly, which may include inputs in markets that are not considered to be active.
- Level 3 inputs reflect prices based upon unobservable sources.

Network investments measured at net asset value or amortized cost fall under the existing exemptions to fair value measurement.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 4 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
<i>Governmental activities</i>				
Capital assets not being depreciated:				
Construction in progress	\$ -	\$ 5,310,718	\$ -	\$ 5,310,718
Land	<u>-</u>	<u>1,875,000</u>	<u>-</u>	<u>1,875,000</u>
Total capital assets not being depreciated	<u>-</u>	<u>7,185,718</u>	<u>-</u>	<u>7,185,718</u>
Capital assets being depreciated:				
Buildings and improvements	389,698	63,217	-	452,915
Equipment	<u>103,720</u>	<u>141,011</u>	<u>-</u>	<u>244,731</u>
Total capital assets being depreciated	<u>493,418</u>	<u>204,228</u>	<u>-</u>	<u>697,646</u>
Less accumulated depreciation for:				
Buildings and improvements	(47,604)	(36,470)	-	(84,074)
Equipment	<u>(37,493)</u>	<u>(23,707)</u>	<u>-</u>	<u>(61,200)</u>
Total accumulated depreciation	<u>(85,097)</u>	<u>(60,177)</u>	<u>-</u>	<u>(145,274)</u>
Total capital assets being depreciated, net	<u>408,321</u>	<u>144,051</u>	<u>-</u>	<u>552,372</u>
Lease assets being amortized:				
Buildings and improvements	3,262,756	-	(3,262,756)	-
Equipment	<u>178,830</u>	<u>-</u>	<u>-</u>	<u>178,830</u>
Total lease assets being amortized	<u>3,441,586</u>	<u>-</u>	<u>(3,262,756)</u>	<u>178,830</u>
Less accumulated amortization for:				
Buildings and improvements	(1,631,378)	(1,631,378)	3,262,756	-
Equipment	<u>(35,766)</u>	<u>(35,766)</u>	<u>-</u>	<u>(71,532)</u>
Total accumulated amortization	<u>(1,667,144)</u>	<u>(1,667,144)</u>	<u>3,262,756</u>	<u>(71,532)</u>
Total lease assets being amortized, net	<u>1,774,442</u>	<u>(1,667,144)</u>	<u>-</u>	<u>107,298</u>
Capital assets, net of accumulated depreciation/amortization	<u>2,182,763</u>	<u>(1,523,093)</u>	<u>-</u>	<u>659,670</u>
Total governmental activities capital assets	<u>\$ 2,182,763</u>	<u>\$ 5,662,625</u>	<u>\$ -</u>	<u>\$ 7,845,388</u>

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 4 - CAPITAL ASSETS (CONTINUED)

Depreciation/amortization expense was charged to the functions/programs of the governmental activities of the Network as follows:

Governmental Activities

Instruction	\$ 5,510
Supporting services	<u>1,721,811</u>
Total depreciation/amortization expense	<u>\$ 1,727,321</u>

NOTE 5 – LEASES

Network as lessee

The Network, as a lessee, has entered into lease agreements involving equipment with lease terms ranging from 2 to 5 years. The total costs of these right-to-use lease assets are recorded as \$178,830, less accumulated amortization of \$71,532. The Network has determined that as of June 30, 2023, there is no loss associated with an impairment of the right-to-use lease asset.

The future lease payments under lease agreements as of June 30, 2023 are as follows:

<u>Fiscal Year</u> <u>Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 40,128	\$ 5,377	\$ 45,505
2025	42,135	3,370	45,505
2026	<u>25,267</u>	<u>1,263</u>	<u>26,530</u>
Total	<u>\$ 107,530</u>	<u>\$ 10,010</u>	<u>\$ 117,540</u>

NOTE 6 – LONG-TERM LIABILITIES

2023 Building Loan

On March 1, 2023, the Public Finance Authority issued \$16,900,000 of Charter School Revenue Bonds, Series 2023. Proceeds of the bonds were loaned to the Building Corp to finance the cost of the Ascent Classical Academy of Grand Junction project. The bonds accrue interest of 5.25% to 6.85% per annum. Interest payments are due monthly beginning on April 15, 2023 through March 15, 2028. The Loan matures on March 15, 2028.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 6 – LONG-TERM LIABILITIES (CONTINUED)

Annual debt service requirements to maturity for loan payable is as follows:

Fiscal Year Ending June 30	<u>Governmental Activities</u>	
	<u>Principal</u>	<u>Interest</u>
2024	\$ -	\$ 890,450
2025	81,690	889,985
2026	340,070	875,284
2027	358,798	856,556
2028	<u>16,119,442</u>	<u>629,808</u>
Total	<u>\$ 16,900,000</u>	<u>\$ 4,142,083</u>

Changes in the Network's long-term liabilities for the year ended June 30, 2023, are as follows:

	<u>Beginning Balance</u>	<u>Debt Issued And Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Due Within One year</u>
<i>Governmental Activities</i>					
Loans payable	\$ -	\$ 16,900,000	\$ -	\$ 16,900,000	\$ -
Leases	<u>2,323,757</u>	<u>-</u>	<u>(2,216,227)</u>	<u>107,530</u>	<u>40,129</u>
<i>Total Governmental Activities</i>	<u>\$ 2,323,757</u>	<u>\$ 16,900,000</u>	<u>\$ (2,216,227)</u>	<u>\$ 17,007,530</u>	<u>\$ 40,129</u>

NOTE 7 - MANAGEMENT AGREEMENT

On October 17, 2017, the Network entered into a Management Agreement (Agreement) with Ascent Classical Academies (Ascent), a non-profit Colorado corporation. The Agreement continues until termination or expiration of the charter contract. Substantially all functions of the Network have been contracted to Ascent. Ascent is responsible and accountable to the Network's Board of Directors for the administration, operation, and performance of the Network in accordance with the Network's contract with its authorizer to operate the Network. The Network pays Ascent monthly fees ranging from 10% to 12% of qualified gross revenues received by the Network, net of any required withholding, for services performed at locations that are in operation.

The management fee earned by Ascent for the year ended June 30, 2023 was \$2,046,208. Ascent is responsible for all costs incurred in providing the educational program at the Network, which includes but is not limited to, salaries and benefits of all personnel, academic program implementation, finance, budgeting, payroll, human resources, support for school information technology systems, marketing and outreach, and other items identified in the Management Agreement.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 8 - RISK MANAGEMENT

The Network is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The Network carries commercial insurance for these risks of loss, including worker's compensation and employee health and accident insurance. Settled claims resulting from these risks have not exceeded commercial insurance coverage during the last three fiscal years.

NOTE 9 – COMMITMENTS AND CONTINGENCIES

Grants

The Network has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to a request for reimbursement to grantor agencies for expenditures disallowed under terms of the grant. However, in the opinion of the Network, any such adjustments will not have a material adverse effect on the financial position of the Network.

NOTE 10 - TAX, SPENDING, AND DEBT LIMITATIONS

Colorado voters passed an amendment to the State Constitution, Article X, Section 20, which has several limitations including revenue raising, spending abilities and other specific requirements of state and local governments.

The amendment requires emergency reserves be established. These reserves must be at least 3% of fiscal year spending. The Network is not allowed to use the emergency reserves to compensate for economic conditions, revenue shortfalls or salary and benefit increases. At June 30, 2023 there is a \$514,500 reservation of fund balance in the General Fund for the amendment.

The Amendment is complex and subject to judicial interpretation. The Network believes it is in compliance with the requirements of the amendment. However, the Network has made certain interpretations of the amendment's language in order to determine its compliance.

REQUIRED SUPPLEMENTARY INFORMATION

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2023

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with</u>
	<u>Original</u>	<u>Final</u>	<u>Amounts</u>	<u>Final Budget</u>
REVENUES				
Local sources	\$ 818,228	\$ 987,576	\$ 1,104,880	\$ 117,304
State sources	15,006,376	15,735,888	16,039,892	304,004
Federal sources	1,735,043	1,777,043	1,706,731	(70,312)
Total revenues	<u>17,559,647</u>	<u>18,500,507</u>	<u>18,851,503</u>	<u>350,996</u>
EXPENDITURES				
Instruction	8,919,847	9,360,657	8,491,999	868,658
Supporting services	8,742,558	8,856,432	6,671,110	2,185,322
Debt service:				
Interest	-	-	116,188	(116,188)
Principal	-	-	2,216,227	(2,216,227)
Facilities acquisition and construction	-	-	24,301	(24,301)
Total expenditures	<u>17,662,405</u>	<u>18,217,089</u>	<u>17,519,825</u>	<u>697,264</u>
Excess (deficiency) of revenues over expenditures	(102,758)	283,418	1,331,678	1,048,260
OTHER FINANCING SOURCES (USES)				
Transfers in (out)	<u>200,000</u>	<u>200,000</u>	<u>-</u>	<u>(200,000)</u>
Net change in fund balances	97,242	483,418	1,331,678	848,260
Fund balances - beginning	<u>2,033,915</u>	<u>3,281,105</u>	<u>3,111,794</u>	<u>(169,311)</u>
Fund balance - ending	<u>\$ 2,131,157</u>	<u>\$ 3,764,523</u>	<u>\$ 4,443,472</u>	<u>\$ 678,949</u>

See the accompanying Independent Auditors' Report.

SUPPLEMENTARY INFORMATION

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
COMBINING BALANCE SHEET
GENERAL FUND
JUNE 30, 2023

	Douglas County	Northern County	Grand Junction	27J	Total
ASSETS					
Cash and investments	\$ 3,826,374	\$ 1,605,421	\$ 151,591	\$ 111,183	\$ 5,694,569
Grant receivables	376,948	144,011	260,976	236,252	1,018,187
Intergovernmental receivables	121,717	79,439	-	-	201,156
Other receivables	18,040	60,392	-	-	78,432
Due from other funds	200,000	200,000	-	-	400,000
Deposits	-	25,000	-	-	25,000
Prepays	-	13,506	-	-	13,506
Total Assets	<u>\$ 4,543,079</u>	<u>\$ 2,127,769</u>	<u>\$ 412,567</u>	<u>\$ 347,435</u>	<u>\$ 7,430,850</u>
LIABILITIES					
Accounts payable and other accrued liabilities	\$ 1,298,357	\$ 789,573	\$ 239,480	\$ 186,339	\$ 2,513,749
Due to other funds	-	-	200,000	200,000	400,000
Unearned revenue	53,855	11,234	5,060	3,480	73,629
Total Liabilities	<u>1,352,212</u>	<u>800,807</u>	<u>444,540</u>	<u>389,819</u>	<u>2,987,378</u>
FUND BALANCE					
Non-spendable	-	13,506	-	-	13,506
Restricted for:					
TABOR	316,500	198,000	-	-	514,500
Special Education	90,000	66,900	-	-	156,900
Unassigned	2,784,367	1,048,556	(31,973)	(42,384)	3,758,566
Total Fund Balance	<u>3,190,867</u>	<u>1,326,962</u>	<u>(31,973)</u>	<u>(42,384)</u>	<u>4,443,472</u>
Total Liabilities and Fund Balance	<u>\$ 4,543,079</u>	<u>\$ 2,127,769</u>	<u>\$ 412,567</u>	<u>\$ 347,435</u>	<u>\$ 7,430,850</u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2023

	Douglas County	Northern Colorado	Grand Junction	27J	Total
REVENUES					
Local sources	\$ 780,740	\$ 324,137	\$ 1	\$ 2	\$ 1,104,880
State sources	9,770,649	6,269,243	-	-	16,039,892
Federal sources	920,126	289,377	260,976	236,252	1,706,731
Total revenues	11,471,515	6,882,757	260,977	236,254	18,851,503
EXPENDITURES					
Instruction	5,150,462	3,072,504	129,968	139,065	8,491,999
Supporting services	4,161,601	2,206,754	163,082	139,673	6,671,110
Debt service					
Interest	55,600	60,588	-	-	116,188
Principal	1,013,263	1,202,964	-	-	2,216,227
Facilities acquisition and construction	24,301	-			24,301
Total expenditures	10,405,227	6,542,810	293,050	278,738	17,519,825
Excess (deficiency) of revenues over expenditures	1,066,288	339,947	(32,073)	(42,484)	1,331,678
OTHER FINANCING SOURCES (USES)					
Transfers in (out)	(200)	-	100	100	-
Net change in fund balance	1,066,088	339,947	(31,973)	(42,384)	1,331,678
Fund balance, beginning	2,124,779	987,015	-	-	3,111,794
Fund balance, ending	\$ 3,190,867	\$ 1,326,962	\$ (31,973)	\$ (42,384)	\$ 4,443,472

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
DOUGLAS COUNTY
FOR THE YEAR ENDED JUNE 30, 2023

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ 668,116	\$ 780,740	\$ 112,624
State sources	9,614,839	9,770,649	155,810
Federal sources	895,203	920,126	24,923
Total revenues	<u>11,178,158</u>	<u>11,471,515</u>	<u>293,357</u>
EXPENDITURES			
Instruction	5,942,363	5,150,462	791,901
Support services	4,887,779	4,161,601	726,178
Debt service	-	1,068,863	(1,068,863)
Facilities acquisition and construction	-	24,301	(24,301)
Total expenditures	<u>10,830,142</u>	<u>10,405,227</u>	<u>424,915</u>
Excess (deficiency) of revenues over expenditures	348,016	1,066,288	718,272
OTHER FINANCING SOURCES (USES)			
Transfers	<u>-</u>	<u>(200)</u>	<u>(200)</u>
Net change in fund balance	348,016	1,066,088	718,072
Fund balance, beginning	<u>2,164,976</u>	<u>2,124,779</u>	<u>(40,197)</u>
Fund balance, ending	<u><u>\$ 2,512,992</u></u>	<u><u>\$ 3,190,867</u></u>	<u><u>\$ 677,875</u></u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
NORTHERN COLORADO
FOR THE YEAR ENDED JUNE 30, 2023

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ 319,460	\$ 324,137	\$ 4,677
State sources	6,121,049	6,269,243	148,194
Federal sources	281,840	289,377	7,537
Total revenues	<u>6,722,349</u>	<u>6,882,757</u>	<u>160,408</u>
EXPENDITURES			
Instruction	3,018,294	3,072,504	(54,210)
Support services	3,568,653	2,206,754	1,361,899
Debt service	-	1,263,552	(1,263,552)
Total expenditures	<u>6,586,947</u>	<u>6,542,810</u>	<u>44,137</u>
Net change in fund balance	135,402	339,947	204,545
Fund balance, beginning	<u>1,116,129</u>	<u>987,015</u>	<u>(129,114)</u>
Fund balance, ending	<u><u>\$ 1,251,531</u></u>	<u><u>\$ 1,326,962</u></u>	<u><u>\$ 75,431</u></u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GRAND JUNCTION
FOR THE YEAR ENDED JUNE 30, 2023

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ -	\$ 1	\$ 1
Federal sources	300,000	260,976	(39,024)
Total revenues	300,000	260,977	(39,023)
EXPENDITURES			
Instruction	200,000	129,968	70,032
Support services	200,000	163,082	36,918
Total expenditures	400,000	293,050	106,950
Excess (deficiency) of revenues over expenditures	(100,000)	(32,073)	67,927
OTHER FINANCING SOURCES (USES)			
Transfers	100,000	100	(99,900)
Net change in fund balance	-	(31,973)	(31,973)
Fund balance, beginning	-	-	-
Fund balance, ending	\$ -	\$ (31,973)	\$ (31,973)

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
27J
FOR THE YEAR ENDED JUNE 30, 2023

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ -	\$ 2	\$ 2
Federal sources	300,000	236,252	(63,748)
Total revenues	300,000	236,254	(63,746)
EXPENDITURES			
Instruction	200,000	139,065	60,935
Support services	200,000	139,673	60,327
Total expenditures	400,000	278,738	121,262
Excess (deficiency) of revenues over expenditures	(100,000)	(42,484)	57,516
OTHER FINANCING SOURCES (USES)			
Transfers	100,000	100	(99,900)
Net change in fund balance	-	(42,384)	(42,384)
Fund balance, beginning	-	-	-
Fund balance, ending	\$ -	\$ (42,384)	\$ (42,384)

See the accompanying independent auditors' report.

COMPLIANCE SECTION

SINGLE AUDIT

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Additional Award Identification	Pass-Through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. Department of Education					
Passed Through Colorado Department of Education					
<i>Special Education Cluster</i>					
Special Education: Grants to States IDEA Part B	84.027		4027, 6027	\$	194,325
Charter Schools	84.282		5282		1,230,333
English Language Acquisition Grants	84.365		4365		1,396
Improving Teacher Quality State Grants	84.367		4367		10,541
Education Stabilization Fund					
ESSER III	84.425U	COVID-19	9414		184,440
ESSER II	84.425D	COVID-19	4420		85,696
Total U.S. Department of Education				<u>-</u>	<u>1,706,731</u>
Total Federal Awards				<u>\$ -</u>	<u>\$ 1,706,731</u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Ascent Classical Academy Charter Schools, Inc under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Ascent Classical Academy Charter Schools, Inc, it is not intended to and does not present the financial position, changes in net position, or cash flows of Ascent Classical Academy Charter Schools, Inc.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the modified-accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

NOTE 3 – INDIRECT COST RATE

Ascent Classical Academy Charter Schools, Inc has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Ascent Classical Academy Charter Schools, Inc, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Ascent Classical Academy Charter Schools, Inc's basic financial statements, and have issued our report thereon dated October 13, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control. Accordingly, we do not express an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs, we identified a deficiency in internal control that we consider to be a significant deficiency.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as item 2023-001 to be a significant deficiency.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Ascent Classical Academy Charter Schools, Inc's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Ascent Classical Academy Charter Schools, Inc's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the Ascent Classical Academy Charter Schools, Inc's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. Ascent Classical Academy Charter Schools, Inc's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 13, 2023



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM
GUIDANCE**

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Ascent Classical Academy Charter Schools, Inc's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Ascent Classical Academy Charter Schools, Inc's major federal programs for the year ended June 30, 2023. Ascent Classical Academy Charter Schools, Inc's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Ascent Classical Academy Charter Schools, Inc complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Ascent Classical Academy Charter Schools, Inc and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Ascent Classical Academy Charter Schools, Inc's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Ascent Classical Academy Charter Schools, Inc's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Ascent Classical Academy Charter Schools, Inc's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Ascent Classical Academy Charter Schools, Inc's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Ascent Classical Academy Charter Schools, Inc's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Ascent Classical Academy Charter Schools, Inc's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 13, 2023

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

Section II—Financial Statement Findings

2023-001 Accounting for Debt Issuances and Related Capital Projects

Criteria: Debt issuances and related capital projects should be recorded on the modified accrual basis of accounting. Specifically, debt issuances should be recorded at gross amounts of debt proceeds and issuance costs. Additionally, property acquisitions and remodeling should be accounted for separately and as assets are acquired or costs are incurred.

Condition: We noted that the School recorded the issuance of debt net of origination fee. In addition, the School was not initially provided access to two bank accounts related to the new issuance. Without that documentation, the School recorded the project fund as a capital outlay rather than cash. These errors caused misstatements on both the balance sheet and the statement of revenues, expenditures, and changes in fund balance.

Context: This finding was noted during substantive testing of balance sheet and other significant accounts.

Effect: Misstated balances in balance sheet and other significant accounts.

Cause: Lack of controls over the recording and review of debt and related capital outlays.

Recommendation: We recognize that management has procedures in place, but recommend that management follow existing procedures that provide for the review of transactions and balances for appropriate accounting treatment under the modified accrual basis of accounting on a timely basis.

Management response: Management will continue to implement procedures that provide for improved controls over the accounting of debt issuances and related capital projects as well as a more thorough review of financial statements and supporting schedules as staffing allows.

Section III—Findings and Questioned Costs for Federal Awards

No findings reported.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023

The Summary Schedule of Prior Audit Findings (the Summary) summarizes the status of the audit findings reported in the Ascent Classical Academy Charter Schools, Inc Schedule of Findings and Questioned Costs for the year ended June 30, 2022. If the prior audit finding was fully addressed, the Summary indicates that the corrective action described in the prior audit report was taken or that corrective action is no longer needed. Otherwise, the Summary references the page number of the June 30, 2023 single audit report where a repeat recommendation, description of the planned corrective action, or reason for not implementing the recommendation is presented.

There were no prior year audit findings.



**CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED JUNE 30, 2023**

2023-001 Accounting for Debt Issuances and Related Capital Projects

Criteria: Debt issuances and related capital projects should be recorded on the modified accrual basis of accounting. Specifically, debt issuances should be recorded at gross amounts of debt proceeds and issuance costs. Additionally, property acquisitions and remodeling should be accounted for separately and as assets are acquired or costs are incurred.

Condition: We noted that the School recorded the issuance of debt net of origination fee. In addition, the School was not initially provided access to two bank accounts related to the new issuance. Without that documentation, the School recorded the project fund as a capital outlay rather than cash. These errors caused misstatements on both the balance sheet and the statement of revenues, expenditures, and changes in fund balance.

Management response: Management will continue to implement procedures that provide for improved controls over the accounting of debt issuances and related capital projects as well as a more thorough review of financial statements and supporting schedules as staffing allows.

Responsibility for Corrective Action: Chris Scott, CFO

Anticipated Completion Date: Fall 2023

**ASCENT CLASSICAL ACADEMY
CHARTER SCHOOLS, INC**

FINANCIAL STATEMENTS
With Independent Auditors' Report

For the Year Ended June 30, 2024

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of the Ascent Classical Academy Charter Schools, Inc, as of and for the year ended June 30, 2024 and the related notes to the financial statements, which collectively comprise the Ascent Classical Academy Charter Schools, Inc's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Ascent Classical Academy Charter Schools, Inc, as of June 30, 2024 and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Ascent Classical Academy Charter Schools, Inc and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Ascent Classical Academy Charter Schools, Inc's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government*

Auditing Standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Ascent Classical Academy Charter Schools, Inc's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Ascent Classical Academy Charter Schools, Inc's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Ascent Classical Academy Charter Schools, Inc's basic financial statements. The accompanying combining fund financial statements and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from

and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining fund financial statements and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 9, 2024 on our consideration of the Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting and compliance.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 9, 2024

Ascent Classical Academy Charter Schools, Inc
Management's Discussion and Analysis
Fiscal Year Ending June 30, 2024

As management of Ascent Classical Academy Charter Schools, Inc (ACACS or the Network), we offer readers of Ascent Classical Academy Charter Schools, Inc's basic financial statements this narrative overview and analysis of the financial activities of the Network for the fiscal year ended June 30, 2024. We encourage readers to consider the information presented here in conjunction with additional information provided in the accompanying financial statements.

Financial Highlights

As of June 30, 2024, net position decreased by \$1,414,962 to \$2,922,231. Ascent Classical Academy Charter Schools, Inc's governmental funds reported an ending fund balance of \$29,343,148, an increase of \$15,843,813 from the prior year.

The operations of the Network are funded primarily by tax revenue received under the Colorado School Finance Act in Per Pupil Revenue (PPR). Tax revenue for the year from PPR was \$20,790,370.

The Network operates four schools, including two schools that began serving students in the 2023-2024 school year (in Grand Junction and Northern Denver) as well as campuses in Douglas County and Northern Colorado. At the end of the fiscal year, the Douglas County campus increased its fund balance by \$1,080,530 to \$4,271,397, the Northern Colorado campus increased its fund balance by \$293,941 to \$1,620,903, the Grand Junction campus increased its fund balance by \$333,707 to \$301,734, and the Northern Denver campus increased its fund balance by \$572,250 to \$529,866.

Overview of Financial Statements

This discussion and analysis is intended to serve as an introduction to the Network's basic financial statements. The Network's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the Network's finances, in a manner similar to a private-sector business.

The statement of activities presents information showing how net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of the related cash flows. Thus, revenues and expenses are reported in the statement for some items that will only result in cash flows in future periods (for example, salaries and benefits earned but unpaid as of year-end).

The government-wide statement of activities distinguishes functions/programs of the Network supported primarily by Per Pupil Revenue or other revenues passed through from the Network's authorizer (Colorado Charter School Institute). The governmental activities of ACACS include instruction and supporting services.

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Network keeps track of these monies to ensure and demonstrate compliance with finance-related legal requirements. Interim and year-end financial reports required by the State of Colorado, by the schools' authorizer the Colorado Charter School Institute (CSI) as well the Network's governing board are presented as Fund Financial Statements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the Network's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The Network maintains three governmental funds, including the General Fund which contains activity separated out by school, and adopts annually appropriated budgets for the funds. Budgetary comparison schedules are included to demonstrate that spending did not exceed the budgets.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements.

Government-Wide Financial Analysis

As noted previously, net position may serve over time as a useful indicator of the Network's financial position. For the fiscal year ended June 30, 2024, ACACS's net position was \$2,922,231.

Of the Network's total net position, \$(12,642,836) is invested in capital assets, \$758,000 is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR Amendment, \$158,400 is restricted for special education purposes, and \$8,826,459 is restricted for debt service.

Ascent Classical Academy Charter Schools, Inc's Net Position

	2023-2024	2022-2023
ASSETS		
Cash and Investments	\$ 8,480,662	\$ 5,747,436
Restricted Cash and Cash Equivalents	23,117,974	9,436,704
Grants Receivable	657,775	1,018,187
Intergovernmental Accounts Receivable	330,976	201,156
Other Receivables	310,991	78,432
Deposits	5,000	25,000
Prepays	250	13,506
Capital Assets, Not Being Depreciated	37,345,178	7,185,718
Capital Assets, Net of Accumulated Depreciation	<u>14,391,978</u>	<u>659,670</u>
 TOTAL ASSETS	 <u>84,640,784</u>	 <u>24,365,809</u>
 LIABILITIES		
Accounts Payable and Other Accrued Liabilities	3,361,772	2,947,457
Unearned Revenue	198,708	73,629
Accrued Interest Payable	675,967	-
Noncurrent Liabilities		
Due within One Year	139,177	40,129
Due in more than one year	<u>77,342,929</u>	<u>16,967,401</u>
 TOTAL LIABILITIES	 <u>81,718,553</u>	 <u>20,028,616</u>
 NET POSITION		
Net Investment in Capital Assets	(12,642,836)	(1,968,144)
Restricted for Emergencies	758,000	514,500
Restricted for Debt Service	8,826,459	1,808,998
Restricted for Special Education	158,400	156,900
Unrestricted	<u>5,822,208</u>	<u>3,824,939</u>
 TOTAL NET POSITION	 <u>\$ 2,922,231</u>	 <u>\$ 4,337,193</u>

Ascent Classical Academy Charter Schools, Inc's Change in Net Position

	2023-2024	2022-2023
REVENUES		
Per Pupil Revenue	\$ 20,790,370	\$ 14,060,999
Mill Levy Override	-	344,508
Grants and Contributions Not Restricted to Specific Programs	139,546	307,059
Charges for Services	656,878	278,404
Operating Grants and Contributions	4,698,098	3,354,942
Capital Grants and Contributions	730,749	467,133
Investment Income	147,178	75,036
Miscellaneous	<u>72,557</u>	<u>32,100</u>
 TOTAL REVENUE	 <u>27,235,376</u>	 <u>18,920,181</u>
EXPENSES		
Instruction	12,661,814	8,293,282
Supporting Services	12,809,072	8,438,524
Interest and Issuane Costs	<u>3,179,452</u>	<u>821,982</u>
 TOTAL EXPENSES	 <u>28,650,338</u>	 <u>17,553,788</u>
 CHANGE IN NET POSITION	 (1,414,962)	 1,366,393
 NET POSITION, Beginning, restated	 <u>4,337,193</u>	 <u>2,970,800</u>
 NET POSITION, Ending	 <u><u>\$ 2,922,231</u></u>	 <u><u>\$ 4,337,193</u></u>

Financial Analysis of the Government's Funds

As noted earlier, the Network uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

The focus of the Network's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the Network's financing requirements. In particular, unassigned fund balance may serve as a useful measure of the Network's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the Network's General Fund reported an ending fund balance of \$6,723,900, an increase of \$2,280,428 from the prior year.

The Network also maintains two additional governmental funds to record the activity of the Classical Education Growth Fund (the Growth Fund) and the Ascent Classical Building Corporation (the Building Corporation). The Growth Fund and Building Corporation were organized for the purpose of acquiring, leasing, constructing, improving, equipping, and

financing various facilities, land, equipment, and other improvements in connection with property intended to be leased to the Network.

As of the end of the fiscal year, the Growth Fund reported an ending fund balance of \$14,708, a decrease of \$9,041,155 from the prior year. During 2023-2024, the debt in the Growth Fund was refunded.

As of the end of the fiscal year, the Building Corporation reported an ending fund balance of \$22,604,540, an increase of \$22,604,540 from the prior year. During 2023-2024, the Building Corporation was established and used to record the activity of a new financing. See Capital Assets & Long-Term Debt, below, for additional information.

General Fund Budgetary Highlights

ACACS recognized \$598,868 more revenue than expected and spent \$2,996,236 less than planned, when compared to the final budget. There were budget amendments during the year, which reflected changes in revenues and expenditures. Overall, revenue and expenses were fine-tuned to account for changes to student enrollment, and to account for financing projects that began before the financing deal closed. Approximately \$1.3million of budgeted expenses related to the financing projects was transferred from the General Fund to the Building Corporation after budget appropriations, contributing to underspending the budget.

Capital Assets & Long-Term Debt

The Network has invested in capital assets for facility construction in progress, land, buildings, building improvements, and equipment, as well as equipment leased assets. Depreciation and amortization expenses for capital assets are booked under the instruction and supporting services program of the Network's operations. More information regarding capital assets may be found in Note 4 to the financial statements. More information regarding leases may be found in Note 5 to the financial statements.

The Network has long-term debt in the form of leases as well as Series 2024 Charter School Revenue Bonds, issued through the Colorado Educational and Cultural Facilities Authority. Proceeds of the bonds were acquire three school facilities, and make facility improvements. More information regarding long-term debt may be found in Note 6 to the financial statements.

Economic Factors and Next Year's Budget

The primary factor driving the budget for Ascent Classical Academy Charter Schools, Inc is student enrollment. Enrollment for the 2023-2024 school year was 2,045.50 funded students. Enrollment projected for 2024-2025 is 2,280.00 funded students. This factor was considered when preparing ACACS's budget for 2024-2025. Enrollment as of October 1, 2024 is 2,329 funded students.

Requests for Information

This financial report is designed to provide a general overview of Ascent Classical Academy Charter Schools, Inc's finances for all those with an interest in the Network's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Network:

Ascent Classical Academy Charter Schools, Inc
4690 Table Mountain Drive, Suite 100
Golden, CO 80403

BASIC FINANCIAL STATEMENTS

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF NET POSITION
JUNE 30, 2024

	<u>Governmental Activities</u>
ASSETS	
Cash and investments	\$ 8,480,662
Restricted cash and cash equivalents	23,117,974
Grants Receivable	657,775
Intergovernmental Accounts Receivable	330,976
Other Receivables	310,991
Deposits	5,000
Prepays	250
Capital assets not being depreciated	37,345,178
Capital assets net of accumulated depreciation/amortization	<u>14,391,978</u>
Total Assets	<u>84,640,784</u>
LIABILITIES	
Accounts payable and other accrued liabilities	3,361,772
Unearned revenue	198,708
Accrued interest payable	675,967
Long-term liabilities	
Due within one year	139,177
Due in more than one year	<u>77,342,929</u>
Total Liabilities	<u>81,718,553</u>
NET POSITION	
Net investment in capital assets	(12,642,836)
Restricted for:	
TABOR	758,000
Debt service	8,826,459
Special Education	158,400
Unrestricted	<u>5,822,208</u>
Total Net Position	<u><u>\$ 2,922,231</u></u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenue</u>			<u>Net (Expense)</u> <u>Revenue and</u> <u>Changes in Net</u> <u>Position</u>
		<u>Charges for</u> <u>Services</u>	<u>Operating</u> <u>Grants and</u> <u>Contributions</u>	<u>Capital Grants</u> <u>and</u> <u>Contributions</u>	<u>Governmental</u> <u>Activities</u>
Governmental activities:					
Instruction	\$ 12,661,814	\$ 424,265	\$ 4,684,272	\$ -	\$ (7,553,277)
Supporting services	12,809,072	232,613	13,826	730,749	(11,831,884)
Interest and issuance costs	3,179,452	-	-	-	(3,179,452)
Total governmental activities	<u>\$ 28,650,338</u>	<u>\$ 656,878</u>	<u>\$ 4,698,098</u>	<u>\$ 730,749</u>	<u>(22,564,613)</u>
General revenues:					
Per pupil revenue					20,790,370
Grants and contributions not restricted to specific programs					139,546
Unrestricted investment earnings					147,178
Miscellaneous					<u>72,557</u>
Total general revenues					<u>21,149,651</u>
Change in net position					(1,414,962)
Net position - beginning					<u>4,337,193</u>
Net position - ending					<u>\$ 2,922,231</u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2024

	General Fund	Classical Education Growth Fund	Building Corp Fund	Total
ASSETS				
Cash and investments	\$ 8,467,954	\$ 12,708	\$ -	\$ 8,480,662
Restricted cash and cash equivalents	-	-	23,117,974	23,117,974
Grants receivables	657,775	-	-	657,775
Intergovernmental receivables	330,976	-	-	330,976
Other receivables	310,991	-	-	310,991
Due from other funds	-	2,000	-	2,000
Deposits	5,000	-	-	5,000
Prepays	250	-	-	250
Total Assets	<u>\$ 9,772,946</u>	<u>\$ 14,708</u>	<u>\$ 23,117,974</u>	<u>\$ 32,905,628</u>
LIABILITIES				
Accounts payable and other accrued liabilities	\$ 2,848,338	\$ -	\$ 513,434	\$ 3,361,772
Due to other funds	2,000	-	-	2,000
Unearned revenue	198,708	-	-	198,708
Total Liabilities	<u>3,049,046</u>	<u>-</u>	<u>513,434</u>	<u>3,562,480</u>
FUND BALANCE				
Non-spendable	250	-	-	250
Restricted for:				
TABOR	758,000	-	-	758,000
Debt service	-	14,708	22,604,540	22,619,248
Special Education	158,400	-	-	158,400
Unassigned	5,807,250	-	-	5,807,250
Total Fund Balance	<u>6,723,900</u>	<u>14,708</u>	<u>22,604,540</u>	<u>29,343,148</u>
Total Liabilities and Fund Balance	<u>\$ 9,772,946</u>	<u>\$ 14,708</u>	<u>\$ 23,117,974</u>	<u>\$ 32,905,628</u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2024

Amounts reported for Governmental Activities in the Statement of Net Position are different because:

Total Fund Balance of Governmental Funds		\$ 29,343,148
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the governmental funds.		
Capital assets, not being depreciated	\$ 37,345,178	
Capital assets, net of accumulated depreciation/amortization	<u>14,391,978</u>	51,737,156
Long-term liabilities and related items are not due and payable in the current year and, therefore, are not reported in government funds:		
Long-term debt payable	\$ (77,482,106)	
Accrued interest	<u>(675,967)</u>	<u>(78,158,073)</u>
Total Net Position of Governmental Activities		<u><u>\$ 2,922,231</u></u>

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2024

	General Fund	Classical Education Growth Fund	Building Corp Fund	Total
REVENUES				
Local sources	\$ 1,240,968	\$ 249,659	\$ 53,470	\$ 1,544,097
State sources	24,478,060	-	-	24,478,060
Federal sources	1,213,218	-	-	1,213,218
Total revenues	26,932,246	249,659	53,470	27,235,375
EXPENDITURES				
Instruction	12,689,896	-	-	12,689,896
Supporting services	13,366,176	13,110	2,041	13,381,327
Debt service				
Interest	20,123	742,042	-	762,165
Principal	93,491	-	-	93,491
Issuance costs	-	-	1,381,252	1,381,252
Facilities acquisition and construction	-	7,107,203	36,291,526	43,398,729
Total expenditures	26,169,686	7,862,355	37,674,819	71,706,860
Excess (deficiency) of revenues over expenditur	762,560	(7,612,696)	(37,621,349)	(44,471,485)
OTHER FINANCING SOURCES (USES)				
Transfers in (out)	897,390	15,834,275	(16,731,665)	-
Proceeds from long-term debt	620,478	-	77,515,000	78,135,478
Premium (discount) on debt issued	-	-	(557,446)	(557,446)
Payment to escrow agent	-	(17,262,734)	-	(17,262,734)
Total other financing sources (uses)	1,517,868	(1,428,459)	60,225,889	60,315,298
Net change in fund balance	2,280,428	(9,041,155)	22,604,540	15,843,813
Fund balance, beginning	4,443,472	9,055,863	-	13,499,335
Fund balance, ending	\$ 6,723,900	\$ 14,708	\$ 22,604,540	\$ 29,343,148

The accompanying notes are an integral part of these financial statements.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGE IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

Amounts reported for Governmental Activities in the Statement of Activities are different because:

Net Change in Fund Balance of Governmental Funds	\$	15,843,813
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Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current year.

Depreciation/amortization expense	\$	(309,724)	
Loss on asset disposal		(107,298)	
Capital outlays		44,308,790	43,891,768

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of the governmental funds. Neither transaction, however, has any effect on net position

Repayment of principal	\$	189,863	
Payment to escrow agent		17,262,734	
Lease proceeds		(604,230)	
Proceeds from long term debt		(76,957,554)	(60,109,187)

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.

Accrued interest on long-term debt	\$	(675,967)	
Amortization of deferred amounts on refunding		(362,734)	
Amortization of bond discount		(2,655)	(1,041,356)

Change in Net Position of Governmental Activities	\$	(1,414,962)
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The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Ascent Classical Academy Charter Schools, Inc (the “Network”) have been prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). The more significant accounting policies established in GAAP and used by the Network are discussed below.

A. REPORTING ENTITY

The Ascent Classical Academy Charter Schools, Inc is a federal 501(c)(3) tax-exempt, state nonprofit corporation, organized in 2017 pursuant to the Colorado Charter Schools Act to form and operate charter schools within the State of Colorado.

The Network comprises of four charter schools: Ascent Classical Academy of Douglas County (“Douglas County”) and Ascent Classical Academy of Northern Colorado (“Northern Colorado”) and Ascent Classical Academy Grand Junction (“Grand Junction”) and Ascent Classical Academy of Northern Denver (“Northern Denver”). All schools operate under contract with the Colorado Charter School Institute.

The financial reporting entity consists of the Network and organizations for which the Network is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the Network. In addition, any legally separate organizations for which the Network is financially accountable are considered part of the reporting entity. Financial accountability exists if the Network appoints a voting majority of the organization’s board of directors and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on, the Network.

Blended component units. The Classical Education Growth Fund and Ascent Colorado Building Corporation (The Building Corp) were organized for the purpose of acquiring, leasing, constructing, improving, equipping and financing various facilities, land, equipment and other improvements in connection with property intended to be leased to the Network. The Building Corporations are reported as special revenue funds and do not issue separate financial statements.

B. GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENT PRESENTATION

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the Network and its component units. Any fiduciary activities are reported only in the fund financial statements. *Governmental activities* are supported by per pupil revenue and intergovernmental revenues.

The statement of activities demonstrates the degree to which direct expenses of given functions or segments are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include (1) charges to students or other service users who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment, and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. All taxes, including those dedicated for specific purposes, and other internally dedicated resources are reported as *general revenues* rather than as program revenues.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds. Separate financial statements are provided for governmental funds. As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are charges for interfund services provided and used, the elimination of which would distort the direct costs and program revenues reported for the various functions.

The emphasis of fund financial statements is on major funds. Major individual funds are reported as separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as non-major funds.

The Network reports the following major governmental funds:

The *General Fund* is the Network's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The *Building Corp Funds* are used to account for the financial activities of the Building Corporations including facilities acquisition and construction and the accumulation of resources for the related debt service. There are two Building Corp Funds: Classical Education Growth Fund and Ascent Colorado Building Corporation (Building Corp Fund).

During the course of operations, the Network has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds and advances to/from other funds. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental and internal service funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

C. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the period or soon enough thereafter to pay liabilities of the current fiscal period. For this purpose, the Network considers revenues to be available if they are collected within 120 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences are recorded only when payment is due. General capital asset acquisitions, including entering into contracts giving the Network the right to use leased assets, are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under leases are reported as other financing sources.

Interest and charges for services associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source (within 120 days of year-end). All other revenue items are considered to be measurable and available only when cash is received by the Network.

*D. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND NET POSITION/
FUND BALANCE*

Cash and cash equivalents

Cash and cash equivalents include cash on hand and in the bank and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with a maturity of less than one year when purchased, non-negotiable certificates of deposit, and other nonparticipating investments are stated at cost or amortized cost. Investments with a maturity greater than one year when purchased are stated at fair value. Fair value is the price that would be received to sell an investment in an orderly transaction at year end.

Local government investment pools in Colorado must be organized under Colorado Revised Statutes, which allows certain types of governments within the state to pool their funds for investment purposes. Investments in such pools are reported at net asset value.

Receivables

All receivables are reported at their gross values and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Prepaid items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

Capital assets

Capital assets include tangible and intangible assets that are reported in the governmental activities column in the government-wide financial statements. Capital assets, except for lease assets, are defined by the Network as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of two years. For lease assets, only those intangible lease assets that cost more than \$15,000 are reported as capital assets.

As the Network constructs or acquires capital assets each period they are capitalized and reported at historical cost (except for intangible right-to-use lease assets, the measurement of which is discussed in Note 1 D. *Leases* below). The reported value excludes normal maintenance and repairs, which are amounts spent in relation to capital assets that do not increase the asset's capacity or efficiency or increase its estimated useful life. Donated capital assets are recorded at acquisition value at the date of donation. Acquisition value is the price that would be paid to acquire an asset with equivalent service potential on the date of the donation. Intangible assets follow the same capitalization policies as tangible capital assets and are reported with tangible assets in the appropriate capital asset class.

Land and construction in progress are not depreciated. The other tangible and intangible assets of the Network are depreciated/amortized using the straight-line method over the following estimated useful lives:

Buildings and improvements	10 -20 years
Equipment	5 years

Unearned Revenue

Unearned revenue includes resources received by the Network before the related revenue can be recognized because the earnings process is not complete.

Leases

Lessee: The Network is a lessee for noncancellable leases of equipment and multi-year online software license. The Network recognizes a lease liability and an intangible right-to-use lease assets in the government-wide financial statements. The Network recognizes lease liabilities with an initial, individual value of \$15,000 or more.

At the commencement of a lease, the Network initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Key estimates and judgments related to leases include how the Network determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The Network uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the Network generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the Network is reasonably certain to exercise.

The Network monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets and lease liabilities are reported with long-term debt on the statement of net position.

Long-term liabilities

In the government-wide financial statements long-term debt and other long-term obligations are reported as liabilities in the governmental activities statement of net position. Bond premiums and discounts are deferred and amortized over the life of the debt using the straight-line method. Bonds payable are reported net of the applicable premium or discount.

In the fund financial statements, governmental fund types recognize premiums and discounts, as well as issuance costs, during the current period. The face amount of the debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Net position

For government-wide reporting the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources is called net position. Net position is comprised of three components: net investment in capital assets, restricted, and unrestricted.

Net investment in capital assets consists of capital assets, net of accumulated depreciation/amortization and reduced by outstanding balances of bonds, notes, and other debt that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

Restricted net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Assets are reported as restricted when constraints are placed on asset use either by external parties or by law through constitutional provision or enabling legislation.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Unrestricted net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that does not meet the definition of the two preceding categories.

Sometimes the Network will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the Network's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

Fund balance classification

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the Network is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications available to be used in the governmental fund financial statements are as follows:

Nonspendable – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact.

Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation.

Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal resolution of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action that was used when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

Assigned – This classification includes amounts that are constrained by the Network's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Education or through the Board of Directors delegating this responsibility to management through the budgetary process. This classification also includes the remaining positive fund balance for any governmental funds except for the General Fund.

Unassigned – This classification includes the residual fund balance for the General Fund. The unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The Network would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 2 – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgetary Information

Budgets are required by State law for all funds, except fiduciary funds. Management submits a proposed budget to the Board of Directors for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them. It also includes a statement describing the major objectives of the educational program to be undertaken by the Network and the manner in which the budget proposes to fulfill such objectives. Public hearings are conducted by the Board of Directors to obtain public comments.

On or before June 30, the budget is adopted by formal resolution. After the adoption of the budget, the board may review and change the budget at any time prior to January 31 of the fiscal year for which the budget was adopted. After January 31, the board may not review or change the budget except where money for a specific purpose from other than ad valorem taxes become available which could not have been reasonable foreseen at the time of the adoption of the budget. Expenditures may not legally exceed appropriations at the fund level. Authorization to transfer budgeted amounts between line items within any fund rests with Management. Revisions that alter the total expenditures in any fund must be approved by the Board of Directors. Appropriations are based on total funds expected to be available in each budget year, including beginning fund balances as established by the Board of Directors.

Budgets for all fund types are adopted on a basis consistent with Generally Accepted Accounting Principles (GAAP). GAAP-basis accounting requires that expenditures of salaries and related benefits be recorded in the fiscal year earned. Thus, Management budgets for all accrued salaries and related benefits earned but unpaid at June 30. Budgeted amounts reported in the accompanying financial statements are as originally adopted and as amended by Management and/or Board of Directors throughout the year. All appropriations lapse at the end of each fiscal year.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 3 – DEPOSITS AND INVESTMENTS

A summary of deposits and investments as of June 30, 2024 is as follows:

Deposits	\$ 5,761,796
Cash with fiscal agent	1,655,486
Investments	<u>24,181,354</u>
Total	<u>\$ 31,598,636</u>

Deposits and investments are reported in the financial statements as follows:

Cash and investments	\$ 8,480,662
Restricted cash and investments	<u>23,117,974</u>
Total	<u>\$ 31,598,636</u>

Cash deposits with financial institutions

Custodial Credit Risk—deposits: Custodial credit risk is the risk that, in the event of a bank failure, the Network’s deposits might not be recovered. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The carrying amount of the Network’s deposits at June 30, 2024 was \$5,761,796 and the bank balances were \$5,883,967. Of the bank balances, \$511,987 were covered by federal deposit insurance, and the remaining balance was uninsured but collateralized in accordance with the provisions of the PDPA.

Investments

The Network is authorized by Colorado statutes to invest in the following:

- Obligations of the United States and certain U.S. government agencies’ securities;
- Certain international agencies’ securities;
- General obligation and revenue bonds of U.S. local government entities;
- Bankers’ acceptances of certain banks;
- Certain commercial paper;
- Local government investment pools;
- Written repurchase agreements collateralized by certain authorized securities;
- Certain money market fund;
- Guaranteed investment contracts.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 3 – DEPOSITS AND INVESTMENTS (CONTINUED)

<u>Investment Type</u>	<u>Year-end Balance</u>	<u>Measurement</u>	<u>Maturity</u>	<u>Standard & Poor's Rating</u>
Certificates of Deposit	\$ 20,756,670	Net asset value	Less than 90 days	AAAm
CSAFE	<u>3,424,684</u>	Amortized cost	Less 5 years	AAA
	<u>\$ 24,181,354</u>			

Local Government Investment Pool. The Colorado Surplus Asset Fund Trust (CSAFE) is an investment vehicle established for local government entities in Colorado to pool surplus funds. The State Securities Commissioner administers and enforces the requirements of creating and operating the pools, which operate in conformity with the Securities and Exchange Commission's Rule 2a-7 as promulgated under the Investment Company Act of 1940, as amended, which includes the maintenance of each share equal in value to \$1.00. Investments are limited to those allowed by state statutes. A designated custodial bank provides safekeeping and depository services in connection with the direct investment and withdrawal functions. The custodians' internal records identify the investments owned by the participating governments. There are no unfunded commitments, the redemption frequency is daily and there is no redemption notice period.

Interest Rate Risk – Interest rate risk is the risk that changes in the market interest rates will adversely affect the fair value of an investment. As a means of managing its exposure to interest rate risk, the Network has a board approved investment policy that limits investment maturities to five years or less. Colorado revised statute 24-75-601 also limits investment maturities to five years or less.

Credit Risk – Credit risk is the risk that an issuer of an investment will not fulfill its obligations to the holder of the investment. Credit risk is measured by the assignment of a rating by a nationally recognized statistical rating organization. State law and Network policy limit investments to those described above.

Concentration of Credit Risk – Concentration of credit risk is the risk of loss that may be caused by the Network's investment in a single issuer. The Network places no limit on the amount it may invest in any one issuer. More than 20 percent of the Network's investments are in Certificates of Deposit. These investments are 86% of the Network's total investments.

Fair value of investments. The Network measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles (GAAP). These guidelines recognize a three-tiered fair value hierarchy as follows:

- Level 1 inputs reflect prices quoted in active markets.
- Level 2 inputs reflect prices that are based on a similar observable asset either directly or indirectly, which may include inputs in markets that are not considered to be active.
- Level 3 inputs reflect prices based upon unobservable sources.

Network investments measured at net asset value or amortized cost fall under the existing exemptions to fair value measurement.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 4 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2024 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
<i>Governmental activities</i>				
Capital assets not being depreciated:				
Construction in progress	\$ 5,310,718	\$ 36,827,827	\$ (13,143,367)	\$ 28,995,178
Land	<u>1,875,000</u>	<u>6,475,000</u>	<u>-</u>	<u>8,350,000</u>
Total capital assets not being depreciated	<u>7,185,718</u>	<u>43,302,827</u>	<u>(13,143,367)</u>	<u>37,345,178</u>
Capital assets being depreciated:				
Buildings and improvements	452,915	13,478,790	-	13,931,705
Equipment	<u>244,731</u>	<u>66,310</u>	<u>-</u>	<u>311,041</u>
Total capital assets being depreciated	<u>697,646</u>	<u>13,545,100</u>	<u>-</u>	<u>14,242,746</u>
Less accumulated depreciation for:				
Buildings and improvements	(84,074)	(119,528)	-	(203,602)
Equipment	<u>(61,200)</u>	<u>(54,473)</u>	<u>-</u>	<u>(115,673)</u>
Total accumulated depreciation	<u>(145,274)</u>	<u>(174,001)</u>	<u>-</u>	<u>(319,275)</u>
Total capital assets being depreciated, net	<u>552,372</u>	<u>13,371,099</u>	<u>-</u>	<u>13,923,471</u>
Lease assets being amortized:				
Equipment	<u>178,830</u>	<u>604,230</u>	<u>(178,830)</u>	<u>604,230</u>
Total lease assets being amortized	<u>178,830</u>	<u>604,230</u>	<u>(178,830)</u>	<u>604,230</u>
Less accumulated amortization for:				
Equipment	<u>(71,532)</u>	<u>(135,723)</u>	<u>71,532</u>	<u>(135,723)</u>
Total accumulated amortization	<u>(71,532)</u>	<u>(135,723)</u>	<u>71,532</u>	<u>(135,723)</u>
Total lease assets being amortized, net	<u>107,298</u>	<u>468,507</u>	<u>(107,298)</u>	<u>468,507</u>
Capital assets, net of accumulated depreciation/amortization	<u>659,670</u>	<u>13,839,606</u>	<u>(107,298)</u>	<u>14,391,978</u>
Total governmental activities capital assets	<u>\$ 7,845,388</u>	<u>\$ 57,142,433</u>	<u>\$ (13,250,665)</u>	<u>\$ 51,737,156</u>

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 4 - CAPITAL ASSETS (CONTINUED)

Depreciation/amortization expense was charged to the functions/programs of the governmental activities of the Network as follows:

Governmental Activities

Instruction	\$ 2,332
Supporting services	<u>307,392</u>
Total depreciation/amortization expense	<u>\$ 309,724</u>

NOTE 5 – LEASES

Network as lessee

The Network, as a lessee has entered into lease agreements involving equipment and multi-year online software license agreements with lease terms from 2 to 5 years. The total costs of these right-to-use lease assets are recorded as \$604,230, less accumulated amortization of \$135,723. The Network has determined that as of June 30, 2024, there is no loss associated with an impairment of the right-to-use lease asset.

The future lease payments under lease agreements as of June 30, 2024 are as follows:

<u>Fiscal Year</u> <u>Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 139,177	\$ 26,095	\$ 165,272
2026	146,136	19,136	165,272
2027	127,878	11,829	139,707
2028	<u>108,706</u>	<u>5,435</u>	<u>114,141</u>
Total	<u>\$ 521,897</u>	<u>\$ 62,495</u>	<u>\$ 584,392</u>

NOTE 6 – LONG-TERM LIABILITIES

2023 Building Loan

On March 1, 2023, the Public Finance Authority issued \$16,900,000 of Charter School Revenue Bonds, Series 2023. Proceeds of the bonds were loaned to the Building Corp to finance the cost of the Ascent Classical Academy of Grand Junction project. The bonds accrue interest of 5.25% to 6.85% per annum. Interest payments are due monthly beginning on April 15, 2023 through March 15, 2028. The Loan was paid off with the 2024 Building Loan on April 1, 2024.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 6 – LONG-TERM LIABILITIES (CONTINUED)

2024 Building Loan

On April 1, 2024, the Colorado Educational and Cultural Facilities Authority issued \$77,515,000 of Charter School Revenue Bonds, Series 2024A & B. Proceeds of the bonds were loaned to the Building Corp to finance the cost of the Ascent Classical Academy Charter Schools, Inc. Project. The bonds accrue interest of 4.75% to 5.80% per annum. Principal will be paid on April 1 of each year, commencing April 1, 2028 and interest will be paid semiannually on April 1 and October 1, commencing October 1, 2024. The Loan matures on April 1, 2059.

Annual debt service requirements to maturity for loan payable is as follows:

Fiscal Year <u>Ending June 30</u>	<u>Governmental Activities</u>	
	<u>Principal</u>	<u>Interest</u>
2025	\$ -	\$ 4,055,800
2026	-	4,345,500
2027	-	4,345,500
2028	965,000	4,345,500
2029	1,025,000	4,285,288
2030 – 2034	5,900,000	20,648,151
2035 – 2039	7,520,000	19,032,313
2040 – 2044	9,760,000	16,791,350
2045 – 2049	12,820,000	13,720,150
2050 – 2054	17,005,000	9,544,150
2055 - 2059	<u>22,520,000</u>	<u>4,029,310</u>
Total	<u>\$ 77,515,000</u>	<u>\$ 105,143,012</u>

Changes in the Network's long-term liabilities for the year ended June 30, 2024, are as follows:

	<u>Beginning Balance</u>	<u>Debt Issued And Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Due Within One year</u>
<i>Governmental Activities</i>					
Loans payable	\$ 16,900,000	\$ 77,515,000	\$(16,900,000)	\$ 77,515,000	\$ -
Discount	-	(557,446)	2,655	(554,791)	-
Total loans payable	16,900,000	76,957,554	(16,897,345)	76,960,209	-
Leases	<u>107,530</u>	<u>604,230</u>	<u>(189,863)</u>	<u>521,897</u>	<u>139,177</u>
<i>Total Governmental Activities</i>	<u>\$ 17,007,530</u>	<u>\$ 77,561,784</u>	<u>\$ (17,087,208)</u>	<u>\$ 77,482,106</u>	<u>\$ 139,177</u>

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 7 - MANAGEMENT AGREEMENT

On October 17, 2017, the Network entered into a Management Agreement (Agreement) with Ascent Classical Academies (ACA), a non-profit Colorado corporation. On September 26, 2023, the Network Board of Directors voted to terminate the Agreement; the Agreement terminated on December 31, 2024. Substantially all functions of the Network were contracted to ACA, and ACA was responsible and accountable to the Network's Board of Directors for the administration, operation, and performance of the Network in accordance with the Network's contract with its authorizer to operate the Network. The Network paid ACA monthly fees ranging from 10% to 12% of qualified gross revenues received by the Network, net of any required withholding, for services performed at locations that are in operation. Payments of this fee ended with the Agreement termination on December 31, 2024. The management fee earned by ACA for the year ended June 30, 2024, for services rendered through December 31, 2024, was \$1,471,552. ACA was responsible for all costs incurred in providing the educational program at the Network, which included but was not limited to, salaries and benefits of all personnel, academic program implementation, finance, budgeting, payroll, human resources, support for school information technology systems, marketing and outreach, and other items identified in the Management Agreement.

To prepare for a transition from the ACA Agreement termination, the Board of Directors engaged in an Education Service Provider contract with Minga Education Group (MEG), a non-profit Colorado corporation on November 15, 2023. Under this contract, MEG serves as the employer of record for the Network's faculty and staff beginning January 1, 2024. The Network paid MEG a fixed monthly startup fee for the first four months of the contract, and then pays a reduced recurring fixed monthly management fee through the contract period end date of June 30, 2025, at which time the Board of Directors and MEG will negotiate a contract renewal. In addition to employment, MEG also provides Human Resources support, academic and leadership support, Authorizer support, and support by MEG's organizational structure. All other instructional and operational functions are now the responsibility of Network faculty and staff. The management fee earned by MEG for the year ended June 30, 2024 was \$692,000.

NOTE 8 - RISK MANAGEMENT

The Network is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The Network carries commercial insurance for these risks of loss, including worker's compensation and employee health and accident insurance. Settled claims resulting from these risks have not exceeded commercial insurance coverage during the last three fiscal years.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 9 – COMMITMENTS AND CONTINGENCIES

Grants

The Network has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to a request for reimbursement to grantor agencies for expenditures disallowed under terms of the grant. However, in the opinion of the Network, any such adjustments will not have a material adverse effect on the financial position of the Network.

Legal

The School is involved in pending or threatened lawsuits and claims. The School estimates that potential claims not covered by insurance or accrued for, resulting from such litigation, would not materially affect the financial statements of the School.

NOTE 10 - TAX, SPENDING, AND DEBT LIMITATIONS

Colorado voters passed an amendment to the State Constitution, Article X, Section 20, which has several limitations including revenue raising, spending abilities and other specific requirements of state and local governments.

The amendment requires emergency reserves be established. These reserves must be at least 3% of fiscal year spending. The Network is not allowed to use the emergency reserves to compensate for economic conditions, revenue shortfalls or salary and benefit increases. At June 30, 2024 there is a \$758,000 reservation of fund balance in the General Fund for the amendment.

The Amendment is complex and subject to judicial interpretation. The Network believes it is in compliance with the requirements of the amendment. However, the Network has made certain interpretations of the amendment's language in order to determine its compliance.

REQUIRED SUPPLEMENTARY INFORMATION

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2024

	Budgeted Amounts			
	Original	Final	Actual Amounts	Variance with Final Budget
REVENUES				
Local sources	\$ 735,640	\$ 834,704	\$ 1,240,968	\$ 406,264
State sources	25,487,881	24,323,694	24,478,060	154,366
Federal sources	1,023,567	1,174,980	1,213,218	38,238
Total revenues	27,247,088	26,333,378	26,932,246	598,868
EXPENDITURES				
Instruction	13,224,166	13,532,835	12,689,896	842,939
Supporting services	13,572,914	15,522,469	13,366,176	2,156,293
Debt service:				
Interest	-	-	20,123	(20,123)
Principal	-	110,618	93,491	17,127
Total expenditures	26,797,080	29,165,922	26,169,686	2,996,236
Excess (deficiency) of revenues over expenditures	450,008	(2,832,544)	762,560	3,595,104
OTHER FINANCING SOURCES (USES)				
Transfers in (out)	-	1,816,351	897,390	(918,961)
Proceeds from long-term debt	-	825,353	620,478	(204,875)
Total other financing sources (uses)	-	2,641,704	1,517,868	(1,123,836)
Net change in fund balances	450,008	(190,840)	2,280,428	2,471,268
Fund balances - beginning	3,724,334	3,725,400	4,443,472	718,072
Fund balance - ending	\$ 4,174,342	\$ 3,534,560	\$ 6,723,900	\$ 3,189,340

See the accompanying Independent Auditors' Report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
CLASSICAL EDUCATION GROWTH FUND
FOR THE YEAR ENDED JUNE 30, 2024

	Budgeted Amounts			
	Original	Final	Actual Amounts	Variance with Final Budget
REVENUES				
Local sources	\$ 460,000	\$ 761,351	\$ 249,659	\$ (511,692)
Total revenues	460,000	761,351	249,659	(511,692)
EXPENDITURES				
Supporting services	20,000	20,000	13,110	6,890
Debt service:				
Interest	1,200,000	1,200,000	742,042	457,958
Facilities acquisition and construction	7,500,000	7,500,000	7,107,203	392,797
Total expenditures	8,720,000	8,720,000	7,862,355	857,645
Excess (deficiency) of revenues over expenditures	(8,260,000)	(7,958,649)	(7,612,696)	345,953
OTHER FINANCING SOURCES (USES)				
Transfers in (out)	-	16,008,436	15,834,275	(174,161)
Payment to escrow agent	-	(17,262,735)	(17,262,734)	1
Total other financing sources (uses)	-	(1,254,299)	(1,428,459)	(174,160)
Net change in fund balances	(8,260,000)	(9,212,948)	(9,041,155)	171,793
Fund balances - beginning	9,055,863	9,851,726	9,055,863	(795,863)
Fund balance - ending	\$ 795,863	\$ 638,778	\$ 14,708	\$ (624,070)

See the accompanying Independent Auditors' Report

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
BUILDING CORP FUND
FOR THE YEAR ENDED JUNE 30, 2024

	Budgeted Amounts			
	Original	Final	Actual Amounts	Variance with Final Budget
REVENUES				
Local sources	\$ -	\$ -	\$ 53,470	\$ 53,470
Total revenues	-	-	53,470	53,470
EXPENDITURES				
Supporting services	-	-	2,041	(2,041)
Issuance costs	1,500,893	1,500,893	1,381,252	119,641
Facilities acquisition and construction	38,243,725	38,243,725	36,291,526	1,952,199
Appropriated reserves	1,000,000	2,000,000	-	2,000,000
Total expenditures	40,744,618	41,744,618	37,674,819	4,069,799
Excess (deficiency) of revenues over expenditures	(40,744,618)	(41,744,618)	(37,621,349)	4,123,269
OTHER FINANCING SOURCES (USES)				
Transfers in (out)	(18,222,467)	(18,222,467)	(16,731,665)	1,490,802
Proceeds from long-term debt	76,957,554	76,957,554	77,515,000	557,446
Premium (discount) on debt issued	-	-	(557,446)	(557,446)
Total other financing sources (uses)	58,735,087	58,735,087	60,225,889	1,490,802
Net change in fund balances	17,990,469	16,990,469	22,604,540	5,614,071
Fund balances - beginning	-	-	-	-
Fund balance - ending	\$ 17,990,469	\$ 16,990,469	\$ 22,604,540	\$ 5,614,071

See the accompanying Independent Auditors' Report

SUPPLEMENTARY INFORMATION

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
COMBINING BALANCE SHEET
GENERAL FUND
JUNE 30, 2024

	Douglas County	Northern Colorado	Grand Junction	Northern Denver	Total
ASSETS					
Cash and investments	\$ 4,676,450	\$ 2,460,433	\$ 572,616	\$ 758,455	\$ 8,467,954
Grant receivables	238,198	65,115	248,757	105,705	657,775
Intergovernmental receivables	148,733	98,965	47,829	35,449	330,976
Other receivables	174,383	126,090	5,232	5,286	310,991
Due from other funds	567,467	22,480	74,435	37,195	701,577
Deposits	5,000	-	-	-	5,000
Prepays	-	-	-	250	250
Total Assets	<u>\$ 5,810,231</u>	<u>\$ 2,773,083</u>	<u>\$ 948,869</u>	<u>\$ 942,340</u>	<u>\$ 10,474,523</u>
LIABILITIES					
Accounts payable and other accrued liabilities	\$ 1,452,476	\$ 739,152	\$ 406,288	\$ 250,422	\$ 2,848,338
Due to other funds	-	353,363	217,022	133,192	703,577
Unearned revenue	86,358	59,665	23,825	28,860	198,708
Total Liabilities	<u>1,538,834</u>	<u>1,152,180</u>	<u>647,135</u>	<u>412,474</u>	<u>3,750,623</u>
FUND BALANCE					
Non-spendable	-	-	-	250	250
Restricted for:					
TABOR	345,500	230,500	100,000	82,000	758,000
Special Education	90,000	68,400	-	-	158,400
Unassigned	3,835,897	1,322,003	201,734	447,616	5,807,250
Total Fund Balance	<u>4,271,397</u>	<u>1,620,903</u>	<u>301,734</u>	<u>529,866</u>	<u>6,723,900</u>
Total Liabilities and Fund Balance	<u>\$ 5,810,231</u>	<u>\$ 2,773,083</u>	<u>\$ 948,869</u>	<u>\$ 942,340</u>	<u>\$ 10,474,523</u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2024

	Douglas County	Northern Colorado	Grand Junction	Northern Denver	Total
REVENUES					
Local sources	\$ 567,235	\$ 244,877	\$ 157,857	\$ 270,999	\$ 1,240,968
State sources	11,122,398	7,471,295	3,284,107	2,600,260	24,478,060
Federal sources	357,611	51,459	439,892	364,256	1,213,218
Total revenues	12,047,244	7,767,631	3,881,856	3,235,515	26,932,246
EXPENDITURES					
Instruction	5,625,832	3,548,500	2,170,466	1,345,098	12,689,896
Supporting services	5,749,737	3,994,496	1,999,168	1,622,775	13,366,176
Debt service					
Interest	9,021	5,786	3,077	2,239	20,123
Principal	42,066	28,393	12,947	10,085	93,491
Total expenditures	11,426,656	7,577,175	4,185,658	2,980,197	26,169,686
Excess (deficiency) of revenues over expenditures	620,588	190,456	(303,802)	255,318	762,560
OTHER FINANCING SOURCES (USES)					
Transfers in (out)	180,757	(84,950)	551,583	250,000	897,390
Proceeds from long-term debt	279,185	188,435	85,926	66,932	620,478
Total other financing sources (uses)	459,942	103,485	637,509	316,932	1,517,868
Net change in fund balance	1,080,530	293,941	333,707	572,250	2,280,428
Fund balance, beginning	3,190,867	1,326,962	(31,973)	(42,384)	4,443,472
Fund balance, ending	\$ 4,271,397	\$ 1,620,903	\$ 301,734	\$ 529,866	\$ 6,723,900

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
DOUGLAS COUNTY
FOR THE YEAR ENDED JUNE 30, 2024

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ 338,481	\$ 567,235	\$ 228,754
State sources	11,059,074	11,122,398	63,324
Federal sources	365,439	357,611	(7,828)
Total revenues	<u>11,762,994</u>	<u>12,047,244</u>	<u>284,250</u>
EXPENDITURES			
Instruction	5,894,343	5,625,832	268,511
Support services	7,277,772	5,749,737	1,528,035
Debt service	50,640	51,087	(447)
Total expenditures	<u>13,222,755</u>	<u>11,426,656</u>	<u>1,796,099</u>
Excess (deficiency) of revenues over expenditures	<u>(1,459,761)</u>	<u>620,588</u>	<u>2,080,349</u>
OTHER FINANCING SOURCES (USES)			
Transfers in (out)	1,050,000	180,757	(869,243)
Proceeds from long-term debt	221,669	279,185	57,516
Total other financing sources (uses)	<u>1,271,669</u>	<u>459,942</u>	<u>(811,727)</u>
Net change in fund balance	1,083,577	1,080,530	1,268,622
Fund balance, beginning	<u>2,472,794</u>	<u>3,190,867</u>	<u>718,073</u>
Fund balance, ending	<u><u>\$ 3,556,371</u></u>	<u><u>\$ 4,271,397</u></u>	<u><u>\$ 1,986,695</u></u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
NORTHERN COLORADO
FOR THE YEAR ENDED JUNE 30, 2024

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ 142,547	\$ 244,877	\$ 102,330
State sources	7,441,508	7,471,295	29,787
Federal sources	50,074	51,459	1,385
Total revenues	<u>7,634,129</u>	<u>7,767,631</u>	<u>133,502</u>
EXPENDITURES			
Instruction	3,746,909	3,548,500	198,409
Support services	4,477,316	3,994,496	482,820
Debt service	34,179	34,179	-
Total expenditures	<u>8,258,404</u>	<u>7,577,175</u>	<u>681,229</u>
Excess (deficiency) of revenues over expenditures	<u>(624,275)</u>	<u>190,456</u>	<u>814,731</u>
OTHER FINANCING SOURCES (USES)			
Transfers in (out)	140,000	(84,950)	(224,950)
Proceeds from long-term debt	149,615	188,435	38,820
Total other financing sources (uses)	<u>289,615</u>	<u>103,485</u>	<u>(186,130)</u>
Net change in fund balance	(334,660)	293,941	628,601
Fund balance, beginning	<u>1,326,962</u>	<u>1,326,962</u>	<u>-</u>
Fund balance, ending	<u><u>\$ 992,302</u></u>	<u><u>\$ 1,620,903</u></u>	<u><u>\$ 628,601</u></u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GRAND JUNCTION
FOR THE YEAR ENDED JUNE 30, 2024

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ 157,934	\$ 157,857	\$ (77)
State sources	3,267,321	3,284,107	16,786
Federal sources	421,567	439,892	18,325
Total revenues	<u>3,846,822</u>	<u>3,881,856</u>	<u>35,034</u>
EXPENDITURES			
Instruction	2,242,022	2,170,466	71,556
Support services	2,127,481	1,999,168	128,313
Debt service	16,359	16,024	335
Total expenditures	<u>4,385,862</u>	<u>4,185,658</u>	<u>200,204</u>
Excess (deficiency) of revenues over expenditures	<u>(539,040)</u>	<u>(303,802)</u>	<u>235,238</u>
OTHER FINANCING SOURCES (USES)			
Transfers in (out)	626,351	551,583	(74,768)
Proceeds from long-term debt	85,926	85,926	-
Total other financing sources (uses)	<u>712,277</u>	<u>637,509</u>	<u>(74,768)</u>
Net change in fund balance	173,237	333,707	160,470
Fund balance, beginning	<u>(31,972)</u>	<u>(31,973)</u>	<u>(1)</u>
Fund balance, ending	<u><u>\$ 141,265</u></u>	<u><u>\$ 301,734</u></u>	<u><u>\$ 160,469</u></u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
NORTHERN DENVER
FOR THE YEAR ENDED JUNE 30, 2024

	Final Budget	Actual	Variance with Final Budget
REVENUES			
Local sources	\$ 195,742	\$ 270,999	\$ 75,257
State sources	2,555,791	2,600,260	44,469
Federal sources	337,900	364,256	26,356
Total revenues	<u>3,089,433</u>	<u>3,235,515</u>	<u>146,082</u>
EXPENDITURES			
Instruction	1,649,561	1,345,098	304,463
Support services	1,639,900	1,622,775	17,125
Debt service	12,140	12,324	(184)
Total expenditures	<u>3,301,601</u>	<u>2,980,197</u>	<u>321,404</u>
Excess (deficiency) of revenues over expenditures	<u>(212,168)</u>	<u>255,318</u>	<u>467,486</u>
OTHER FINANCING SOURCES (USES)			
Transfers in (out)	-	250,000	250,000
Proceeds from long-term debt	368,143	66,932	(301,211)
Total other financing sources (uses)	<u>368,143</u>	<u>316,932</u>	<u>(51,211)</u>
Net change in fund balance	155,975	572,250	416,275
Fund balance, beginning	<u>(42,384)</u>	<u>(42,384)</u>	<u>-</u>
Fund balance, ending	<u><u>\$ 113,591</u></u>	<u><u>\$ 529,866</u></u>	<u><u>\$ 416,275</u></u>

See the accompanying independent auditors' report.

COMPLIANCE SECTION

SINGLE AUDIT

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Additional Award Identification	Pass-Through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. Department of Education					
Passed Through Colorado Department of Education					
<i>Special Education Cluster</i>					
Special Education: Grants to States IDEA Part B	84.027		4027		\$ 329,955
Title I Grants to Local Educational Agencies	84.010		4010, 9207		73,965
Charter Schools	84.282		5282		787,316
English Language Acquisition Grants	84.365		4365		1,694
Improving Teacher Quality State Grants	84.367		4367		20,288
Total U.S. Department of Education				<u>-</u>	<u>1,213,218</u>
Total Federal Awards				<u>\$ -</u>	<u>\$ 1,213,218</u>

See the accompanying independent auditors' report.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Ascent Classical Academy Charter Schools, Inc under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Ascent Classical Academy Charter Schools, Inc, it is not intended to and does not present the financial position, changes in net position, or cash flows of Ascent Classical Academy Charter Schools, Inc.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the modified-accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

NOTE 3 – INDIRECT COST RATE

Ascent Classical Academy Charter Schools, Inc has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Ascent Classical Academy Charter Schools, Inc, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Ascent Classical Academy Charter Schools, Inc's basic financial statements, and have issued our report thereon dated October 9, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Ascent Classical Academy Charter Schools, Inc's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control. Accordingly, we do not express an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Ascent Classical Academy Charter Schools, Inc's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 9, 2024



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM
GUIDANCE**

To the Board of Directors
Ascent Classical Academy Charter Schools, Inc

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Ascent Classical Academy Charter Schools, Inc's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Ascent Classical Academy Charter Schools, Inc's major federal programs for the year ended June 30, 2024. Ascent Classical Academy Charter Schools, Inc's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Ascent Classical Academy Charter Schools, Inc complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Ascent Classical Academy Charter Schools, Inc and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Ascent Classical Academy Charter Schools, Inc's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Ascent Classical Academy Charter Schools, Inc's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Ascent Classical Academy Charter Schools, Inc's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Ascent Classical Academy Charter Schools, Inc's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Ascent Classical Academy Charter Schools, Inc's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Ascent Classical Academy Charter Schools, Inc's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Ascent Classical Academy Charter Schools, Inc's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
October 9, 2024

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

Section II—Financial Statement Findings

No findings reported.

Section III—Findings and Questioned Costs for Federal Awards

No findings reported.

ASCENT CLASSICAL ACADEMY CHARTER SCHOOLS, INC
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2024

The Summary Schedule of Prior Audit Findings (the Summary) summarizes the status of the audit findings reported in the Ascent Classical Academy Charter Schools, Inc Schedule of Findings and Questioned Costs for the year ended June 30, 2023. If the prior audit finding was fully addressed, the Summary indicates that the corrective action described in the prior audit report was taken or that corrective action is no longer needed. Otherwise, the Summary references the page number of the June 30, 2024 single audit report where a repeat recommendation, description of the planned corrective action, or reason for not implementing the recommendation is presented.

<u>Finding Number</u>	<u>ALN Number</u>	<u>Program/ Cluster Title</u>	<u>Finding</u>	<u>Status of Finding</u>
2023-001	NA	NA	Accounting for Debt Issuances and Related Capital Projects	Corrected

**Ascent Classical Academy Moore County
Interest Statistics**

	Students
K	46
1	77
2	59
3	51
4	49
5	31
6	36
7	38
8	30
Total Graded	417
Total	558

ZIP	% Total	Sum Total
9096	0.18%	1
23815	0.5%	3
27207	0.2%	1
27209	0.2%	1
27281	0.9%	5
27325	0.4%	2
27330	0.2%	1
27332	0.7%	4
27341	0.2%	1
27376	6.6%	37
27502	0.2%	1
28277	0.4%	2
28306	0.5%	3
28315	13.4%	75
28326	8.4%	47
28327	20.1%	112
28328	0.5%	3
28338	0.2%	1
28351	0.2%	1
28360	0.2%	1
28373	1.4%	8
28374	9.7%	54
28376	2.7%	15
28387	13.4%	75
28394	5.4%	30
28396	0.2%	1
28427	0.4%	2
28471	0.4%	2
28572	0.2%	1

**Ascent Classical Academy Moore County
Interest Statistics**

28792	0.2%	1
29073	0.4%	2
29374	0.5%	3
55369	0.7%	4
73170	0.2%	1
80924	0.4%	2
98513	0.7%	4
27325-7334	0.2%	1
(blank)	9.0%	50
Grand Total	100.00%	558

City	% Total	Sum Total
Aberdeen	13.98%	78
APO	0.18%	1
Bear Creek	0.18%	1
Biscoe	0.18%	1
Cameron	8.24%	46
Carthage	11.29%	63
CHARLOTTE	0.36%	2
Colorado Springs	0.36%	2
Ellerbe	0.18%	1
Fayetteville	0.54%	3
Foxfire	0.18%	1
Hendersonville	0.18%	1
Highlands	0.36%	2
Jackson Springs	0.72%	4
Lacey	0.72%	4
Laurel Hill	0.18%	1
Lexington	0.36%	2
Lumberton	0.18%	1
Maple Grove	0.72%	4
Mobile	0.18%	1
North Carolina	0.54%	3
Oklahoma City	0.18%	1
Pinebluff	1.25%	7
Pinehurst	10.22%	57
Pinehurst nc	0.36%	2
Pink Hill	0.18%	1
Pknehurst	0.18%	1
Raeford	2.69%	15
Robbins	0.54%	3
Sanford	0.90%	5
Seagrove	0.18%	1
Southern Pines	14.87%	83
Southern Pnes	0.90%	5

Ascent Classical Academy Moore County
Interest Statistics

Vass	3.05%	17
Wagram	0.18%	1
West End	6.27%	35
Whispering Pine	10.22%	57
Whispering Pir	0.36%	2
(blank)	7.71%	43
Grand Total	100.00%	558

17 April 2025

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh, NC 27601-2825

Dear Chairman, Friends, and Charter School Review Board Members,

Without reservation, I recommend approval of this application for charter school status for Ascent Classical School of Moore County.

Knowledge is a valuable commodity, increasingly fungible in the Moore County of the future.

Ascent Classical School arrives on the Moore County scene at a time poised for marked population growth, a surge in knowledge-driven innovation, and an increasing demand for the wide-ranging, adaptable American generalist to lead us into the second half of the 21st century.

As a product of classical teaching and learning, I appreciate the breadth and depth of knowledge, skills, and abilities that will be imparted by the Ascent curriculum, making possible a good life, seasoned with human challenge, learned and ethical decision-making, professional and personal accomplishment.

Underpinning this fine curriculum is an elevated campus culture, where virtue and character round out our rising Renaissance boy and girl, a critical feature that so many parents seek today.

I look forward to Ascent Classical playing a key role in our Moore County teaching and learning team.

Most Sincerely,

Kenneth J. Benway

Lieutenant Colonel, US Army Retired
Whispering Pines, North Carolina

Letter of Support

April 8, 2025

Dear Office of Charter School Review Board:

I am writing a Letter of Support to the Moore County Ascent Classical Academies. As a resident and former teacher, parent, and administrator of Moore County, I know firsthand the need for this opportunity for the children in the upper district. This is an area of high poverty and of diversity that is not able to access the other charter schools located in this county. These are also families that want the best for their children with the resources they have. That is why I am personally excited that this school will be stationed in an area that provides access to something different and something with a purpose.

As a Charter School Superintendent with over 2,100 students, I know how important it is to provide our children and families with a choice in how instruction can be presented to their children. Ascent Classical Academies is one that values traditions and teaches that we all have a place in society. Moreover, starting as a K-8 and building a grade each year after, will allow that special connection of community and create the common mission and vision right from the beginning.

I have been fortunate enough to have witnessed the dedication from this group of leaders that are striving to make a difference in the lives of children in the community that we love. I hope the review board also sees that same compassion that I do. If you have any questions, please do not hesitate to contact me at (910) 986-2332.

Sincerely,



Sharon S. Castelli, Ed.D
Superintendent, Uwharrie Charter Academy



(336) 610-0818



207 Eagle Lane, Bldg. A
Asheboro, NC 27205

North Carolina Department of Public Instruction

Attn: Office of Charter Schools

301 N. Wilmington Street

Raleigh, NC 27601-2825

Dear Charter School Review Board,

My name is Teresa Beavers. I have been an educator in the NC Public Schools for over 35 years. I also taught three years at a private classical school. I am presently a town commissioner with the Town of Aberdeen. I am writing to ask your support in granting a public school charter to the Ascent Classical Academy of Moore County.

Charter schools in Moore County, NC have been very successful. I know many families from my own neighborhood who love attending our local charter school. Our parents have given nothing but praise for the model. As a trained classical teacher, I can see how this classical model would be a wonderful asset to Moore County. Students learning through this model, who can't afford to attend other private classical schools, can take advantage of this opportunity. In my opinion, Classical Education is effective and results in higher levels of learning. This school will provide students in Moore County with a holistic education, developing both their intellectual and civic virtue.

As a former classical teacher, and a current public school teacher, I support parents and guardians having the choice of different schools and models that best suit their needs. Currently, we do not have a classical charter school in Moore County. This charter would be a great addition to our educational offerings. It would also be free to parents who would like to provide this learning opportunity, but can't afford to.

Thank you for your consideration,

Sincerely,

Dr. Teresa Beavers, Ed.D.

Town Commissioner- Aberdeen, NC

North Carolina Department of Public Instruction

Attn: Office of Charter Schools

301 N. Wilmington Street

Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I am writing to ask your support for granting a public school charter to Ascent Classical Academy of Moore County.

The Ascent Charter Organization has applied their formula of creating successful charter schools in other states. They have a proven track record of success, and they are seeking to bring their expertise to Moore County to start a charter school should their charter be approved.

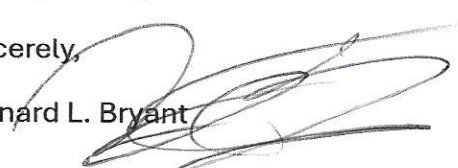
ACA offers a well-rounded and engaging curriculum in the liberal arts and sciences with the goal of developing virtuous citizens who are prepared to flourish in life as good neighbors and critical thinkers. Through a content-rich curriculum, Ascent Classical students are able to draw upon their study of history and literature to form historically rooted opinions of the world around them. Caroline Kelly and her steering committee have done an excellent job of assessing the need for this charter school and I am certain they will work hand in hand with Ascent to create the most successful charter school in Moore County.

Currently, there is not a classical charter school in the greater Moore County area, but this model is growing rapidly across the nation and is desired by parents and educators in our community. I support parents and guardians having the choice of different schools and models that best suit the needs of their family.

Thank you for your consideration.

Sincerely,

Leonard L. Bryant



17 April 2025

North Carolina Department of Public Instruction

Attn: Office of Charter Schools

301 N. Wilmington Street

Raleigh, NC 27601-2825

Dear Chairman, Friends, and Charter School Review Board Members,

Without reservation, I recommend approval of this application for charter school status for Ascent Classical School of Moore County.

Knowledge is a valuable commodity, increasingly fungible in the Moore County of the future.

Ascent Classical School arrives on the Moore County scene at a time poised for marked population growth, a surge in knowledge-driven innovation, and an increasing demand for the wide-ranging, adaptable American generalist to lead us into the second half of the 21st century.

As a product of classical teaching and learning, I appreciate the breadth and depth of knowledge, skills, and abilities that will be imparted by the Ascent curriculum, making possible a good life, seasoned with human challenge, learned and ethical decision-making, professional and personal accomplishment.

Underpinning this fine curriculum is an elevated campus culture, where virtue and character round out our rising Renaissance boy and girl, a critical feature that so many parents seek today.

I look forward to Ascent Classical playing a key role in our Moore County teaching and learning team.

Most Sincerely,

Kenneth J. Benway

Lieutenant Colonel, US Army Retired

Whispering Pines, North Carolina

April 8, 2025

Subject: Letter of Support for Ascent Classical Academy of Moore County, NC

Dear Directors,

I am writing to express my strong support for the establishment of Ascent Classical Academy of Moore County, NC, a new charter school in Moore County. As the Vice Chair, and past Chair for many years, of the Moore County Board of County Commissioners, and as a life-long resident of Moore County, I believe this charter school has the potential to significantly benefit our community and the children we serve.

Ascent Classical Academy has a and proven track record. Ascent Classical Academy is already successfully operating multiple schools in Colorado and is currently expanding its network of schools into North and South Carolina. A new charter school is greatly needed in Moore County to provide families with an alternative to meet the educational needs of their children in a kindergarten through twelfth grade environment. This will be the only charter school in Moore County that is based on a classical education model and that serves children from kindergarten through graduation. The interest in establishing Ascent Classical Academy of NC is already astounding with over 525 students whose parents desire to enroll them.

By offering a high-quality, classical education, Ascent Classical Academy of NC will not only empower our students but also strengthen our community by preparing the next generation of exemplary and virtuous leaders. I urge you to support the establishment of this new and much needed charter school and its mission to provide a brighter future for the children of Moore County.

Thank you for your time and consideration.

Sincerely,

DocuSigned by:

Nick Picerno

ED25F27E76EB433...

Nick Picerno, Vice Chair

Moore County Board of Commissioners

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I am reaching out to seek your support in granting a public school charter for Ascent Classical Academy of Moore County.

The team behind Ascent Classical Academy has a track record of establishing and running successful charter schools in other states, utilizing a proven model and program. Ascent Classical Academy offers a comprehensive curriculum in the liberal arts and sciences, aiming to cultivate virtuous citizens who are equipped to thrive as responsible members of society and critical thinkers. Through a curriculum rich in content, students at Ascent Classical Academy are empowered to form well-informed perspectives on the world around them, drawing from their studies of history and literature.

Currently, there is a lack of classical charter schools in the greater Moore County area, despite the growing demand for this model among parents and educators nationwide. I believe in supporting parents and guardians in choosing schools and educational models that best meet the needs of their families.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to be 'Philip Holmes', with a stylized flourish extending to the right.

Philip Holmes



North Carolina General Assembly House of Representatives

REPRESENTATIVE NEAL JACKSON
78TH DISTRICT

COMMITTEES

OFFICE: 406 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925
(919) 715-4947
PHONE: NEAL.JACKSON@NCLEG.GOV
EMAIL:

FINANCE, SENIOR CHAIR
ENERGY AND UTILITIES, VICE CHAIR
AGRICULTURE AND ENVIRONMENT
HIGHER EDUCATION
RULES, CALENDAR, AND OPERATIONS OF THE HOUSE

April 8, 2025

Ms. Caroline Kelly
3313 Kelly Plantation Road,
Carthage, NC 28327

Dear Ms. Kelly,

I am writing to express my support for the Ascent Classical Academy of Moore County. This school will join other charter schools in providing choices tailored to the specific needs of local families. North Carolinians have proven time and again that they prefer school choice and more charter schools. This academy will give the good people of Moore County an education option that has been much sought after.

The families of Moore County will benefit from the improved options for education opportunities that the Ascent Classical Academy of Moore County will provide. The school will offer a well-rounded and engaging classical curriculum in the liberal arts and sciences with the goal of developing virtuous citizens who are prepared to flourish in life as good neighbors and critical thinkers.

I represent Moore County and hear from all over the area how parents are excited about this new charter school, and I am excited to see the bright future of this project. The students of my district are a top priority, and this school will provide a sound education for generations. I am grateful for all the work that Ascent Classical Academy of Moore County is doing to provide education options for this community.

Kindest regards,

A handwritten signature in black ink, appearing to read "Neal Jackson", written in a cursive style.

Representative Neal Jackson
District 78: Randolph and Moore Counties



North Carolina General Assembly
House of Representatives

REPRESENTATIVE JOHN SAULS
51ST DISTRICT

April 15, 2025

North Carolina Department of Public Instruction,
Office of Charter Schools,
6301 Mail Service Center,
Raleigh, NC 27699-6301

Subject: Support For Ascent Classical Academy

I am writing to express my support for the opening of Ascent Classical Academy the Summer of 2026. I believe that the opening of the school will provide more school choice in the area as it will be accessible to students in my district, Lee & Moore Counties, as well. School choice is of great importance as students in our community have certain needs, and we of course want each child to have the education that they and their families desire.

The K-12 Classical curriculum that is being proposed is built around twin pillars: the first being a traditional liberal arts and sciences education, and the second being traditional values and virtues. I believe that this will be very beneficial to their students, as I can assure you this curriculum is exceptional.

Please do not hesitate to contact our office if we can be of more service in the process of maintaining a charter for Ascent Classical Academy . You can contact our office at 919-715-3026 or by email at john.sauls@ncleg.gov.

Sincerely,

A handwritten signature in cursive script, appearing to read "John Sauls".

Representative John Sauls

District 51, Lee and Moore Counties
JS:Mbm



Join Our 2026-2027 Interest List

Name *(Required)*

Prefix

First

Last

Email Address *(Required)*

Phone

How many students are you interested in enrolling at Ascent Classical Academy? *(Required)*

Please enter a number from 1 to 10.

In which grades would you enroll your student(s) for the 2026-2027 school year? *(Required)*

Please select all that apply.

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

Address *(Required)*

Street Address

Address Line 2


City

ZIP Code

Comments/Questions

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SUBMIT



North Carolina General Assembly
Senate

SENATOR THOMAS M. MCINNIS
21ST DISTRICT

OFFICE: 314 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925
PHONE: (919) 733-5953
EMAIL: TOM.MCINNIS@NCLEG.GOV

COMMITTEES:

FINANCE, CO-CHAIRMAN
REGULATORY REFORM, CO-CHAIRMAN
AGRICULTURE, ENERGY, AND ENVIRONMENT
COMMERCE AND INSURANCE
EDUCATION/HIGHER EDUCATION
JOINT LEGISLATIVE COMMITTEE ON GOVERNMENTAL
OPERATIONS
RULES AND OPERATIONS OF THE SENATE
TRANSPORTATION

April 10, 2025

Ms. Caroline Kelly
P.O. Box 175,
Carthage, NC 28327

Dear Ms. Kelly,

I am writing to express my support for establishing Ascent Classical Academy of Moore County. Charter schools address the different needs of the community. Indeed, surveys confirm that parents prefer a choice in education, with three in four parents desiring more public charter school offerings in their area.

I support the right for North Carolina families to choose the means and place of their children's education, and they should have the right to choose the educational model that best suits their children's needs. I sponsored two bills for charter schools in 2017 and supported three charter school funding bills during the 2021-2022 session that represent local and state investments in our charter schools. Educational options enhance North Carolina's economic prosperity and the welfare of our diverse communities, while affirming the responsibility to provide all children in North Carolina access to high-quality options.

Ascent Classical Academy of Moore County will offer a well-rounded and engaging classical curriculum in the liberal arts and sciences with the goal of developing virtuous citizens who are prepared to flourish in life as good neighbors and critical thinkers.

Our nation's children are of the utmost importance to the future of our nation, freedoms, and way of life as we know it now. I commend Ascent Classical Academy of Moore County for their commitment to deliver an outstanding educational option addressing the needs and desire of their community.

With kindest personal regard, I remain,
Sincerely,

Senator Thomas M. McInnis
District 21: Cumberland and Moore Counties



THOMAS L. ADAMS
151 CREST ROAD
SOUTHERN PINES, NC 28387

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I write in support for granting a public school charter to Ascent Classical Academy of Moore County (ACA).

I believe Ascent Classical Academies Board has established a curriculum using a successful model that meets standards adopted by their Board. I am impressed that ACA has approved teaching methodologies that with emphasis on their study of history and literature will allow students to form historically rooted opinions of the world around them.

Currently, there is not a classical charter school in the greater Moore County area. A number of my constituents have contacted me to support this effort by ACA. I support parents and guardians having the choice of different schools including public, private, parochial and charters that best suit the needs of their family.

I urge you to grant ACA a charter.

Sincerely,

Thomas L. Adams, Commissioner
Moore County, North Carolina

William H Pate
110 Eagle Point Lane
Southern Pines, NC 28387

April 15, 2025

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I am writing to ask your support for granting a public school charter to Ascent Classical Academy of Moore County. I am a Moore County native who is active in the community and also a father of four school aged children here in Moore County. Having a variety of school choice options gives parents and students a greater number of possibilities as families make the best education choices for their children.

The team working to create Ascent Classical Academy has indicated that they are using methods from successful charter schools in other states with a proven model and program. The school will provide students in Moore County with a holistic education, developing both intellectual and civic virtue. Having this additional educational choice and opportunity will only benefit Moore County school aged children.

I support parents having the choice of different school models that best suit the needs of their family and kids. The Ascent Classical Academy team has indicated there is not a classical charter school in the Moore County area. Having this option would be an asset and an additional choice for a free high-quality education for the student in the Moore County area.

Thank you for your consideration.

Sincerely,



William H. Pate

ANCIENT LITERATURE						
Week	Instructional Day	1	2	3	4	5
1	Date	8/26	8/27	8/28	8/29	8/30
	Unit	Unit 1: The Iliad				
	Lesson	Course overview; Review syllabus and class expectations	Introduction to the <i>Iliad</i> ; Background and Context (The Judgement of Paris)	1.1-371: The Plague of Apollo	1.372-end: Thetis' plea to Zeus	
Week	Instructional Day	6	7	8	9	
2	Date	9/3	9/4	9/5	9/6	
	Unit	Labor Day	Unit 1: The Iliad			
	Lesson		2.1-536: Agamemnon's Harangue	2.455-End: Catalogue of Ships ----- Seminar: <i>Why are these men fighting this war?</i>	5.1-End: Combat of Paris and Menelaus	
Week	Instructional Day	10	11	12	13	14
3	Date	9/9	9/10	9/11	9/12	9/13
	Unit	Unit 1: The Iliad				
	Lesson	4.1-End: Pandarus Breaks Truce; Battle Begins	5.1-493: Diomedes' Aristeia	5.493-End: Gods in the Combat; Seminar: <i>Is this a fight between men or a fight between gods?</i> ----- Begin reading Bk. 6 together	6.1-280: The Exchange of Armor Between Diomedes and Glaukos- the Humanity of Both Sides of the War	
Week	Instructional Day	15	16	17	18	19
4	Date	9/16	9/17	9/18	9/19	9/20
	Unit	Unit 1: The Iliad				
	Lesson	6. 281-end: The Family Dynamics of Hector	7.1-End: Duel of Hector and Aias; Respite	8.1-End: Trojans Surge, Camp on Plain	Review Day: <i>What's at stake at this point in the war? Strategically? Relationally/ Emotionally? Spiritually (w/ the gods)?</i>	
Week	Instructional Day	20	21	22	23	24
5	Date	9/23	9/24	9/25	9/26	9/27
	Unit	Unit 1: The Iliad				
	Lesson	Achilles, Speech of Odysseus	Achilles, Speeches of Phoinx and Aias	10.1-End: Foray of Diomedes and Odysseus	11.1-520: Hector in the Fray; Wounds of Diomedes and Achilles	
Week	Instructional Day	25	26	27	28	29
6	Date	9/30	10/1	10/2	10/3	10/4
	Unit	Unit 1: The Iliad				
	Lesson	11.521-End: Achaeans Beaten Back to Wall	12.1-End: Trojans Breach Rampart	Review Day: <i>What's at stake at this point in the war? Is it the same as before? Have different motivations entered the scene?</i>	13.1-482: Assault on the Ships; Aristeia of Idomeneus	
Week	Instructional Day	30	31	32	33	34
7	Date	10/7	10/8	10/9	10/10	10/11
	Unit	Unit 1: The Iliad				
	Lesson	13.483-End: Assault on the Ships, Achaeans Rally	4.1-End: Beguilement on Mount Ida; Achaeans Rally, Hector Wounded	15.1-479: The Rage and Prophecy of Zeus, Aristeia of Hector	16.1-End: Hector's Wounds; Set to Ship of Protesilaos	
Week	Instructional Day	35	36	37	38	39
8	Date	10/14	10/15	10/16	10/17	10/18
	Unit	Unit 1: The Iliad				
	Lesson	Simple Writing Exercise #1(in class)	16.1-458: The Second Turning Point	16. 459-end: Hector Meets Patroklos	17.1-425: The Fight for Patroklos' Body; Read 17.426-end aloud in class	
Week	Instructional Day	40	41	42		
9	Date	10/23	10/24	10/25		
	Unit	Fall Intermission	Fall Intermission	Unit 1: The Iliad		
	Lesson			18.1-550: The Shield of Achilles ----- Finish 18.551-end in class	19.1-End: The Raging of Powers; Begin reading Bk 21 together in class	
Week	Instructional Day	43	44	45	46	
10	Date	10/28	10/29	10/30	10/31	
	Unit	Unit 1: The Iliad				
	Lesson	21.1-end: The Clash of Man and River	Before Troy	23.1-609: A Friend Consigned to Death	Conferences	

Week	Instructional Day	47	48	49	50	51
11	Date	11/4	11/5	11/6	11/7	11/8
	Unit	Unit 1: The Iliad				
	Lesson	23.610-end: Funeral Games for Patroklos; Begin reading Book 24 together in class	Cedes Hektor to Priam	Review/Writing Day (use writing assignment #5 ?)		Review/Writing Day (use writing assignment #5 ?)
Week	Instructional Day	52	53	54	55	56
12	Date	11/11	11/12	11/13	11/14	11/15
	Unit	Unit 2: The Odyssey				
	Lesson	WATCH "Taking Chance"	Finish watching "Taking Chance"	Writing Assignment Due		Start reading <i>Odyssey</i> Bk. 1 in class together
Week	Instructional Day	57	58	59	60	61
13	Date	11/18	11/19	11/20	11/21	11/22
	Unit	Unit 2: The Odyssey				
	Lesson	Odyssey, Bk. 1 Telemachos & Ithaca without its King	2.1-249: Telemachus 'Firm in his Resolve'	2.250-end: <i>What ultimately causes Telemachus to leave?</i>		3.1-271: King Nestor Remembers
Week	Instructional Day	62	63	64	65	66
14	Date	12/2	12/3	12/4	12/5	12/6
	Unit	Unit 2: The Odyssey				
	Lesson	3.272-end: Telemachus accepted into Pylos	4.1-477; Menelaus Remembers Odysseus	4.478-end; Telemachus Empowered		5.1-287: Odysseus on Ogygia
Week	Instructional Day	67	68	69	70	71
15	Date	12/9	12/10	12/11	12/12	12/13
	Unit	Unit 2: The Odyssey				
	Lesson	5.288-end: Odysseus' Ingenuity on High Seas	6.1-end: Princess Nausicaa and Odysseus	Read Bk. 7 aloud together in class...then In-class Writing Exercise (see p.2)		Buffer Day
Week	Instructional Day	72	73	74	75	Teacher In-Service
16	Date	12/16	12/17	12/18	12/19	
	Unit	FINALS		FINALS		
	Lesson	Finals Review	Finals Review	FINAL		
Week	Instructional Day	76	77	78	79	80
17	Date	1/6	1/7	1/8	1/9	1/10
	Unit	Unit 2: The Odyssey				
	Lesson	Read Bk. 8 aloud together in class	9.1-305: Odysseus in the Cyclops' Cave	9. 306-end: Odysseus' Escape from the Cave ----- Seminar- <i>What is a home/ community?</i>		10.1-341: The Bewitching Queen of Aeaea
Week	Instructional Day	81	82	83	84	85
18	Date	1/13	1/14	1/15	1/16	1/17
	Unit	Unit 2: The Odyssey				
	Lesson	10.342-end; In-class writing exercise . (*see p. 3)	Read Bk. 11.1-377: The Kingdom of the Dead	Finish reading Bk.11 aloud together in class ----- Seminar: <i>What does Odysseus learn in his visit to the Kingdom of the Dead?</i>		12.1-252: The Cattle of the Sun
Week	Instructional Day	MLK Jr Day	86	87	88	89
19	Date		1/21	1/22	1/23	1/24
	Unit		Unit 2: The Odyssey			
	Lesson	12.253-end: The Cattle of the Sun	13.1-246: Is Odysseus Home at Last?		13. 247-end: Odysseus' Transformation into a Beggar	
Week	Instructional Day	90	91	92	93	94
20	Date	1/27	1/28	1/29	1/30	1/31
	Unit	Unit 2: The Odyssey				
	Lesson	Reading Week- Read together aloud in class everyday; Complete Books 14-17				
Week	Instructional Day	95	96	97	98	99
21	Date	2/3	2/4	2/5	2/6	2/7
	Unit	Unit 2: The Odyssey				
		Bk 18.1-end: The Beggar	Bk. 19.1-334: Penelope & Odysseus			Bk. 19.335-end: Penelope

	Lesson	King of Ithaca	Her Guest	Unit 2: The Odyssey		& Her Guest
Week	Instructional Day	100	101	102	103	Presidents Day long weekend
22 Shakespeare Festival	Date	2/10	2/11	2/12	2/13	
	Unit	Unit 2: The Odyssey				
	Lesson	Bk. 20.1-266: Odysseus Seeks Athena's Approval	Bk. 20.267-end: Dark Omens for the Suitors	Read Bk. 21 aloud together in class	Read Bk. 22 aloud together in class	
Week	Instructional Day	Presidents Day	104	105	106	107
23	Date		2/18	2/19	2/20	2/21
	Unit		Unit 2: The Odyssey			
	Lesson		Read Bk. 23 aloud together in class	Bk. 24. 1-end: Peace in Ithaca ----- Final Seminar: <i>What are some of the final lessons that Odysseus learns upon his return to Ithaca?</i>	Buffer Day	
Week	Instructional Day	108	109	110	111	112
24	Date	2/24	2/25	2/26	2/27	2/28
	Unit	Unit 3: Sophocles				
	Lesson	Introduction to Greek Theater (Physical Space & Political Import)	Intro to Greek Theater continued...	Background Context for Oedipus Story; start reading OT 1-314 in class aloud together		OT 315-572
Week	Instructional Day	113	114	115	116	117
25	Date	3/3	3/4	3/5	3/6	3/7
	Unit	Unit 3: Sophocles				
	Lesson	OT 573-1350	OT 1351-end of play	Antigone 1-415		Antigone 416-894
Week	Instructional Day	118	119	120	121	122
26	Date	3/10	3/11	3/12	3/13	3/14
	Unit	Unit 3: Sophocles				
	Lesson	Antigone 895-1273	Antigone 1274-end of play	Buffer Day		Buffer Day
Week	Instructional Day	121	124	125	126	127
27	Date	3/24	3/25	3/26	3/27	3/28
	Unit	Unit 4: The Aeneid				
	Lesson	Introduction to the Aeneid, context, etc.	Safe Haven After the Storm	2.1-692		Discuss 2.1-692; The Final Hours of Troy
Week	Instructional Day	128	129	130	131	Conferences
28	Date	3/31	4/1	4/2	4/3	
	Unit		Unit 4: The Aeneid			
	Lesson	Bk. 2.692-end; The Final Hours of Troy	Bk. 3.1-422; Aeneas Looks for a New Home	Bk. 3. 423-end: Aeneas Looks for a New Home		
Week	Instructional Day	132	133	134	135	136
29	Date	4/7	4/8	4/9	4/10	4/11
	Unit	Unit 4: The Aeneid				
	Lesson	Bk. 4: Aeneas and the Tragic Queen of Carthage	Bk. 5, 1st Half: Funeral Games for Anchises	Bk. 5, 2nd Half: Funeral Games for Anchises; Read Bk. 6, 1st Half together in class		Discuss Bk. 6, 1st Half: Kingdom of the Dead
Week	Instructional Day	137	138	139	140	141
30	Date	4/14	4/15	4/16	4/17	4/18
	Unit	Unit 4: The Aeneid				
	Lesson	Bk. 6, 2nd Half	Bk. 7, 1st Half; Aeneas & Trojans Prepare for War	PSAT 9		Bk. 7, 2nd Half: Aeneas & Trojans Prepare for War
Week	Instructional Day	Spring Intermission	Spring Intermission	142	143	144
31	Date			4/23	4/24	4/25
	Unit			Unit 4: The Aeneid		
	Lesson			Bk. 8, 1st half: Aeneas' Shield	Bk. 8, 2nd Half: Aeneas' Shield	In-class writing exercise: Comparison of Achilles and Aeneas' Shields
Week	Instructional Day	145	146	147	148	149
	Date	4/28	4/29	4/30	5/1	5/2
	Unit	Unit 4: The Aeneid				

32	Lesson	Bk. 9, 1st Half: Enemy at the Gates	Bk. 9, 2nd Half: Enemy at the Gates	Bk. 10, 1st Half: Captains Fight & Die		Bk. 10, 2nd Half: Captains Fight & Die
Week	Instructional Day	150	151	152	153	154
33	Date	5/5	5/6	5/7	5/8	5/9
	Unit	Unit 4: The Aeneid				
	Lesson	Bk. 11, 1st Half: Camilla-Woman Warrior	Bk. 11, 2nd Half: Camilla-Woman Warrior	Bk. 12, 1st Half: Peace in Ithaca, War in Italia		Bk. 12, 2nd Half: Peace in Ithaca, War in Italia
Week	Instructional Day	155	156	157	158	159
34	Date	5/12	5/13	5/14	5/15	5/16
	Unit	Unit 4: The Aeneid				
	Lesson	In-class Essay Work	In-class Essay Work	In-class Essay Work		Essays Due
Week	Instructional Day	160	161	162	163	164
35	Date	5/19	5/20	5/21	5/22	5/23
	Unit	Finals Review	Finals Review	Finals		Campus Martius
	Lesson	Review	Review			

BRITISH AND MEDIEVAL LITERATURE						
Week	Instructional Day	1	2	3	4	5
1	Date	8/26	8/27	8/28	8/29	8/30
	Unit		Beowulf	Beowulf		Beowulf
	Lesson	Introduction to the Course	Lines 1-320: What makes a good king?	Lines 320-661: Oaths and Credibility Notetaking: Data Points in a Literature Class		Writing Workshop: Essay, Describe Heorot Description Toward a Point; Governing Language
Week	Instructional Day	Labor Day	6	7	8	9
2	Date		9/3	9/4	9/5	9/6
	Unit		Beowulf	Beowulf		Beowulf
	Lesson	Lines 661-989 Aloud in Class: The Fight with Grendel	Lines 787-1230: Two Women, Hildeburg and Wealhtheow Writing Workshop: Cataloguing Facts; Ordering Points		Lines 1230-1673: The Fight with Grendel's Mother, Many Acts of Weaving	
Week	Instructional Day	10	11	12	13	14
3	Date	9/9	9/10	9/11	9/12	9/13
	Unit	Beowulf	Beowulf	Beowulf		Beowulf
	Lesson	Writing Workshop: Essay, Describe the Mere Ordering Points, Balancing Points, Discovering Symbols	Lines 1676-1913: The Marriage of Ingeld and Frearwaru	Lines 1913-2200: Beowulf in Geatland		Lines 2200-2510: The Latter-Day History of the Geats Annotation Check
Week	Instructional Day	15	16	17	18	19
4	Date	9/16	9/17	9/18	9/19	9/20
	Unit	Beowulf	Beowulf	Beowulf		Beowulf
	Lesson	2510-2860: The Fight with the Dragon	Seminar: Description of the Dragon's Lair Due: Essay, Description of the Dragon's Lair	Lines 2860-3183: Beowulf's Barrow Notetaking: Making a Concept Map from a Text		Closing work with Beowulf Due: Dragon's Lair, Final Description Annotation Check
Week	Instructional Day	20	21	22	23	24
5	Date	9/23	9/24	9/25	9/26	9/27
	Unit	The Canterbury Tales	The Canterbury Tales	The Canterbury Tales		The Canterbury Tales
	Lesson	The General Prologue, p. 3-15: Love and Appetite	The General Prologue, p. 16-26: Groups of Pilgrims	The Pardoner's Prologue, p. 241-250: The Business of Fake Relics		The Pardoner's Tale: Two Instances of Collapse
Week	Instructional Day	25	26	27	28	29
6	Date	9/30	10/1	10/2	10/3	10/4
	Unit	The Canterbury Tales	The Canterbury Tales	The Canterbury Tales		The Canterbury Tales
	Lesson	Review and Words on Pilgrimage	The Wife of Bath's Prologue: The First 4 Husbands	The Wife of Bath's Prologue: Johnny and the Book of Wicked Wives		The Wife of Bath's Tale: The Education of the Lover
Week	Instructional Day	30	31	32	33	34
7	Date	10/7	10/8	10/9	10/10	10/11
	Unit	The Canterbury Tales	The Canterbury Tales	The Canterbury Tales		The Canterbury Tales
	Lesson	The Wife of Bath: Wrap-up and Review	The Clerk's Tale p. 320-333: The Marriage Arrangement	The Clerk's Tale p. 333-343: Testing Fidelity		The Clerk's Tale p. 342-356: Final Tests of Fidelity
Week	Instructional Day	35	36	37	38	39
8	Date	10/14	10/15	10/16	10/17	10/18
	Unit	The Canterbury Tales	Midterm Exam	Midterm Exam		Midterm Exam
	Lesson	The Canterbury Tales: Review and Wrap-up	Midterm Review	Reading Assessment 1: Midterm Exam Annotation Check		Midterm Exam, Grading and Review
Week	Instructional Day	Fall Intermission	Fall Intermission	40	41	42
9	Date			10/23	10/24	10/25
	Unit			John Keats	John Keats	John Keats
	Lesson		"La Belle Dame Sans Merci"	"To Autumn"	"To Autumn"	
Week	Instructional Day	43	44	45	46	Conferences
10	Date	10/28	10/29	10/30	10/31	
	Unit	Macbeth	Macbeth	Macbeth		
	Lesson	1.1-1.2: Treachery in the Battle with Norway	1.3-4: Macbeth Meets the Weird Sisters	1.5-6: Contending with Prophecy; Lady Macbeth's Ambitions		
Week	Instructional Day	47	48	49	50	51
11	Date	11/4	11/5	11/6	11/7	11/8
	Unit	Macbeth	Macbeth	Macbeth		Macbeth
	Lesson	1.7, Aloud: Coming around to Murder	In-Class Writing: "Manhood" in Macbeth	2.1-2: The Murder of King Duncan		2.3-4: Equivocation and the Murder of the Grooms

Week	Instructional Day	52	53	54	55	56	
12	Date	11/11	11/12	11/13	11/14	11/15	
	Unit	Macbeth	Macbeth	Macbeth		Macbeth	
	Lesson	3.1-2: Two Instances of Guilt	3.3-5: The Murder of Banquo	3.6-4.1: More Prophecies + In-Class Writing on Guilt & Manhood		4.2-3: The Rightful King of Scotland	
Week	Instructional Day	57	58	59	60	61	
13	Date	11/18	11/19	11/20	11/21	11/22	
	Unit	Macbeth	Macbeth	Macbeth		Macbeth	
	Lesson	5.1-3: Guilt and Sanity	5.4-7: Sound and Fury	Writing Workshop: Draftwork, Reviewing & Outlining the Play		In-Class Writing Forum Annotations on Manhood in Macbeth Annotation Check	
Week	Instructional Day	62	63	64	65	66	
14	Date	12/2	12/3	12/4	12/5	12/6	
	Unit	Sir Gawain and the Green Knight	Sir Gawain and the Green Knight	Sir Gawain and the Green Knight		Sir Gawain and the Green Knight	
	Lesson	Lines 1-300: The Green Knight at Camelot, Aloud in Class, Macbeth Essay for HW	Lines 300-490: The Christmas Game, Macbeth Essay for HW	Lines 491-762: The Pentangle as a Symbol, Due in Class Writing Workshop: Manhood in Macbeth		Lines 763-1123: At the Lord's Castle, More Christmas Games, Aloud in Class, Macbeth Essay for HW	
Week	Instructional Day	67	68	69	70	71	
15	Date	12/9	12/10	12/11	12/12	12/13	
	Unit	Sir Gawain and the Green Knight	Sir Gawain and the Green Knight	Sir Gawain and the Green Knight		Sir Gawain and the Green Knight	
	Lesson	Lines 1126-1420: Two Mornings at the Castle, Aloud in Class, Macbeth Essay for HW	Lines 1421-1892: The Third Morning at the Castle, Aloud in Class, Macbeth Essay for HW	Lines 1893-2258: The Temptation to Flee; Arriving at the Green Chapel, Aloud in Class, Macbeth Essay for HW		Lines 2258-2530: Blows Required, Aloud in Class Macbeth, Major Essay Due Annotation Check	
Week	Instructional Day	72	73	74	75	Teacher In-Service	
16	Date	12/16	12/17	12/18	12/19		
	Unit	Review	Final Exams	Final Exams			
	Lesson	Final Exam Review	Final Exams	Final Exams			
Week	Instructional Day	76	77	78	79	80	
17	Date	1/6	1/7	1/8	1/9	1/10	
	Unit	Paradise Lost	Paradise Lost	Paradise Lost		Paradise Lost	
	Lesson	Reading Day	1.1-392: Satan Awakes in Hell	1.393-798: Satan Rouses his Legions		2.1-390: The Parliament in Hell	
Week	Instructional Day	81	82	83	84	85	
18	Date	1/13	1/14	1/15	1/16	1/17	
	Unit	Paradise Lost	Paradise Lost	Paradise Lost		Paradise Lost	
	Lesson	2.391-734: The Parliament Continues	2.734-1055: Satan's Family Line	3.1-371: Heaven Looks On		3.372-742: Satan on the Sun	
19	Week	Instructional Day	MLK Jr Day	86	87	88	89
	Date	1/21		1/22	1/23	1/24	
	Unit	Paradise Lost		Paradise Lost		Paradise Lost	
	Lesson	4.1-357: Satan's Descent to Earth, Aloud in Class Writing for Homework: Satan's Family Line		4.1-357: Satan's Descent to Earth, Continued Aloud in Class + Seminar		4.357-688: Mankind In Eden	
20	Week	Instructional Day	90	91	92	93	94
	Date	1/27	1/28	1/29	1/30	1/31	
	Unit	Paradise Lost	Paradise Lost	Paradise Lost		Paradise Lost	
21	Lesson	4.688-1015: Gabriel and Satan Square Off	5.1-243: Work in the Garden, Aloud in Class Writing for Homework: Satan's Descent	5.246-542: Raphael at a Meal, Aloud in Class + Seminar on Work in the Garden		5.543-907: Rebellion Starts	
	Week	Instructional Day	95	96	97	98	99
	Date	2/3	2/4	2/5	2/6	2/7	
22	Unit	Paradise Lost	Paradise Lost	Paradise Lost		Paradise Lost	
	Lesson	6.1-353: War in Heaven	6.354-912: War in Heaven 719-912, Aloud in Class	Writing in Class: Satan during the War in Heaven Annotation Check		9.1-371: A Marital Fight	
	Week	Instructional Day	100	101	102	103 <td rowspan="4">Presidents Day long weekend</td>	Presidents Day long weekend
Shakespeare are Festival	Date	2/10	2/11	2/12	2/13		
	Unit	Paradise Lost	Paradise Lost	Paradise Lost			
	Lesson	9.372-744: The Temptation of Eve	9.744-1183: The Fall of Adam Writing for Homework: Satan as Serpent	Seminar + Writing Workshop: Satan as Serpent			
23	Week	Instructional Day	Presidents Day	104	105	106	107
	Date	2/18		2/19	2/20	2/21	
	Unit	Paradise Lost		Paradise Lost		Paradise Lost	
	Lesson	10.1-583: Satan Returns to Hell, Aloud in Class		10.1-585: Satan Returns to Hell, Aloud in Class +		10.586-1104: Adam and Eve	

			Writing for Homework: <i>Satan's Return to Hell</i>	Seminar		Eve Come to Terms
Week	Instructional Day	108	109	110	111	112
24	Date	2/24	2/25	2/26	2/27	2/28
	Unit	Pride and Prejudice	Pride and Prejudice	Pride and Prejudice		Pride and Prejudice
	Lesson	Reading Day Paradise Lost, Major Essay Due Annotation Check	1.1-6: Meeting The Bennets	1.7-9: Understanding Mrs. Bennet		1.10-13: Caroline Bingley is the Worst
Week	Instructional Day	113	114	115	116	117
25	Date	3/3	3/4	3/5	3/6	3/7
	Unit	Pride and Prejudice	Pride and Prejudice	Pride and Prejudice		Pride and Prejudice
	Lesson	1.14-17: What Mr. Wickham Knows about Mr. Darcy	1.18-20: Mr. Collins Proposes	1.21-23: Mr. Collins Finds a Wife		2.1-4: Going to Hunsford
Week	Instructional Day	118	119	120	121	122
26	Date	3/10	3/11	3/12	3/13	3/14
	Unit	Pride and Prejudice	Pride and Prejudice	Pride and Prejudice		Pride and Prejudice
	Lesson	2.5-7: Speech, Flattery, Silence, Aloud in Class	2.8-10: The Debauch Family Line, Aloud in Class Paradise Lost Revisions Due	2.11-14: Mr. Darcy Proposes: Darcy's Letter		2.15-19: Mr. Bennet as Husband and Father
Week	Instructional Day	121	124	125	126	127
27	Date	3/24	3/25	3/26	3/27	3/28
	Unit	Pride and Prejudice	Pride and Prejudice	Pride and Prejudice		Pride and Prejudice
	Lesson	Reading Day Annotation Check	3.1-3: Pemberley, the Home of a Good Man	3.4-6: Lydia and Wickham		3.7-10: Lydia's Wedding
Week	Instructional Day	128	129	130	131	Conferences
28	Date	3/31	4/1	4/2	4/3	
	Unit	Pride and Prejudice	Pride and Prejudice	Pride and Prejudice		
	Lesson	3.11-13: Jane and Bingley	3.14-16: Lady Catherine Challenges Elizabeth	3.17-19: Love Changes Things		
Week	Instructional Day	132	133	134	135	136
29	Date	4/7	4/8	4/9	4/10	4/11
	Unit	Midterm Exam	A Tale of Two Cities	A Tale of Two Cities		A Tale of Two Cities
	Lesson	Reading Assessment 1: Midterm Exam Annotation Check	1.1-4: Just Business	1.5-6: The Image of a Ruined Man		2.1-2: Justice at the Old Bailey
Week	Instructional Day	137	138	139	140	141
30	Date	4/14	4/15	4/16	4/17	4/18
	Unit	A Tale of Two Cities	A Tale of Two Cities	Testing		A Tale of Two Cities
	Lesson	2.3: The Trial of Charles Damay, Aloud in Class	2.4-6: Why Sydney Carton Hates Charles Damay	PSAT 10		2.7: A Sickening Little Jolt. Aloud in Class
Week	Instructional Day	Spring Intermision	Spring Intermission	142	143	144
31	Date			4/23	4/24	4/25
	Unit			A Tale of Two Cities	A Tale of Two Cities	A Tale of Two Cities
	Lesson			2.8: The Ghost Under the Carriage, Aloud in Class	2.9-11: Two Takes on Affection	2.12-14: Jerry's Line of Work + Two More Takes on Affection
Week	Instructional Day	145	146	147	148	149
32	Date	4/28	4/29	4/30	5/1	5/2
	Unit	A Tale of Two Cities	A Tale of Two Cities	A Tale of Two Cities		A Tale of Two Cities
	Lesson	2.15-16: Making Some Connections	2.17- 18: Dr. Manette Comes to Terms	2.19-21: Business and Shoemaking		2.22-23: Fire Rises
Week	Instructional Day	150	151	152	153	154
33	Date	5/5	5/6	5/7	5/8	5/9
	Unit	A Tale of Two Cities	A Tale of Two Cities	A Tale of Two Cities		A Tale of Two Cities
	Lesson	2.24 - 3.1: Charles Goes to Paris	3.2-4: The Grindstone	3.5-7: Two Phrases from Dr. Manette		3.8-9: Threads Converge
Week	Instructional Day	155	156	157	158	159
34	Date	5/12	5/13	5/14	5/15	5/16
	Unit	A Tale of Two Cities	A Tale of Two Cities	A Tale of Two Cities		A Tale of Two Cities
	Lesson	Writing Workshop: Writing about a Symbol Essay work for Homework	3.10: The Story of Manette's Imprisonment, Aloud in Class	3.11-13: Carton's Plans		Seminar: Carton's Plans Symbol Essays Due
Week	Instructional Day	160	161	162	163	164
35	Date	5/19	5/20	5/21	5/22	5/23
	Unit	A Tale of Two Cities	Final Exams	Final Exams		Campus Martius
	Lesson	3.14-15: Ms. Pross goes Deaf	Final Exam Review	Final Exams Annotation Check		Campus Martius

				FOUNDATION GREEN	
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AMERICAN LITERATURE						
Week	Instructional Day	1	2	3	4	5
1	Date	8/26	8/27	8/28	8/29	8/30
	Unit	Introduction	American Letters	American Letters		American Letters
	Lesson	Introduction to the Course	American Scholar 1-6: The Problem of Influence	American Scholar 7-16: The Duties of the Scholar		Writer's Workshop 1: Geoffrey de Vinsauf & Charles Dickens
Week	Instructional Day	Labor Day	6	7	8	9
2	Date		9/3	9/4	9/5	9/6
	Unit		American Letters	American Letters		American Letters
	Lesson	Recapping "The American Scholar"	TS Eliot, "Tradition and Individual Talent" 1-4 : Tradition in Art		"Tradition and Individual Talent" 4-7: Tradition in Art	
Week	Instructional Day	10	11	12	13	14
3	Date	9/9	9/10	9/11	9/12	9/13
	Unit	American Letters	Moby Dick	Moby Dick		Moby Dick
	Lesson	Writing in Class: Tradition in Eliot and Emerson	Reading 1: Ch. 1-3, Going to Sea	Reading 2: Ch. 4-8, A Scene at Breakfast, Heroes Degraded		Moby Dick Reading 3: Ch. 9, A Sermon on Jonah
Week	Instructional Day	15	16	17	18	19
4	Date	9/16	9/17	9/18	9/19	9/20
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick
	Lesson	Reading 4: Ch. 10-13: Getting to Know Queequeg	Reading 5: Ch. 14-16, Leaving Nantucket	Reading 6: Ch. 17-22, Questions about Prophecy		Reading 7: Ch. 23-27, Hierarchy on the Pequod
Week	Instructional Day	20	21	22	23	24
5	Date	9/23	9/24	9/25	9/26	9/27
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick
	Lesson		Reading 8: Ch. 28-31, Meeting Ahab	Reading 9: Ch. 32, Hierarchy in the Sea		Reading 10: Ch. 33-35, Some New Developments in Ishmael
Week	Instructional Day	25	26	27	28	29
6	Date	9/30	10/1	10/2	10/3	10/4
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick
	Lesson	Reading 11, Aloud in Class: Ch. 36: The Real Quest Revealed in "The Quarter Deck"	Reading 12: Ch. 37-40: The Aftermath of "The Quarter Deck"	Writing & Seminar: Ahab's Effect on the Mates		Reading 13: Ch. 41-43, The Color White
Week	Instructional Day	30	31	32	33	34
7	Date	10/7	10/8	10/9	10/10	10/11
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick
	Lesson	Reading Day, Reading 14: Ch. 44-46: Bad Surmises	Reading Day, Reading 15: 47-48, Small Betrayals in the First Lowering	Reading 16: Ch. 49-53, Descriptions in "The Albatross" Reading Assessment #1		Reading 17: Ch. 54, Hierarchy and the Town-Ho
Week	Instructional Day	35	36	37	38	39
8	Date	10/14	10/15	10/16	10/17	10/18
	Unit	Moby Dick	Moby Dick	PSAT		Moby Dick
	Lesson	Reading in Class: Ch. 55-56: Painting the Whale	Reading 18: Ch. 57-59: Cannibals All Around	PSAT		Reading 19: Ch. 60-63, How to Kill a Whale
Week	Instructional Day	Fall Intermission	Fall Intermission	40	41	42
9	Date			10/23	10/24	10/25
	Unit			Writer's Workshop	Moby Dick	Moby Dick
	Lesson	Writer's Workshop Ch 3: Definition	Reading 20: Ch. 64-69, Stubb and Questions of Good Behavior	Reading 21: Ch. 70-72: Questions of Justice		
Week	Instructional Day	43	44	45	46	Conferences
10	Date	10/28	10/29	10/30	10/31	
	Unit	Moby Dick	Moby Dick	Moby Dick		
	Lesson	Writing in Class: Questions of Justice	Reading 22: Ch. 73-77: Whale Heads	Reading 23: Ch. 78-80: Queequeg Saves a Life		
Week	Instructional Day	47	48	49	50	51
11	Date	11/4	11/5	11/6	11/7	11/8
	Unit	Review	Midterm Exam	Moby Dick		Moby Dick
	Lesson	Midterm Review	Reading Assessment #2: Midterm Exam	Reading 24: Ch. 81-83: An Extraordinary Act of Cruelty		Reading 25: Ch. 84-86: More Ways to Kill a Whale
Week	Instructional Day	52	53	54	55	56
12	Date	11/11	11/12	11/13	11/14	11/15
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick

	Lesson	Vision in the Grand Armada	Writing: Ahab and The Grand Armada	Reading 27: Ch. 90-93, Stubb Abandons Pip		Writing: Ahab and The Castaway
Week	Instructional Day	57	58	59	60	61
13	Date	11/18	11/19	11/20	11/21	11/22
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick
	Lesson	Writing Workshop: Revising the Last 2 Assignments	Reading 28: Ch. 94-99, Perspectives in "The Doubloon"	Reading 29: Ch. 100-102, Ahab and a Failed Friendship on The Enderby		Reading 30: 103-105: Remnants of Whales
Week	Instructional Day	62	63	64	65	66
14	Date	12/2	12/3	12/4	12/5	12/6
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick
	Lesson	Writing: Ahab and Community on the Enderby	Reading 31: Ch. 106-110: The Wordview of Ahab's Carpenter	Reading 32: Ch. 111-118:		Reacing 33: 119-122, Bad Omens
Week	Instructional Day	67	68	69	70	71
15	Date	12/9	12/10	12/11	12/12	12/13
	Unit	Moby Dick	Moby Dick	Moby Dick		Moby Dick
	Lesson	Reading 34: Ch. 123-127, Starbuck Mastered	Reading 35: Ch. 128-132, Ahab at the Farthest Reaches of Isolation	Writing: Ahab at the Farthest Reaches of Isolation		Reading 36: Hunting Moby Dick
Week	Instructional Day	72	73	74	75	Teacher In-Service
16	Date	12/16	12/17	12/18	12/19	
	Unit	Moby Dick	Moby Dick	Moby Dick		
	Lesson	Major Essay Due: Ahab, Described In Class: Reading 37, The End	Final Exam Review	Final Exam		
Week	Instructional Day	76	77	78	79	80
17	Date	1/6	1/7	1/8	1/9	1/10
	Unit	Robert Frost	Robert Frost	Robert Frost		Review
	Lesson	Frost on Poetry: The Figure a Poem Makes, Birches, and Fragmentary Blue	The Sound of Sense in "The Hired Man"	Patterns in "Stopping by Woods on a Snowy Evening"		Workshop on prior semester's work, goals and directives for semester ahead
Week	Instructional Day	81	82	83	84	85
18	Date	1/13	1/14	1/15	1/16	1/17
	Unit	The Scarlet Letter	The Scarlet Letter	The Scarlet Letter		The Scarlet Letter
	Lesson	Customs House, p. 1-24: Corruption in Salem	Customs House, p. 25-48: Hawthorne and the Manuscript	Ch. 1-2, The Prison Door - The Marketplace: Questions of Justice		Ch. 3-4 The Recognition The Interview: Meeting Roger Chillingworth
Week	Instructional Day	MLK Jr Day	86	87	88	89
19	Date		1/21	1/22	1/23	1/24
	Unit		The Scarlet Letter	The Scarlet Letter		The Scarlet Letter
	Lesson	Writing: Questions of Justice in Salem	Ch. 5-6, Hester at her Needle - Pearl: Hester Prynne is Alone. How alone?	Ch. 7-8 The Governor's Hall - The Elf Child: Pearl and Problems of Fatherlessness		
Week	Instructional Day	90	91	92	93	94
20	Date	1/27	1/28	1/29	1/30	1/31
	Unit	The Scarlet Letter	The Scarlet Letter	The Scarlet Letter		The Scarlet Letter
	Lesson	Workshop: Questions of Justice in Salem	Ch. 9-10 The Leech - The Leech & His Patient: Dimmesdale and Questions of Penance	Ch. 11-12 The Interior of a Heart - The Minister's Vigil Seminar: Dimmesdale and questions of community		Ch. 13-14 Another View of Hester - Hester & the Physician: Hester and Questions of Love and Rebellion
Week	Instructional Day	95	96	97	98	99
21	Date	2/3	2/4	2/5	2/6	2/7
	Unit	The Scarlet Letter	The Scarlet Letter	The Scarlet Letter		The Scarlet Letter
	Lesson	Reading Assessment #1	Ch. 15-16 Hester & Pearl - A Forest Walk: Dimmesdale stripped of his agency	Ch. 17-18 The Pastor and his Parishioner - A Flood of Sunshine: New light on the problems of penance and community		Reading 33: 119-122, Bad Omens
Week	Instructional Day	100	101	102	103	Presidents Day long weekend
Shakespeare Festival	Date	2/10	2/11	2/12	2/13	
	Unit	The Scarlet Letter	The Scarlet Letter	The Scarlet Letter		
	Lesson	Workshop: Questions of community for Hester and Dimmesdale	Ch. 21-22 The New England Holiday - The Procession: Mapping the Procession	Ch. 23-24 The Revelation of the Scarlet Letter - Conclusion: Final Answers		
Week	Instructional Day	Presidents Day	104	105	106	107
23	Date		2/18	2/19	2/20	2/21
	Unit		Emerson's Poet	Emerson's Poet		Emerson's Poet
	Lesson		Reading Day	P. 287-297: An Assessment of American Taste		P. 297-306: Duties of The Poet
Week	Instructional Day	108	109	110	111	112
24	Date	2/24	2/25	2/26	2/27	2/28
	Unit	Emerson's Poet	Walt Whitman	Walt Whitman		Walt Whitman
	Lesson	Seminar: Recapping Emerson's Poet	Song of Myself: The Character of an American Poet	Two Poems about Poetry: The Noiseless Patient Spider and This Compost		Pioneers O Pioneers + Whitman's catalogues Due: RA, a poet and the

		Due: Scarlet Letter Essay				'superior use of things'
Week	Instructional Day	113	114	115	116	117
25	Date	3/3	3/4	3/5	3/6	3/7
	Unit	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>		<i>The Adventures of Huckleberry Finn</i>
	Lesson	Reading Day: Getting to know Huckleberry Finn	<i>Ch. 1-5</i> : Who is Huck Finn? Who do people want him to be?	6-8 Huck Leaves an Old Life Behind		9-11 New Life on Jackson's Island
Week	Instructional Day	118	119	120	121	122
26	Date	3/10	3/11	3/12	3/13	3/14
	Unit	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>		<i>The Adventures of Huckleberry Finn</i>
	Lesson	<i>Writing: Describing Huck Finn</i>	12-15 A Small Society: Huck and Jim	16-17 - Moral Rot and a Family Feud		18 - Huck tends to the Dead
Week	Instructional Day	121	124	125	126	127
27	Date	3/24	3/25	3/26	3/27	3/28
	Unit	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>		<i>The Adventures of Huckleberry Finn</i>
	Lesson	Reading Day	19-22 - Good Times Restored, Briefly	23-24 A Deeper Vision of Jim		25-26 New responsibility in Huck
Week	Instructional Day	128	129	130	131	Conferences
28	Date	3/31	4/1	4/2	4/3	
	Unit	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>		
	Lesson	Workshop: Selecting, refining written reflections	27-29 Huck takes Responsibility	30-31 Sacrifice for Jim's sake		
Week	Instructional Day	132	133	134	135	136
29	Date	4/7	4/8	4/9	4/10	4/11
	Unit	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>		<i>The Adventures of Huckleberry Finn</i>
	Lesson	Seminar: Huck says he'll 'go to hell.' Given everything up to now, what is that worth?	32-33 Tom Sawyer Returns	34-36 Tom Takes Control		37-40 Tom and Huck at Odds
Week	Instructional Day	137	138	139	140	141
30	Date	4/14	4/15	4/16	4/17	4/18
	Unit	<i>The Adventures of Huckleberry Finn</i>	<i>The Adventures of Huckleberry Finn</i>	Review		Midterm Exam
	Lesson	41-Chapter the Last Huck lights out for the West	Workshop: Selecting, refining written reflections	Midterm Exam Review		Reading Assessment 2: Midterm Exam
31	Instructional Day	Spring Intermission	Spring Intermission	142	143	144
	Date			4/23	4/24	4/25
	Unit			Emily Dickinson		Emily Dickinson
	Lesson			Poems about Death and Dying: What will it be like, when we die?	Poems about Death and Dying: What will it be like, when we die?	Poems about Emily: why say it <i>this</i> way, and not <i>that</i> ?
Week	Instructional Day	145	146	147	148	149
32	Date	4/28	4/29	4/30	5/1	5/2
	Unit	William Faulkner	William Faulkner	William Faulkner		William Faulkner
	Lesson	Imitation: 'The Drug-Store scene in "Barn Burning"'	Barn Burning: Sarty, Abner, and questions of a son's love for his father	Barn Burning Seminar: Sarty and Abner		Barn Burning: Wrapping up the Seminar, Summing up in Writing
Week	Instructional Day	150	151	152	153	154
33	Date	5/5	5/6	5/7	5/8	5/9
	Unit	Flannery O'Connor	Flannery O'Connor	Flannery O'Connor		Flannery O'Connor
	Lesson	A Good Man is Hard to Find aloud in class	Imitation: the Massacre in "A Good Man is Hard to Find"	Seminar: Changes in the Misfit		Questions of realism in O'Connor's "The Grotesque in Southern Fiction"
Week	Instructional Day	155	156	157	158	159
34	Date	5/12	5/13	5/14	5/15	5/16
	Unit	Flannery O'Connor	Flannery O'Connor	Flannery O'Connor		William Faulkner
	Lesson	Parker's Back aloud in class	Write in Class: Change in OE Parker	Seminar: Changes in OE Parker		A Rose for Emily: Why does Emily keep the body?
Week	Instructional Day	160	161	162	163	164
35	Date	5/19	5/20	5/21	5/22	5/23
	Unit	Review	Review	Final Exams		Final Exams
	Lesson	Review for Final Exam	Review for Final Exam	Final Exams		Final Exams

Ascent Classical Academies
High School Literature Scope and Sequence

MODERN LITERATURE									
Week	Instructional Day	1	2	3	4	5			
1	Date	8/26	8/27	8/28	8/29	8/30			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Intro to Course/Syllabus	Course Introduction (continued...) - RAs, Seminar Standards	1.1 - What do we know about Raskolnikov? Craft a portrait of the character in introduction.		1.2: Define Mameladov's predicament versus Raskolnikov's			
Week	Instructional Day	Labor Day	6	7	8	9			
2	Date		9/3	9/4	9/5	9/6			
	Unit		Unit 1: Crime & Punishment						
	Lesson	Reading day: 1.3-1.4	Discussion 1.3-1.4: The topography of Raskolnikov's Mind & Heart		Discussion 1.5: What does "The Dream of the Mare" reveal to us about Raskolnikov's psyche?				
Week	Instructional Day	10	11	12	13	14			
3	Date	9/9	9/10	9/11	9/12	9/13			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Reading Day (1.6-1.7)	1.6: The Student and the Officer-Echoes of Utilitarianism	1.7: The Murders and initial signs of the "Trap of Reason" (Writing) Assessment #1: RA on 1.7 + Revisions		2.1: The physical space of Police Station & Raskolnikov's mental landscape. (Writing) (Revisions)			
Week	Instructional Day	15	16	17	18	19			
4	Date	9/16	9/17	9/18	9/19	9/20			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Reading Day (2.2-2.3)	2.2-2.3: Raskolnikov's Increasing Delirium and the Riddle on the Neva	2.4: 2.3: The Prismatic Razumikkin & Zossimov		2.5 Luzhin and self-interest			
Week	Instructional Day	20	21	22	23	24			
5	Date	9/23	9/24	9/25	9/26	9/27			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Reading Day (2.6)	2.6: "Square Foot of Space"-What is Raskolnikov's understanding of a "square foot space"?	Discuss 2.7: Mameladov's Accident and Sonya's Forgiveness (Writing) Major Assessment #1: RA on 2.7 + Revisions		Reading Day: 3.1: Continued discussion of 2.7--relate this dramatic scene to other key scenes (1.7 esp.) (Revisions)			
Week	Instructional Day	25	26	27	28	29			
6	Date	9/30	10/1	10/2	10/3	10/4			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Reading Day (3.2-3.3)	3.2-3.3: Razumikhin qua Brother	3.4: Many Ideas Crammed into a Coffin/A Vignette of Sonya		3.5: Extraordinary Man Theory: What is the relationship between the "extraordinary man's" freedom and his sense of			
Week	Instructional Day	30	31	32	33	34			
7	Date	10/7	10/8	10/9	10/10	10/11			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Writing Workshop	3.6: Raskolnikov's Internal Confession	4.1: Svidrigulov & Raskolnikov--Two Sides of Same Psyche? + Reading time		4.2-4.3: Luzhin and Raskolnikov's Sense of Self-Worth			
Week	Instructional Day	35	36	37	38	39			
8	Date	10/14	10/15	10/16	10/17	10/18			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Reading Day (4.4)	4.4: The Raising of Lazarus	4.4: The Raising of Lazarus--What does Raskolnikov want to know from Sonya here? What information is he seeking from her? By what two poles does Raskolnikov seem pulled? (Writing) Assessment #2: RA on 4.4 + Revisions		4.5: Trace the cat-and-mouse game between Raskolnikov and Porfiry--note the traps laid, the complex insinuations and			
Week	Instructional Day	Fall Intermission	Fall Intermission	40	41	42			
9	Date			10/23	10/24	10/25			
	Unit			Unit 1: Crime & Punishment					
	Lesson			Thesis workday	Thesis workday	Reading day: 4.6			
Week	Instructional Day	43	44	45	46	Conferences			
10	Date	10/28	10/29	10/30	10/31				
	Unit	Unit 1: Crime & Punishment	Unit 1: Crime & Punishment	Unit 1: Crime & Punishment					
	Lesson	Reading day (5.1)	5.1: What exactly is Luzhin's goal in setting a trap for Sonya?	5.2-5.3: The Tragi-Comic Katerina Feast (first 30mins to finish reading)					
Week	Instructional Day	47	48	49	50	51			
11	Date	11/4	11/5	11/6	11/7	11/8			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Reading day (5.4)	5.4: Raskolnikov's confession to Sonya	5.4 (cont): Making connections to other key chapters (1.7, 2.7, 4.4) 5.5: Katerina's Final Tragic Performance (Writing) Major Assessment #2: RA on 5.4 + Revisions		6.1: The "final catastrophe" (Revisions)			
Week	Instructional Day	52	53	54	55	56			
12	Date	11/11	11/12	11/13	11/14	11/15			
	Unit	Unit 1: Crime & Punishment							
	Lesson	Reading day (6.2-6.3)	6.2-6.3: Redemptive suffering and the possibility of redemption.	6.4-6.5: In what ways are Raskolnikov and Svidrigulov similar? That given, how are they different? Why does Raskolnikov seem likable while Svidrigulov is so detestable? (25mins to finish reading)		6.6-6.7: Raskolnikov and Svidrigulov--similarities, differences, and their "end".			
Week	Instructional Day	57	58	59	60	61			
	Date	11/18	11/19	11/20	11/21	11/22			

Ascent Classical Academies
High School Literature Scope and Sequence

13	Unit	Unit 1: <i>Crime & Punishment</i>							
	Lesson	Reading day (6.8-Ep.1)	6.8: Svidrigailov- <i>Est Nihil</i> ; Raskolnikov's "dead-end"	Epilogue 1; Reason as Disease: Case Study 1- Avdotya		Epilogue 2; Reason as Disease-The Final Dream; Focus on the final several paragraphs & interpret the novel through these			
Week	Instructional Day	62	63	64	65	66			
14	Date	12/2	12/3	12/4	12/5	12/6			
	Unit	Unit 1: <i>Crime & Punishment</i>							
14	Lesson	Writing workshop	Writing day	Final seminar (Writing) Major Assessment #3: Final Interpretations + Revisions		Anchor feast prep.			
	Instructional Day	67	68	69	70	71			
15	Date	12/9	12/10	12/11	12/12	12/13			
	Unit	Unit 2: Flannery O'Connor and Dostoevsky							
15	Lesson	Begin reading "Revelation"- trace similarities between Turpin's and Mametladan's visions	Revelation - It's structure and the meaning of its climax.	Flannery O'Connor, Dostoevsky and the grotesque: grace and violence.		Writing day			
	Instructional Day	72	73	74	75				
16	Date	12/16	12/17	12/18	12/19				
	Unit	Finals							
16	Lesson	Review	Review	Finals		Teacher In-Service			
	Instructional Day	76	77	78	79	80			
17	Date	1/6	1/7	1/8	1/9	1/10			
	Unit	Unit 2: <i>Hamlet</i>							
17	Lesson	Second semester introduction	Hamlet: Introduction + 1.1 aloud	1.2: The state of things in Denmark (Writing) Assessment #3: 1.1-1.3 + Revisions		1.3-1.4: Polonius, Ophelia, Laertes & Trust-does anyone trust anything? (Revisions)			
	Instructional Day	81	82	83	84	85			
18	Date	1/13	1/14	1/15	1/16	1/17			
	Unit	Unit 2: <i>Hamlet</i>							
18	Lesson	Reading day (1.5)	1.5: The Ghost and Remembrance-How does memory play a role in this scene?	2.1-2.2.403: Hamlet's 'Antic Disposition'-Begin exploration of concept of performativity; begin reading 2.2 in class together		2.2.403- End 2.2: Fake Emotions-continue discussion of performativity			
	Instructional Day		86	87	88	89			
19	Date		1/21	1/22	1/23	1/24			
	Unit	Unit 2: <i>Hamlet</i>							
19	Lesson	MLK Jr Day	Reading day (3.1)	Read 3.1: Untangle Hamlet from his twisted thoughts in "to be or not to be" soliloquy; what is he really after here?		Continue discussion from yesterday.			
	Instructional Day	90	91	92	93	94			
20	Date	1/27	1/28	1/29	1/30	1/31			
	Unit	Unit 2: <i>Hamlet</i>							
20	Lesson	Writing workshop + writing on 3.1	Reading day (3.2-3.3) (Writing) Major Assessment #4: 3.1 + Revisions	3.2-3.3: Explore the means and meaning of the play- within-the-play. (Revisions)		3.2-3.3: Relations between Hamlet's sense of the afterlife and Claudius's prayer.			
	Instructional Day	95	96	97	98	99			
21	Date	2/3	2/4	2/5	2/6	2/7			
	Unit	Unit 2: <i>Hamlet</i>							
21	Lesson	Reading day (3.4)	3.4: Hamlet, his mother, and the reappearance of the Ghost	4.1-4.3: The Convocation of Worms-track repeated images of corporeality: disease, fragmentation, on, hiding/finding a body, body as identity, body as hindrance, etc. + 4.4 aloud		4.3-4.6: Fortinbras's and Hamlet's quest-how does this encounter change Hamlet? (Writing) Assessment #4: 4.4-4.6			
	Instructional Day	100	101	102	103				
22	Date	2/10	2/11	2/12	2/13				
	Unit	Unit 2: <i>Hamlet</i>							
22	Lesson	Reading day (4.7)	4.7: The prevalence of death and plots of death.	5.1: The comedic and tragic elements of Hamlet's return by way of the graveyard. (Writing) Assessment #5: 5.1		Presidents Day long weekend			
	Instructional Day		104	105	106	107			
23	Date		2/18	2/19	2/20	2/21			
	Unit	Unit 2: <i>Hamlet</i>							
23	Lesson	Presidents Day	Reading day (5.2)	5.2: We are "audience to this act"-reckon with the final conversations between Horatio and Hamlet in relation to the actions of the final duel.		5.2: Continued			
	Instructional Day	108	109	110	111	112			
24	Date	2/24	2/25	2/26	2/27	2/28			
	Unit	Unit 2: <i>Hamlet</i>							
24	Lesson	Writing day: Final interpretations	Watch Branagh's Hamlet (Writing) Major Assessment #5: 3.1 + Revisions	Watch Branagh's Hamlet (3rd, 5th, and lunch)		Final Seminar (Revisions)			
	Instructional Day	113	114	115	116	117			
25	Date	3/3	3/4	3/5	3/6	3/7			
	Unit	Unit 3: <i>Heart of Darkness</i> and Eliot's poetry							
25	Lesson	Introduction: <i>Heart of Darkness</i> + Reading aloud	105-120: Name the absurdism of these scenes; How can these exist alongside very real injustices?	120-133: Rumors of Kurtz and the absurdity of the colonial operation in the Congo.		133-144:			
	Instructional Day	118	119	120	121	122			
25	Date	3/10	3/11	3/12	3/13	3/14			
	Unit	Unit 3: <i>Heart of Darkness</i> and Eliot's poetry							

Ascent Classical Academies
High School Literature Scope and Sequence

26	Lesson	Reading day (144-160)	144-160: The voice of Kurtz	161-176: Kurtz's power and desolation.	176-187: "The horror, the horror!" (Writing) Assessment #6: HoD Final interpretations			
Week	Instructional Day	121	124	125	126	127		
	Date	3/24	3/25	3/26	3/27	3/28		
	Unit	Unit 3: Heart of Darkness and Eliot's poetry						
27	Lesson	Eliot and Modernist poetry: An introduction	The Hollow Men & The Wasteland	The Wasteland		The Wasteland		
Week	Instructional Day	128	129	130	131			
	Date	3/31	4/1	4/2	4/3			
	Unit	Unit 3: Heart of Darkness and Eliot's poetry						
28	Lesson	The Wasteland	Ash Wednesday	Ash Wednesday / Four Quartets		Conferences		
Week	Instructional Day	132	133	134	135	136		
	Date	4/7	4/8	4/9	4/10	4/11		
	Unit							
29	Lesson	Four Quartets	Four Quartets	Four Quartets		Four Quartets (Writing) Assessment #7: HoD Final interpretations (rolling due dates on Fridays, on one hour)		
Week	Instructional Day	137	138	139	140	141		
	Date	4/14	4/15	4/16	4/17	4/18		
	Unit	Unit 4: The Moviegoer						
30	Lesson	1.1 (20pgs): What is the exact nature of Binx's "search"? How might it differ from previous character's	1.2-1.3 (21 pgs): What's wrong with Binx? What's right with Binx?	1.4-1.7 (21 pgs): First 20mins for reading. / W.B. Yeats		W.B. Yeats		
Week	Instructional Day			142	143	144		
	Date			4/23	4/24	4/25		
	Unit	Unit 4: The Moviegoer & 20th Century Poetry						
31	Lesson	Spring Intermision	Spring Intermision	Reading day:	2.1-2.6 (23 pgs): Deepen your reading of the "search" and relate to the broken down subway incident / W.B. Yeats	W.B. Yeats		
Week	Instructional Day	145	146	147	148	149		
	Date	4/28	4/29	4/30	5/1	5/2		
	Unit	Unit 4: The Moviegoer & 20th Century Poetry						
32	Lesson	Reading day (2.7-2.12)	2.7-2.12 (27 pgs.) "everyone is dead..." what does Binx mean?	3.1: Percy and landscape--why always storms? / Wallace Stevens (19 pgs.)		Wallace Stevens		
Week	Instructional Day	150	151	152	153	154		
	Date	5/5	5/6	5/7	5/8	5/9		
	Unit	Unit 4: The Moviegoer & 20th Century Poetry						
33	Lesson	Reading day (3.2-3.7)	3.2-3.7 (30 pgs.) Go back to page 10, link what we learn in 3.3 to the initial link between the scene in Korea and	4.1 Deepen your sense of Binx's relationship with Kate. What links the two? What's healthy and good, or not, about their relationship? / Wallace Stevens		Wallace Stevens		
Week	Instructional Day	155	156	157	158	159		
	Date	5/12	5/13	5/14	5/15	5/16		
	Unit	Unit 4: The Moviegoer & 20th Century Poetry						
34	Lesson	4.2	4.3-4.4: consider Binx's sense of sickness that's neither pagan nor Christian.	5.1-5.2 Final interpretations. Be sure to address pgs. 223, 228, and 234-235, amid other emphases / W.H. Auden		W.H. Auden		
Week	Instructional Day	160	161	162	163	164		
	Date	5/19	5/20	5/21	5/22	5/23		
	Unit	Review + Finals						
35	Lesson	Finals Review	Finals Review	Finals		Campus Martius		



MC

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

North Carolina Classical Charter Schools (Ascent Classical Academy of Moore County)

Board Member's Information

Board Members

Full name: Mark Charles Dillon

Home Address: 401 Nesting Pine Court, Seneca SC 29672

Business Name & Address:

1. Mark C Dillon, c/o Red Hat, Inc. 1600 International Drive, McLean VA 22102
2. Mark C Dillon, LLC 401 Nesting Pine Court, Seneca SC 29672

md

	Telephone No.: (808) 354-9814
	E-mail address: mark79dillon@gmail.com

Board Member Application		
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>	
Educational History	1983 – BS Aerospace Engineering, Arizona State University, Tempe AZ 1993 – MA, Aerospace Operations, Embry-Riddle Aeronautical University 2004 – MS, National Security Studies, Air University, Maxwell AFB, AL	
Employment History	1983 – 2017 - US Air Force Officer 2017 to Present - President Mark C Dillon, LLC 2020 – 2022 - Director, Aurora Flight Sciences, Manassas VA 2022 to Present - Strategic Account Executive, Air & Space Forces, Red Hat, Inc, 1600 International Drive, McLean VA 22102	

MC

How were you recruited to join this Board of Directors?	<p>I've been an active supporter of K-12 education since 2008 when in leadership positions inside the US Air Force. After my 2017 retirement I became directly involved in K-12 charter schools especially focusing on classical curriculum schools. I served on the State of Hawaii Public Charter School Commission and worked for Hillsdale Colleges' Barney Charter School Initiative. In this role I mentored board members and school leaders. I currently serve as Board President for Lafayette Academy, a Hillsdale Classical Curriculum School located in Lake St. Louis MO.</p>
Why do you wish to serve on the board of the proposed charter school?	<p>Our nation is suffering from a crisis in K-12 public education. School choice is definitely the answer. I am strong supporter of school choice and especially K-12 classical curriculum schools. I would like to serve on the NCCCS board to continue expanding the K-12 classical curriculum choices available to North Carolina parents.</p>
What is your understanding of the appropriate role of a public charter school board member?	<p>Public charter school boards ensure compliance and execution of the charter contract via good governance. Good governance activities include developing and implementing sound policies as well as providing prudent oversight of vital school functions such as academics, finances, and operations.</p>
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	<p>2013 – 2017 Executive Council, Department of Defense Education Activity (DODEA). 2017 – 2018 Commissioner, State of Hawaii Public Charter Schools 2017 – 2021 Board Member & School Leader coach and mentor, Hillsdale Colleges' Barney Charter School Initiative 2023 to Present, Board President Lafayette Academy, Lake St. Louis, MO</p>
Describe the specific knowledge and experience that you would bring to the board.	<p>I bring eight years of K-12 charter school board governance and development as well as school leader growth and development. I also bring more than 20 years of strategic planning in both the public and private sectors.</p>

MC

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	<p>I am very familiar and very supportive of Ascent Classical Academies NCCCS mission and guiding principles. NCCCS will provide a much-needed renaissance in K-12 education school choice across North Carolina.</p>
What is your understanding of the school's proposed educational program?	<p>NCCCS is using the best K-12 educational model for our great nation—classical curriculum. By training the minds and improving the hearts of young people with a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment, NCCCS is bringing great education and civic responsibility back to America one student at a time.</p>
What do you believe to be the characteristics of a successful school?	<p>Generally speaking, school success is defined as academic excellence while prudently using public funds. Individually speaking, public charter school success develops the whole young person in a partnership with their parents.</p>
How will you know that the school is succeeding (or not) in its mission?	<p>School success is not college or career readiness. It is much more than those metrics. NCCCS will prepare its students to flourish in life, something much harder to measure, but better in the long run for the individual, the community, and our great nation. While NCCCS does not teach to state assessments, its students do well by virtue of receiving a strong, content-based education. Ascent Classical Academies has validated in their other schools that one of the most important measures of the success of the school is found in the parent satisfaction surveys and families choosing this school for their children.</p>

Governance

MC

Describe the role that the board will play in the school's operation.	<p>The board governs, not manages, the school. The board approves and adopts budgets and policies, then holds the school leadership and management accountable to specific outcomes within parameters. Those parameters are aligned to the budgets, policies and school charter. The board is not involved in day-to-day operations.</p>
How will you know if the school is successful at the end of the first year of operation?	<p>Successful K-12 classical curriculum public charter schools experience has shown that two factors are important signs of first year success: (1) enrollment growth for year 2, and (2) a budget surplus.</p>
How will you know at the end of five years of the schools is successful?	<p>Several factors help determine school success after five years: (1) meeting the performance goals specified in the charter application, (2) strong parent satisfaction survey results, and (3) demand for the school, evidenced by waitlists. Ideally, the school should also be in a long-term facility.</p>
What specific steps will the charter school board need to take to ensure that the school is successful?	<p>The best steps charter boards can take to ensure overall school success is to make sure school leadership is achieving "outcomes within parameters." The board approves and adopts budgets and policies, then holds the school leadership and management accountable to specific outcomes within parameters. Those parameters are aligned to the budgets, policies and school charter.</p>
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	<p>First, I would discuss the issue with the individual board member(s) and ask them to change in order to align with the boards COI policy and/or by-laws. Next, if the individual were unwilling to change, and I knew they were in violation of COI policy, I'd recommend they resign from the board. Finally, if the board member's behavior/actions do not change, I'd present the issue to the board for appropriate action to be taken (in accordance with the bylaws). Depending on the circumstances, a board member may consult with school legal counsel as well.</p>

MCA

Certification

I, Mark Charles Dillon, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Ascent Classical Academy of Moore County (ACAMC) Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4-20-25

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.*

Mark C. Dillon
Major General, USAF (Retired)

401 Nesting Pine Court, Seneca SC 29672
mark79dillon@gmail.com; (808) 354-9814



Mark Dillon is the Strategic Account Executive, US Air Force and Space Force for Red Hat, Inc., the world's leading open-source software company. General Dillon is the President of the Mark C Dillon, LLC. and he also serves as board member for Lafayette Academy, The Flag and General Officers Network, PreVeteran, and the Jack Miller Center's National Civics Council.

General Dillon began his US Air Force career as a Space Shuttle Systems Engineer in 1984. A distinguished pilot training graduate in 1989, he retired in 2017 with more than 3,500 flying hours in five different aircraft. In his final assignment, Gen Dillon was the Deputy Joint Force Air Component Commander, USINDOPACOM and Deputy Commander Pacific Air Forces. In these roles he was responsible homeland defense of Guam and Hawaii, the day-to-day integrated air and missile defense for more than 52 percent of the globe, and the wartime readiness of 46,000 Airmen and 350 aircraft stationed in Alaska, Hawaii, Japan, South Korea and Guam.

A graduate of the Air Command and Staff College, Air War College and the Joint Forces Staff College, he holds a BS degree in Aerospace Engineering from Arizona State University, a Masters Degree in Aerospace Operations from Embry-Riddle University, and a MS degree in National Strategic Studies from Air University. Gen. Dillon has completed numerous executive leadership training programs including: University of North Carolina–Chapel Hill, the Center for Creative Leadership Executive Course, the US-Russia Security Program at Harvard University, the Joint Flag Officers Warfighting Course, and the National Association of Corporate Directors Battlefield to Boardroom program.

General Dillon's military bio is available at: <https://www.af.mil/About-Us/Biographies/Display/Article/108482/major-general-mark-c-dillon/>

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

North Carolina Classical Charter Schools (Ascent Classical Academy of Moore County)

Board Member's Information

Board Members

Full name: Scott Eric Gessler

Home Address: 2027 E. 11th Ave. Denver, Colorado 80206

Business Name & Address: Gessler Blue LLC, 7350 E. Progress Pl.
Greenwood Village, Colorado 80111

Telephone No. 720-839-6637

E-mail address: scott@scottgessler.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☐

Yes: ☐

Educational History

Yale University, BA
University of Michigan, JD
Northwestern University, MBA
Harvard University, certificate for senior local and state government officials

Employment History

Attorney, Department of Justice,
Attorney, private practice.
U.S. Army Reserve Officer
Construction manager

How were you recruited to join this Board of Directors?

Invited by founder Derec Shuler.

Why do you wish to serve on the board of the proposed charter school?

To contribute to the improvement of education, development of young students, and support of school choicer.

How were you recruited to join this Board of Directors?

See above.

Why do you wish to serve on the board of the proposed charter school?	See above
What is your understanding of the appropriate role of a public charter school board member?	See Application Team Requirements document.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	See Application Team Requirements document.
Describe the specific knowledge and experience that you would bring to the board.	See Application Team Requirements document.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	See Application Team Requirements document.
What is your understanding of the school's proposed educational program?	See Application Team Requirements document.
What do you believe to be the characteristics of a successful school?	See Application Team Requirements document.
How will you know that the school is succeeding (or not) in its mission?	Click See Application Team Requirements document.

Governance

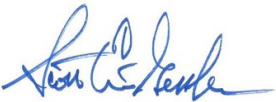
Describe the role that the board will play in the school's operation.	See Application Team Requirements document.
How will you know if the school is successful at the end of the first year of operation?	See Application Team Requirements document.

How will you know at the end of five years of the schools is successful?	See Application Team Requirements document.
What specific steps will the charter school board need to take to ensure that the school is successful?	See Application Team Requirements document.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	See Application Team Requirements document.

Certification

I, Scott Eric Gessler, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Ascent Classical Academy of Moore County Charter School is true and correct in every respect.

Board Member's Signature

Signature 	Date April 25, 2025
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. N/A.*

SCOTT E. GESSLER

2027 E. 11th Ave.
Denver, Colorado 80206

scott@scottgessler.com
720-839-6637 (cell)

PROFESSIONAL EXPERIENCE

Attorney, Gessler Blue LLC 2015-present Denver, CO

- Advise and represent clients in political and governmental activities, including: administrative and governmental law; public policy, political and election law; and constitutional law and civil rights.
- Represent elected officials, candidates, businesses, non-profit organizations, local and state governments.

Colorado Secretary of State 2011-2015 Denver, CO

- 37th Secretary of State, one of four elected state executive branch officers.
- Chief Executive Officer for 130 employee professional staff.
- Duties included: state chief election officer; central business filings (new business registrations, UCC filings, trade name, and other filings) lobbyist and charity registrations; notary public and bingo/raffle licensure; publication of state regulatory code, and business intelligence center development.
- Successful record of strengthening election integrity, increasing voter participation, lowering business fees, increasing customer service quality, and providing innovative online products for state customers.
- Winner of multiple national and international awards for innovation and service.

Attorney, Hackstaff Gessler, LLC 2005-2011 Denver, CO

- Litigation and compliance practice in election and business law, public policy, constitutional law, and civil rights.
- Represented businesses, elected officials, candidates, political parties, local and state governments, non-profits, and charities.
- Early in career named "Colorado Super Lawyer" in Government Law and Administrative Law (2006) and "Best of the Bar" finalist in Elections, Campaigns, Political Practice (2005).

Attorney, Hale Hackstaff Tymkovich, LLC 2001-2005 Denver, CO

- Established reputation as leading election law attorney in Colorado.

Major, U.S. Army Reserve 1991-2008

- International Lawyer and Civil Affairs Officer, (Captain) 415th Civil Affairs Battalion; 407th Civil Affairs Battalion (1995-2001) Deployed overseas to Bosnia, served as battalion international lawyer.
- Officer in Charge, (Captain) CIMIC Centre (Civil-Military Centre), Multi-National Division Southwest (Bosnia) (1996). Operated civilian-military center outside of post boundary, assisted in civilian-military relations and UN-military relations as part of United Kingdom Area of Operations.
- Service Detachment Commander, (1st Lieutenant) 1st Bn, 12th Special Forces

- Group (Airborne) (1993-94). Battalion S1, Commander HQ detachment.
- Trial Defense Lawyer, (1st Lieutenant) 10th Military Law Center, Washington D.C. (1991-1993). Defended soldiers in drug-related separation proceedings.
- Paralegal Specialist, US Army Headquarters, International Law Division, Heidelberg, West Germany (1989). Assisted with interpretation of NATO SOFA (Status of Forces Agreement).
- U.S. Army Airborne School (1993), Fort Benning, Georgia. Received jump wings.

President/CEO, Red Sage Technology, Inc. 1997-2000 Boulder, CO
Managed company functions for start-up content and software developer

Vice-President, Midwest Library Systems, Inc. 1993-1996 Mt. Prospect, IL
Served as senior executive for business development and managed projects for interior construction company.

Trial Attorney, U.S. Department of Justice, Criminal Division 1990-1993 Washington, DC

- Office of International Affairs, *Honors Program Trial Attorney*: (1990-1991, 1992-1993). Handled extradition, mutual legal assistance, foreign visit as DOJ representative.
- Terrorism and Violent Crime Section, *Honors Program Trial Attorney*: (1991-1992). Helped develop policy in newly-formed section.
- U.S. Attorney's Office for the District of Columbia, *Special Assistant U.S. Attorney*: (1991). Prosecuted misdemeanor street crime.

Adjunct Professor

- University of Colorado Law School Boulder, CO
Election Law (2007), Law of Presidential Selection (2008, 2012).
- University of Denver Sturm College of Law Denver, CO
Election Law (2011, 2012, 2015), Law of Presidential Selection (2012, 2016)

EDUCATION

Northwestern University, J.L. Kellogg Graduate School of Management, (M.B.A. 1996)

Majors in Entrepreneurship and Marketing

University of Michigan Law School (J.D. 1990, *cum laude*)

Currently licensed to practice law in Colorado, Illinois, and D.C. (inactive)

Yale University (B.A. 1987, *cum laude*)

Majors in History and Political Science

Harvard University, Kennedy School of Government, (2011)

Certificate, Senior Executives in State and Local Government.

Goethe Institute, Boppard, West Germany (1986).

Recipient of DAAD Scholarship (Deutscher Akademischer Austauschdienst) to study German language.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

North Carolina Classical Charter Schools (Ascent Classical Academy of Moore County)

Board Member's Information

Board Members

Full name: Caroline Anne Frances Switzer Kelly

Home Address: 3313 Kelly Plantation Road, Carthage, NC 28327

Business Name & Address: Retired

Telephone No.: 704.779.0161

E-mail address: caskelly@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	Yes
Educational History	BA - General Arts - Edinburgh University, Scotland M. Div - Edinburgh University, Scotland M.Sc. in Classics - Edinburgh University, Scotland
Employment History	TEACHING EMPLOYMENT <i>NC Professional Educator License #964676 (Exp.2021): Latin 9-12, French K-12, Bible 9-12.</i> Aug 2013-May 2023 - Online Latin Instructor and curriculum designer, Mitchell CC, Statesville, NC Jul 1994-Jul 2013: Latin, French, Greek, Bible, History, Speech - MS and HS Covenant Day School, Matthews, NC Aug 1989-Jun 1994 Latin & French, Lanier High School, Jackson MS OTHER EDUCATION/CURRICULUM RELATED EMPLOYMENT: May 2003-Aug 2020, Consultant/Curriculum Specialist, In-Service Presenter, Pearson Education (now Savvas); 2001-2012 Consultant, Writer, Editor for 2009 <i>Ecce Romani</i> revision, Pearson Prentice Hall; Nov 2007-present NCDPI: Data Review Committee Member; also with DPI for 15 years: NCVPS - Latin Curriculum Review; Proficiency 201 Project Team; Essential Standards Development; Textbook Evaluation Criteria; Standards Setting for NC Latin Praxis Test. Part-time announcer Mississippi Public Radio and WDAV Classical Radio Stations, 1990-1996; National Endowment for the Humanities Project Coordinator, Mississippi State Department of Education - 1992-1993.
How were you recruited to join this Board of Directors?	I was asked to consider joining the Board of The Academy of Moore County, but it turned out that there was not an opening at that time. Knowing I was interested in increasing educational options in the county, I was introduced to people who were looking into starting a classical charter school. I eventually became the Chair.
Why do you wish to serve on the board of the proposed charter school?	I started teaching in an inner-city HS in Jackson, MS, before charter schools were an option. The principal was an exceptionally resourceful professional who did everything he could within the district's limits to provide the best opportunities for students with very little opportunity otherwise. But his options were limited to what Jackson Public Schools permitted. Families had to look into private or parochial schools for alternatives.

	<p>Today, by contrast, charter schools can provide creative and quality options for any student whose families cannot afford to opt out of current offerings and go to a tuition-based school. I want to see such an option brought to Moore County - particularly as Ascent Classical is committed to providing a K-12 school. At this time, the only charter schools in Moore County are either K-5 or K-8.</p> <p>Most importantly, Ascent Classical will offer a tried-and-true curriculum path, honed in successful sister schools, and following a traditional, well-rounded curriculum that seeks also to build moral character.</p>
What is your understanding of the appropriate role of a public charter school board member?	It is a position of service to the community. It involves commitment to the mission and to a good deal of work to make the project happen and continue.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	<p>I served for 10 years on the Board of Covenant Day School, Matthews, NC - the school where I had taught for 18 years. It was a privilege to continue in a governance role, serving with accomplished leaders who were role models to me in managing the school's affairs well. However, it has always been important to me as an educator, to be involved in the wider world of teaching, and to keep learning as a member of professional organizations. I sought out colleagues at all levels and in many different language areas. Eventually I served in several roles in the Foreign Language Association of North Carolina (FLANC), running the statewide conference as a VP, and then becoming President. I was also on the Board of the Southern Conference on Language Teaching (SCOLT) a regional World Language organization, serving as President during a year of reorganization. Later I was invited to serve as their representative on Board of the American Council on the Teaching of Foreign Languages (ACTFL), the premier language organization in the US. I served on numerous other committees, mostly classics related, and mostly connected to education. My goal was always to work with other leadership to support the organization, work hard, meet goals, and build up quality education in every kind of school.</p>
Describe the specific knowledge and experience that you would bring to the board.	<ul style="list-style-type: none"> • 30 years of experience in education enable me to identify patterns in a school that will lead to success. It will also make me alert for issues that could be destructive. • My formative teaching years were in an inner-city school in Jackson, MS, with a principal who enabled his teachers to succeed in the classroom by ensuring good PD, good personal support, and mentoring. He encouraged me to set high standards for my students - which they reached. I am aware how long it can take to 'build' a teacher, but I am also sure that it can be done, for great benefit to the students and their families. • I have been involved with three developing schools as parent, friend, and teacher. I know the steps that need to be taken to get a new school off the ground so that it meets the parents' hopes for their children with a quality product. • I have been recognized with the annual Merita Award from the American Classical League, as well as the FLANC Life Member Award for teaching and service to the WL profession. I believe this means that I am recognized by my peers as a leader and successful practitioner.

	<ul style="list-style-type: none"> I believe that I am collegial and encouraging, that I listen to all voices, and that I willingly delegate - aware that I must also take the final responsibility if I do that!
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School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	I love the fact that Ascent Classical Academies central desire is 'to train the minds and improve the hearts of young people.' In other words, if we provide only a 'classical, content-rich education in the liberal arts and sciences...in an orderly environment' (as written in our mission statement), we are not preparing them for a full, productive life, without 'instruction in the principles of moral character and civic virtue.'
What is your understanding of the school's proposed educational program?	The classical tradition is so called because it is built upon a centuries' old belief that literacy is central to every area of life. In practice, this means that we focus on the skill and practice of reading, developing in students the power to respond thoughtfully - in writing and orally - to fiction and non-fiction texts through all levels and in all subjects. Along with strong mathematical skills, scientific awareness, and training in the fine arts and PE, our students will be well prepared for life, wherever it leads them. We are mindful of 'the good, the true, and the beautiful' - knowing that an appreciation of these concepts makes for a good life.
What do you believe to be the characteristics of a successful school?	There are three constituencies in any school: students, parents, faculty. Each has somewhat different goals and paths, but all need to be supported and their needs and roles recognized. Over-emphasis on any one group can distort the school's mission and success. That said, in the early years, the key is to find and develop quality faculty who understand and are enthusiastic about their students and the mission.
How will you know that the school is succeeding (or not) in its mission?	I would ask: Do families return year after year and stay through High School? Do teachers stay and grow and learn? Is funding handled wisely and effectively? Are successive generations of students earning state and national recognition for achievement - whether in academic subjects, the arts, or sports? Are students from disadvantaged backgrounds successful at all levels?

Governance

Describe the role that the board will play in the school's operation.	The Board sets policy, and the budget and oversees the running of an institution. We work closely with the school administration who take care of day-to-day events, and who report to the Board.
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How will you know if the school is successful at the end of the first year of operation?	In our first year we want to set the school climate and philosophy in place. We will be looking for success with reading and numeracy for all students, particularly where students show weakness at the first of the year. We will also look for unity and enthusiasm on the part of the faculty, families and administration. A strong applicant pool for the next year's kindergarten, sixth grade, and ninth grade will provide evidence that the community has faith in our product.
How will you know at the end of five years of the schools is successful?	We will have met our performance goals as set out in our application. We will have an enthusiastic and engaged Parent Organization. We will be retaining teachers who are committed to professional development and growth. We will have been successful in staying well within our budget, and indeed, in saving. We will have a waiting list, and we will have moved into our permanent facility.
What specific steps will the charter school board need to take to ensure that the school is successful?	<ul style="list-style-type: none"> i. Hire excellent head of school, faculty, and staff, including aides, ELL, EE, and other 'specials' teachers who are committed to the mission. ii. Ensure that the leadership and faculty receive support necessary for success, including focused PD. iii. Ensure that the Board gets the training needed - so that we offer knowledgeable oversight but do not restrict the initiative of the principal and school leadership. iv. Propose a responsible budget and ensure that it is followed. v. Work well and responsibly with the NC OCS, attending all required training. vi. Stay in touch with the community, listen carefully to their feedback, and be aware of their needs.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would check to be sure that any allegations are truthful and not malicious gossip. Then I would address the board member directly but privately and graciously, to ask for an explanation. I would hesitate to discuss the issue with other Board members but rather I would take it directly to the Chair/Vice-Chair, with the suggestion that together we approach the individual(s) (assuming that the issue is not with the Chair/Vice-Chair). If necessary, we should be prepared to ask the individual(s) to resign. Throughout we would follow the bylaws, prepared, if necessary, take legal counsel.

Certification

I, Caroline Switzer Kelly, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education, as a prospective board member for Ascent Classical Academy of Moore County Charter School, is true and correct in every respect.

Board Member's Signature

Signature 	Date April 21, 2025
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Caroline Switzer Kelly
Carthage, NC 28327
cafskelly@gmail.com* 704-779-0161 (m)

EDUCATION - Edinburgh University, Scotland: M.Sc. Classics (US equivalent: M.A.) B.D. Honors, Theology (US equivalent: M.Div.) M.A. General Arts (US equivalent: B.A.)

CURRICULUM/EDUCATION RELATED

TEACHING EMPLOYMENT *NC Professional Educator License #964676 (Exp.2021): Latin 9-12, French K-12, Bible 9-12.* | Aug 2013-May 2023 - Online Latin Instructor and curriculum designer, **Mitchell CC**, Statesville, NC | Jul 1994-Jul 2013: Latin, French, Greek, Bible, History, Speech - MS and HS **Covenant Day School**, Matthews, NC | Aug 1989-Jun 1994 Latin & French, **Lanier High School**, Jackson MS

OTHER EDUCATION/CURRICULUM RELATED EMPLOYMENT: May 2003-Aug 2020, **Consultant/Curriculum Specialist, In-Service Presenter**, Pearson Education (now Savvas); 2001-2012 **Consultant, Writer, Editor** for 2009 *Ecce Romani* revision, Pearson Prentice Hall; Nov 2007-present **NCDPI: Data Review Committee Member**, **NCVPS** - Latin Curriculum Review; **Proficiency 201** Project Team; **Essential Standards** Development; **Textbook Evaluation** Criteria; Standards Setting for **NC Latin Praxis Test**.

WL Education Presentations/Inservice Presentations: 1993-present - 65+ papers or presentations at conferences of education professional organizations, including: American Classical League (ACL) American Council on the Teaching of Foreign Languages (ACTFL), Classical Association of the Middle West and South (CAMWS), Foreign Language Association of NC (FLANC), Mississippi Foreign Language Association (MFLA), National Middle School Association (NMSA), North Carolina Classical Association (NCCA), Society for Classical Studies (SCS), Southern Conference on Language Teaching (SCOLT).

WRITER for National Exams: National Latin Exam (NLE), 2020-2023; ACTFL Latin Interpretive Reading Assessment (ALIRA) 2017-present; CAMWS Translation Exam Committee, 2020-2023

AWARDS and SCHOLARSHIPS: 2014 [ACL Merita Award](#); 2013 [FLANC Honorary Life Member Award](#); 2007, 2011, 2012 - FLANC Top Ten Presenter; 2001, 2005 NCCA Research/Travel Award; 2001 Gold Chalice Winner on AbleOne Education Network's Classics Technology Center.

GOVERNANCE RELATED

1. PROFESSIONAL ASSOCIATIONS—SERVICE AND LEADERSHIP

FLANC Board 2001-2006, President, 2004-2005; First Vice President and Program Chair 2003-2004.

SCOLT Board: 2009-2017, President, 2012-2013, Representative to ACTFL Board 2015-2017, Advocacy Director, 2009-2012 (entailing visits to Congress)

ACL: Chair, ACL Centennial Planning Committee, 2016-2019; Member, Professional Resources Task Force, 2016-present; Member, Annual Institute Program Committee, 2021-present;

CAMWS: Vice President Southern Section (SS) 2008-2010; Member, Travel Awards Committee 2008-2011

NCCA Board: Sec./Treas. 2020-2023; VP 2023-present; **National Committee for Latin and Greek Board** - Outreach Chair; **Mississippi Junior Classical League Board** - State Chair, 1991-1993

2. OTHER SERVICE/EMPLOYMENT

Covenant Day School Board of Trustees, Matthews, NC 2013–2023; **Moore County Education Expo** - Co-Chair, 2022 - present; Part-time announcer **Mississippi Public Radio** and **WDAV** Classical Radio Stations, 1990-1996; **National Endowment for the Humanities** Project Coordinator, Mississippi State Department of Education - 1992-1993.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

Ascent Classical Academy of Moore County

Board Member's Information

Board Members

Full name: Ariane Joy Mestelle

Home Address: 305 Oakhurst Vista, West End, NC 27376

Business Name & Address:

Telephone No.: 832.360.5482

E-mail address: mestellenc@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/>
Educational History	<p style="text-align: center;">HILLSDALE COLLEGE, Hillsdale, Michigan</p> <p style="text-align: center;"><i>Bachelor of Arts – Finance (1998)</i></p> <p style="text-align: center;">Minor: German</p>
Employment History	<p style="text-align: center;">The Vibe Wellness Studio President and Owner 2016-2019</p> <p style="text-align: center;">SNC-Lavalin Group Director, Sales 2014-2016</p> <p style="text-align: center;">Valerus Compression Services, LP Director of Sales/Ops Analysis & Strategy 2010-2014</p> <p style="text-align: center;">Exterrrean Holdings, Inc. Business Intelligence Director 2007-2010</p>
How were you recruited to join this Board of Directors?	Extended invitation by Derec Shuler
Why do you wish to serve on the board of the proposed charter school?	I am a firm proponent of school choice. I believe Ascent Classical Academy offers families an affordable option (free) and an education that teaches students how to incorporate virtue, logic, and reason into decisions they make now and in the future. There is not one charter

	school in Moore County that offers K-12. Ascent would like to bridge that gap.
How were you recruited to join this Board of Directors?	Extended invitation by Derec Shuler
Why do you wish to serve on the board of the proposed charter school?	I want my community to be full of thinking individuals that have the same opportunity for education excellence and are not limited by funds. Ascent offers them that opportunity. It is an honor to serve on the board and see this ripple through communities statewide.
What is your understanding of the appropriate role of a public charter school board member?	The Board is responsible for developing the school's policies and procedures, hiring capable and professional staff, ensuring the school's financial stability, adhering to all statutory and regulatory requirements, and ensuring the educational programs are successful, resulting in good academic standing.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I have served on a DOJ board of a merger between two highly competitive oil and gas companies. I have been on the advisory committee of two mergers after that initial merger where we came up with a plan of how to roll out to both companies.
Describe the specific knowledge and experience that you would bring to the board.	Finance, marketing, fundraising, local landscape, parental mindset, family issues/gains, and overall community touchpoints for smooth entry

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school intends to develop virtuous citizens with a love of learning and an ability to critically think, drawing on their knowledge of history, science, math, literature, art and music creating a well-rounded citizen.

What is your understanding of the school's proposed educational program?	The school offers a traditional, content-based, liberal arts academic program that focuses on Western Tradition and the best literature. Through these mediums, there is a focus to shape the minds, hearts, and bodies of young people. The school has a strong foundation in literacy and numeracy, provides a well-rounded program that includes math, science, history, literature, art, music, physical education, and provides direct and Socratic instruction.
What do you believe to be the characteristics of a successful school?	Families that continue to enroll children year after year, satisfaction surveys, and application growth year over year are signs of success as well as budget surplus.
How will you know that the school is succeeding (or not) in its mission?	While the school does not teach to state assessments, its students do well by virtue of receiving a strong, content-based education. One of the most important measures of the success of the school is found in the parent satisfaction surveys and families choosing this school for their children.

Governance

Describe the role that the board will play in the school's operation.	The board governs the school through adopting budgets and policies and holding the school leadership and management accountable to outcomes. The board is not involved in day-to-day operations.
How will you know if the school is successful at the end of the first year of operation?	There will be growth in year 2 and a budget surplus.
How will you know at the end of five years of the schools is successful?	In addition to meeting the performance goals in the charter application, success at the end of the 5 th year will include strong parent satisfaction and demand for the school, evidenced by waitlists. The school should also be in a long-term facility at the end of the 5 th year.

What specific steps will the charter school board need to take to ensure that the school is successful?	The board will work in close partnership with the leadership of the school, to adopt and monitor performance toward meeting goals in the strategic plan and charter contract, monitor the finances of the school, academic achievement, and monitor and improve its policies to ensure they are providing the proper operational guidance for the school leadership.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would approach the board member and discuss the issue with him/her first and ask them to change their behavior in accordance with the board adopt conflict of interest policy and board agreement or to leave the board. If behavior continues, it would be brought up to entire board.

Certification

I, Ariane Joy Mestelle, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Ascent Classical Charter School is true and correct in every respect.

Board Member's Signature

Signature <i>Ariane Mestelle</i>	Date <i>April 22, 2025</i>
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

ARIANE J. MESTELLE

305 Oakhurst Vista
West End, NC 27376
832-360-5482
mestellenc@gmail.com

PROFESSIONAL EXPERIENCE

The Vibe Wellness Studio

Apr 2016 – Jan 2019

President and Owner

- ◆ Researched, developed and executed business plan from conception
- ◆ Initially performed and then managed all accounting functions of the firm (A/P, A/R, payroll, cash flow projections, budgeting, etc.)

SNC-Lavalin Group

Jan 2014 – Apr 2016

Director, Sales

- ◆ Develops and implements strategic marketing plans and sales plans and forecasts to achieve corporate objectives for products and services.
- ◆ Develops and manages sales operating budget and sales compensation plan
- ◆ Directs sales forecasting activities and sets performance goals accordingly.
- ◆ Analyzes and controls expenditures of division to conform to budgetary requirements.
- ◆ Meets with key clients, assisting sales representative with maintaining relationships and negotiating and closing deals.

Valerus Compression Services, LP

Sept 2010 – Jan 2014

Director of Sales/Ops Analysis & Strategy

- ◆ Responsible for all analytics, budgeting, compensation plans, and reporting for Sales

Exterran Holdings, Inc.

Aug 2007 – Sept 2010

Business Intelligence Director

- ◆ Manage, create, and maintain monthly/quarterly activity reports by product line and other key performance indicators provided directly to Executive Leadership Team (COO, CFO, President, and Senior VP's)

Hanover Compressor Company

Nov 2004 – Aug 2007

Senior Marketing Analyst (Apr 2006 – Aug 2007)

- ◆ Worked directly for Western Hemisphere Senior Vice President providing data and insight on Sales, Operations, and Marketing performance
- ##### *Financial Analyst (Sept 2005 – Apr 2006)*
- ◆ Create and provide analytics for all operating activity to upper management

Tympany Medical, Houston, TX

Nov 2002 – Feb 2004

Business Development / Financial Controller

- ◆ Travel to West coast to present to investors and potential strategic customers / responsible for all financial reporting of firm

Argus Corporation, Redford, MI

Sept 2001 – Sept 2002

Controller

- ◆ Responsible for all accounting activities of firm

Dana Corporation (Financial Management Training Program)

Jun 1998 – Sept 2001

Assistant Controller, Plymouth, MN (Mar 2001 – Sept 2001)

- ◆ Coordinated all aspects of budgeting and forecasting, operational expense analysis and maintenance, financial closing and reporting

Internal Auditor, Toledo, OH (Jun 2000 – Mar 2001)

- ◆ Performed detailed review and analysis of internal operating controls, financial reporting systems, inventory, and supporting documentation
- ##### *Cost Accountant / Plant Trainee, Milwaukee, WI (Jun 1998 – Jun 2000)*

EDUCATION

HILLSDALE COLLEGE, Hillsdale, Michigan

Bachelor of Arts – Finance (1998)

Minor: German

Graduated: Cum Laude

Ariane Mestelle
832-360-5482

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

North Carolina Classical Charter Schools (Ascent Classical Academy of Moore County)

Board Member's Information

Board Members

Full name: Christopher Owens

Home Address: 7005 Copper Ridge Ct., Gastonia, NC 28056

Business Name & Address: Veterum Sapientia Institute
6414 W. Wilkinson Blvd., #332, Belmont, NC 28012

Telephone No.: 704-214-8301

	E-mail address: christopherdowens@icloud.com
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Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	<p>2015 - Sacrae Theologiae Magister (S.T.M.) - Master's Degree, International Theological Institute, Trumau Austria</p> <p>2025 - Sacrae Theologiae Licentiatus (S.T.L.) Licentiate Degree, Pontifical University of St. Thomas Aquinas, Rome, Italy</p> <p>Current - Candidate for Sacrae Theologiae Doctor (S.T.D.) Doctoral Degree, Pontifical University of St. Thomas Aquinas, Rome, Italy</p>
Employment History	<p>2022 – Current: Chief Executive Officer, Veterum Sapientia Institute, Belmont, NC</p> <p>2020 – 2022: Chief of Staff, Dominican School of Philosophy & Theology, Berkeley, CA</p> <p>2018 – 2020: Director, Roman Catholic Diocese of Sacramento, Sacramento, CA</p>
How were you recruited to join this Board of Directors?	My wife and I have spent much of our professional careers in support of renewal in education. Having earned degrees in medieval philosophy and theology, in particular the liberal arts (the Trivium and the Quadrivium), that which is now called “classical education” were once understood as a preparation for study of philosophy or theology. The outcome of this method of education is the formation of people who live

	as truly free humans and who build up the common good of society. My professional work supports training for Latin and Greek language teachers, and this has brought me into broad conversation with thought leaders around the globe dedicated to renewal in this vision for education.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on this board to provide expanded access to classical education, ensure the quality of educational programming is to a high standard, and increase opportunity for families to encounter a broader choice in educational choices.
What is your understanding of the appropriate role of a public charter school board member?	As a board member, I understand the role to provide governance oversight of the school to ensure finances, academics, operations, &c., are in accordance with the law and best practices. As this is a public charter, this includes all obligations entered into with the State of North Carolina on behalf of its citizens and tax payers in the charter.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I was the founding chairman of a private high school in California, during which time I founded a board, fundraised, hired initial employees, and successfully recruited the first cohort of students. As a non-profit C-Suite executive, I have effectively collaborated with members of established boards towards measurable success in the organization's mission.
Describe the specific knowledge and experience that you would bring to the board.	I have broad experience in academic leadership, founded in classroom experience and subject-matter expertise. I have an entrepreneurial spirit, which has been applied to growth in the non-profit / education sector. I have previous success in community organizing to provide greater access to choice in education. I am engaged in the community in a variety of ways through religious and civic involvement. I have a strong network that can help support the founding and growth of a new school.

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The school's mission and vision indicates its objective to create virtuous citizens for human flourishing. These concepts are rooted in the perennial values of Western Civilization, first laid down by Plato and Aristotle, and particularly instantiated in the founding of the United States of America. I continue to hold an adjunct teaching faculty role at a university and I teach this to undergraduates. It is promising for the future to form young people in these values from a young age, where (for instance) athletics and art are seen as an opportunity for human formation in virtue, and such lessons are integrated with what is taught in the classroom from a young age.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>In grade school, students read good books as a preparation for the Great Books of Western Civilization. Passing on what has been painstakingly preserved and developed upon in the history of the world, including the human sciences as well as the arts, and forming a student to take his or her own place in the world and contribute to a flourishing society is an intrinsic part of this program of education. This is achieved through literature that instills knowledge in the virtues and inspires in the student growth in the same, through physical education as a training of the body in preparation for training of the mind, through Socratic instruction and a strong foundation in mathematical and scientific realism, and an ability to understand and interpret history and apply its lessons to the world in which the student will live.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A school in the first instance has to be a community of people – a collaboration between parents, teachers, administrators, and the broader community in which the school is situated for the purpose of training up young people in the ways of virtuous living. Since its particular purpose is educational formation, it should do this excellently, which can be demonstrated if it challenges other educational institutions to raise its own bars for academic success. In order to do this, prudent use of resources, and right discernment in hiring especially in its founding years is important.</p>

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>In a classical school, success is measured by the sort of person it forms for flourishing in the world. Longer-term success will be seen in mature, capable adults who embrace marriage, family, and careers that meaningfully contribute to the common good rather than self-indulgence and vice. This means that it should be expected that these students will also perform better than average on standardized tests, pursue civil or military service, and through their opportunities in school, find lifelong friendships, personal interests, and hobbies.</p> <p>In another way, a shorter term success is to be seen by observing whether students and families are happy. Has their encounter with the school produced joy in their lives? Are teachers happy in their work? Do administrators find their work fulfilling in support of the mission of the school? Are finances and facilities stewarded to fruitful increase of capacity for the mission? Do board members effectively leverage their own resources to success of the mission? If the answer is “yes” to these questions, then it’s to be expected that these are at least correlative to success.</p>
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Governance	
<p>Describe the role that the board will play in the school’s operation.</p>	<p>As a governing board, the role of the board is most effective through development of good policy, prudent oversight of budgets, and holding its officers to account for directing the organization in accordance with these through measurable objectives.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>At the end of the first year, we should see growth in enrollment, a leveling of expectations in the community life as they come from different educational backgrounds, a surplus in the budget, and although some churn with employees is to be expected, a core of teachers and leaders who are reliably building a school culture for the long term.</p>

How will you know at the end of five years of the schools is successful?	At the end of 5 years, the school will be seen to be successful if, in addition to what was mentioned above, there is a strong satisfaction with the school among school families, and the school is beginning to make a positive impact in the larger community. This positive impact should see increase in applications, waitlists, and the need to expand the school into a more permanent facilities master plan to accommodate growth.
What specific steps will the charter school board need to take to ensure that the school is successful?	In the first years of the school, a firm hand on the rudder is necessary to ensure mission success, and so it is expected that the Board would have regular conversation with the school leadership and monitor all aspects of the life of the school – both academic and administrative – to ensure it stays on track. Thus, in addition to governance oversight, a willingness to jump in and provide tactical support when needed will be signs that the board members are committed to the success of the school in its early years.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	In the first instance, a forthright conversation with the board member is in order to better understand the facts of the situation. It may be a misunderstanding, rather than any actual conflict with the interests of the school. If there has been determined to be some unethical action, is it accounted for in the policies of the organization, or does new policy need to be written? If there is ambiguity, this provides an opportunity for clarity and for a change of course of action. If the behavior persists, then the board member should be invited to consider resigning from the board, or else in accordance with the by-laws be terminated from it.

Certification

I, Christopher Owens, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for NCCCS Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date April 24, 2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

CHRISTOPHER DALE OWENS

Charlotte, NC | (704) 214-8301 | christopherdowens@icloud.com |
www.linkedin.com/in/christopherdowens

CLASSICAL EDUCATION EXECUTIVE

Driving significant results in Classical Education

2022 to Present • VETERUM SAPIENTIA INSTITUTE |
BELMONT, NC

CHIEF EXECUTIVE OFFICER

2024 to Present • BELMONT ABBEY COLLEGE |
BELMONT, NC

ADJUNCT INSTRUCTOR OF PHILOSOPHY

2022 to 2023 • DIOCESE OF CHARLOTTE CATHOLIC
SCHOOLS | CHARLOTTE, NC

DIRECTOR OF CATHOLIC CULTURE & IDENTITY

2020 to 2022 • DOMINICAN SCHOOL OF PHILOSOPHY & THEOLOGY | BERKELEY, CA

CHIEF OF STAFF

2018 to 2020 • DIOCESE OF SACRAMENTO | SACRAMENTO, CA

DIRECTOR, OFFICE OF FAMILY AND FAITH FORMATION

2017 to 2018 • MARIN CATHOLIC COLLEGE PREPARATORY | KENTFIELD, CA

THEOLOGY FACULTY MEMBER, TEACHER OF SCRIPTURE AND MORALS

2015 to 2018 • ST. JOHN'S UNIVERSITY | NEW YORK, NY / ROME, ITALY

ADJUNCT INSTRUCTOR, FACULTY OF THEOLOGY



Education

PONTIFICAL UNIVERSITY OF SAINT THOMAS AQUINAS (ROME, ITALY) - **Candidate for Doctor of Sacred Theology (STD)**

PONTIFICAL UNIVERSITY OF SAINT THOMAS AQUINAS (ROME, ITALY) – **Licentiate of Sacred Theology (STL)**

INTERNATIONAL THEOLOGICAL INSTITUTE (TRUMAU, AUSTRIA) - **Master of Sacred Theology (STM)**

References

Available upon request

	Students
K	46
1	77
2	59
3	51
4	49
5	31
6	36
7	38
8	30
Total Graded	417
Total	558

ZIP	% Total	Sum Total
9096	0.18%	1
23815	0.5%	3
27207	0.2%	1
27209	0.2%	1
27281	0.9%	5
27325	0.4%	2
27330	0.2%	1
27332	0.7%	4
27341	0.2%	1
27376	6.6%	37
27502	0.2%	1
28277	0.4%	2
28306	0.5%	3
28315	13.4%	75
28326	8.4%	47
28327	20.1%	112
28328	0.5%	3
28338	0.2%	1
28351	0.2%	1
28360	0.2%	1
28373	1.4%	8
28374	9.7%	54
28376	2.7%	15
28387	13.4%	75
28394	5.4%	30
28396	0.2%	1
28427	0.4%	2
28471	0.4%	2

28572	0.2%	1
28792	0.2%	1
29073	0.4%	2
29374	0.5%	3
55369	0.7%	4
73170	0.2%	1
80924	0.4%	2
98513	0.7%	4
27325-7334	0.2%	1
(blank)	9.0%	50
Grand Total	100.00%	558

City	% Total	Sum Total
Aberdeen	13.98%	78
APO	0.18%	1
Bear Creek	0.18%	1
Biscoe	0.18%	1
Cameron	8.24%	46
Carthage	11.29%	63
CHARLOTTE	0.36%	2
Colorado Springs	0.36%	2
Ellerbe	0.18%	1
Fayetteville	0.54%	3
Foxfire	0.18%	1
Hendersonville	0.18%	1
Highlands	0.36%	2
Jackson Springs	0.72%	4
Lacey	0.72%	4
Laurel Hill	0.18%	1
Lexington	0.36%	2
Lumberton	0.18%	1
Maple Grove	0.72%	4
Mobile	0.18%	1
North Carolina	0.54%	3
Oklahoma City	0.18%	1
Pinebluff	1.25%	7
Pinehurst	10.22%	57
Pinehurst nc	0.36%	2
Pink Hill	0.18%	1
Pknehurst	0.18%	1
Raeford	2.69%	15
Robbins	0.54%	3
Sanford	0.90%	5
Seagrove	0.18%	1

Southern Pines	14.87%	83
Southern Pnes	0.90%	5
Vass	3.05%	17
Wagram	0.18%	1
West End	6.27%	35
Whispering Pin	10.22%	57
Whispheing Pi	0.36%	2
(blank)	7.71%	43
Grand Total	100.00%	558

17 April 2025

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh, NC 27601-2825

Dear Chairman, Friends, and Charter School Review Board Members,

Without reservation, I recommend approval of this application for charter school status for Ascent Classical School of Moore County.

Knowledge is a valuable commodity, increasingly fungible in the Moore County of the future.

Ascent Classical School arrives on the Moore County scene at a time poised for marked population growth, a surge in knowledge-driven innovation, and an increasing demand for the wide-ranging, adaptable American generalist to lead us into the second half of the 21st century.

As a product of classical teaching and learning, I appreciate the breadth and depth of knowledge, skills, and abilities that will be imparted by the Ascent curriculum, making possible a good life, seasoned with human challenge, learned and ethical decision-making, professional and personal accomplishment.

Underpinning this fine curriculum is an elevated campus culture, where virtue and character round out our rising Renaissance boy and girl, a critical feature that so many parents seek today.

I look forward to Ascent Classical playing a key role in our Moore County teaching and learning team.

Most Sincerely,

Kenneth J. Benway

Lieutenant Colonel, US Army Retired
Whispering Pines, North Carolina

Letter of Support

April 8, 2025

Dear Office of Charter School Review Board:

I am writing a Letter of Support to the Moore County Ascent Classical Academies. As a resident and former teacher, parent, and administrator of Moore County, I know firsthand the need for this opportunity for the children in the upper district. This is an area of high poverty and of diversity that is not able to access the other charter schools located in this county. These are also families that want the best for their children with the resources they have. That is why I am personally excited that this school will be stationed in an area that provides access to something different and something with a purpose.

As a Charter School Superintendent with over 2,100 students, I know how important it is to provide our children and families with a choice in how instruction can be presented to their children. Ascent Classical Academies is one that values traditions and teaches that we all have a place in society. Moreover, starting as a K-8 and building a grade each year after, will allow that special connection of community and create the common mission and vision right from the beginning.

I have been fortunate enough to have witnessed the dedication from this group of leaders that are striving to make a difference in the lives of children in the community that we love. I hope the review board also sees that same compassion that I do. If you have any questions, please do not hesitate to contact me at (910) 986-2332.

Sincerely,



Sharon S. Castelli, Ed.D
Superintendent, Uwharrie Charter Academy



(336) 610-0818



207 Eagle Lane, Bldg. A
Asheboro, NC 27205

North Carolina Department of Public Instruction

Attn: Office of Charter Schools

301 N. Wilmington Street

Raleigh, NC 27601-2825

Dear Charter School Review Board,

My name is Teresa Beavers. I have been an educator in the NC Public Schools for over 35 years. I also taught three years at a private classical school. I am presently a town commissioner with the Town of Aberdeen. I am writing to ask your support in granting a public school charter to the Ascent Classical Academy of Moore County.

Charter schools in Moore County, NC have been very successful. I know many families from my own neighborhood who love attending our local charter school. Our parents have given nothing but praise for the model. As a trained classical teacher, I can see how this classical model would be a wonderful asset to Moore County. Students learning through this model, who can't afford to attend other private classical schools, can take advantage of this opportunity. In my opinion, Classical Education is effective and results in higher levels of learning. This school will provide students in Moore County with a holistic education, developing both their intellectual and civic virtue.

As a former classical teacher, and a current public school teacher, I support parents and guardians having the choice of different schools and models that best suit their needs. Currently, we do not have a classical charter school in Moore County. This charter would be a great addition to our educational offerings. It would also be free to parents who would like to provide this learning opportunity, but can't afford to.

Thank you for your consideration,

Sincerely,

Dr. Teresa Beavers, Ed.D.

Town Commissioner- Aberdeen, NC

North Carolina Department of Public Instruction

Attn: Office of Charter Schools

301 N. Wilmington Street

Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I am writing to ask your support for granting a public school charter to Ascent Classical Academy of Moore County.

The Ascent Charter Organization has applied their formula of creating successful charter schools in other states. They have a proven track record of success, and they are seeking to bring their expertise to Moore County to start a charter school should their charter be approved.

ACA offers a well-rounded and engaging curriculum in the liberal arts and sciences with the goal of developing virtuous citizens who are prepared to flourish in life as good neighbors and critical thinkers. Through a content-rich curriculum, Ascent Classical students are able to draw upon their study of history and literature to form historically rooted opinions of the world around them. Caroline Kelly and her steering committee have done an excellent job of assessing the need for this charter school and I am certain they will work hand in hand with Ascent to create the most successful charter school in Moore County.

Currently, there is not a classical charter school in the greater Moore County area, but this model is growing rapidly across the nation and is desired by parents and educators in our community. I support parents and guardians having the choice of different schools and models that best suit the needs of their family.

Thank you for your consideration.

Sincerely,

Leonard L. Bryant



17 April 2025

North Carolina Department of Public Instruction

Attn: Office of Charter Schools

301 N. Wilmington Street

Raleigh, NC 27601-2825

Dear Chairman, Friends, and Charter School Review Board Members,

Without reservation, I recommend approval of this application for charter school status for Ascent Classical School of Moore County.

Knowledge is a valuable commodity, increasingly fungible in the Moore County of the future.

Ascent Classical School arrives on the Moore County scene at a time poised for marked population growth, a surge in knowledge-driven innovation, and an increasing demand for the wide-ranging, adaptable American generalist to lead us into the second half of the 21st century.

As a product of classical teaching and learning, I appreciate the breadth and depth of knowledge, skills, and abilities that will be imparted by the Ascent curriculum, making possible a good life, seasoned with human challenge, learned and ethical decision-making, professional and personal accomplishment.

Underpinning this fine curriculum is an elevated campus culture, where virtue and character round out our rising Renaissance boy and girl, a critical feature that so many parents seek today.

I look forward to Ascent Classical playing a key role in our Moore County teaching and learning team.

Most Sincerely,

Kenneth J. Benway

Lieutenant Colonel, US Army Retired

Whispering Pines, North Carolina

April 8, 2025

Subject: Letter of Support for Ascent Classical Academy of Moore County, NC

Dear Directors,

I am writing to express my strong support for the establishment of Ascent Classical Academy of Moore County, NC, a new charter school in Moore County. As the Vice Chair, and past Chair for many years, of the Moore County Board of County Commissioners, and as a life-long resident of Moore County, I believe this charter school has the potential to significantly benefit our community and the children we serve.

Ascent Classical Academy has a and proven track record. Ascent Classical Academy is already successfully operating multiple schools in Colorado and is currently expanding its network of schools into North and South Carolina. A new charter school is greatly needed in Moore County to provide families with an alternative to meet the educational needs of their children in a kindergarten through twelfth grade environment. This will be the only charter school in Moore County that is based on a classical education model and that serves children from kindergarten through graduation. The interest in establishing Ascent Classical Academy of NC is already astounding with over 525 students whose parents desire to enroll them.

By offering a high-quality, classical education, Ascent Classical Academy of NC will not only empower our students but also strengthen our community by preparing the next generation of exemplary and virtuous leaders. I urge you to support the establishment of this new and much needed charter school and its mission to provide a brighter future for the children of Moore County.

Thank you for your time and consideration.

Sincerely,

DocuSigned by:

Nick Picerno

ED25F27E76EB433...

Nick Picerno, Vice Chair

Moore County Board of Commissioners

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I am reaching out to seek your support in granting a public school charter for Ascent Classical Academy of Moore County.

The team behind Ascent Classical Academy has a track record of establishing and running successful charter schools in other states, utilizing a proven model and program. Ascent Classical Academy offers a comprehensive curriculum in the liberal arts and sciences, aiming to cultivate virtuous citizens who are equipped to thrive as responsible members of society and critical thinkers. Through a curriculum rich in content, students at Ascent Classical Academy are empowered to form well-informed perspectives on the world around them, drawing from their studies of history and literature.

Currently, there is a lack of classical charter schools in the greater Moore County area, despite the growing demand for this model among parents and educators nationwide. I believe in supporting parents and guardians in choosing schools and educational models that best meet the needs of their families.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to be 'Philip Holmes', with a stylized flourish extending to the right.

Philip Holmes



North Carolina General Assembly House of Representatives

REPRESENTATIVE NEAL JACKSON
78TH DISTRICT

COMMITTEES

OFFICE: 406 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925
(919) 715-4947
PHONE: NEAL.JACKSON@NCLEG.GOV
EMAIL:

FINANCE, SENIOR CHAIR
ENERGY AND UTILITIES, VICE CHAIR
AGRICULTURE AND ENVIRONMENT
HIGHER EDUCATION
RULES, CALENDAR, AND OPERATIONS OF THE HOUSE

April 8, 2025

Ms. Caroline Kelly
3313 Kelly Plantation Road,
Carthage, NC 28327

Dear Ms. Kelly,

I am writing to express my support for the Ascent Classical Academy of Moore County. This school will join other charter schools in providing choices tailored to the specific needs of local families. North Carolinians have proven time and again that they prefer school choice and more charter schools. This academy will give the good people of Moore County an education option that has been much sought after.

The families of Moore County will benefit from the improved options for education opportunities that the Ascent Classical Academy of Moore County will provide. The school will offer a well-rounded and engaging classical curriculum in the liberal arts and sciences with the goal of developing virtuous citizens who are prepared to flourish in life as good neighbors and critical thinkers.

I represent Moore County and hear from all over the area how parents are excited about this new charter school, and I am excited to see the bright future of this project. The students of my district are a top priority, and this school will provide a sound education for generations. I am grateful for all the work that Ascent Classical Academy of Moore County is doing to provide education options for this community.

Kindest regards,

A handwritten signature in black ink, appearing to read "Neal Jackson", written in a cursive style.

Representative Neal Jackson
District 78: Randolph and Moore Counties



North Carolina General Assembly
House of Representatives

REPRESENTATIVE JOHN SAULS
51ST DISTRICT

April 15, 2025

North Carolina Department of Public Instruction,
Office of Charter Schools,
6301 Mail Service Center,
Raleigh, NC 27699-6301

Subject: Support For Ascent Classical Academy

I am writing to express my support for the opening of Ascent Classical Academy the Summer of 2026. I believe that the opening of the school will provide more school choice in the area as it will be accessible to students in my district, Lee & Moore Counties, as well. School choice is of great importance as students in our community have certain needs, and we of course want each child to have the education that they and their families desire.

The K-12 Classical curriculum that is being proposed is built around twin pillars: the first being a traditional liberal arts and sciences education, and the second being traditional values and virtues. I believe that this will be very beneficial to their students, as I can assure you this curriculum is exceptional.

Please do not hesitate to contact our office if we can be of more service in the process of maintaining a charter for Ascent Classical Academy . You can contact our office at 919-715-3026 or by email at john.sauls@ncleg.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "John Sauls".

Representative John Sauls

District 51, Lee and Moore Counties
JS:Mbm



Join Our 2026-2027 Interest List

Name *(Required)*

Prefix

First

Last

Email Address *(Required)*

Phone

How many students are you interested in enrolling at Ascent Classical Academy? *(Required)*

Please enter a number from **1** to **10**.

In which grades would you enroll your student(s) for the 2026–2027 school year? *(Required)*

Please select all that apply.

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

Address *(Required)*

Street Address

Address Line 2


City

ZIP Code

Comments/Questions

CAPTCHA

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SUBMIT



North Carolina General Assembly
Senate

SENATOR THOMAS M. MCINNIS
21ST DISTRICT

OFFICE: 314 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925
PHONE: (919) 733-5953
EMAIL: TOM.MCINNIS@NCLEG.GOV

COMMITTEES:

FINANCE, CO-CHAIRMAN
REGULATORY REFORM, CO-CHAIRMAN
AGRICULTURE, ENERGY, AND ENVIRONMENT
COMMERCE AND INSURANCE
EDUCATION/HIGHER EDUCATION
JOINT LEGISLATIVE COMMITTEE ON GOVERNMENTAL
OPERATIONS
RULES AND OPERATIONS OF THE SENATE
TRANSPORTATION

April 10, 2025

Ms. Caroline Kelly
P.O. Box 175,
Carthage, NC 28327

Dear Ms. Kelly,

I am writing to express my support for establishing Ascent Classical Academy of Moore County. Charter schools address the different needs of the community. Indeed, surveys confirm that parents prefer a choice in education, with three in four parents desiring more public charter school offerings in their area.

I support the right for North Carolina families to choose the means and place of their children's education, and they should have the right to choose the educational model that best suits their children's needs. I sponsored two bills for charter schools in 2017 and supported three charter school funding bills during the 2021-2022 session that represent local and state investments in our charter schools. Educational options enhance North Carolina's economic prosperity and the welfare of our diverse communities, while affirming the responsibility to provide all children in North Carolina access to high-quality options.

Ascent Classical Academy of Moore County will offer a well-rounded and engaging classical curriculum in the liberal arts and sciences with the goal of developing virtuous citizens who are prepared to flourish in life as good neighbors and critical thinkers.

Our nation's children are of the utmost importance to the future of our nation, freedoms, and way of life as we know it now. I commend Ascent Classical Academy of Moore County for their commitment to deliver an outstanding educational option addressing the needs and desire of their community.

With kindest personal regard, I remain,
Sincerely,

Senator Thomas M. McInnis
District 21: Cumberland and Moore Counties



THOMAS L. ADAMS
151 CREST ROAD
SOUTHERN PINES, NC 28387

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I write in support for granting a public school charter to Ascent Classical Academy of Moore County (ACA).

I believe Ascent Classical Academies Board has established a curriculum using a successful model that meets standards adopted by their Board. I am impressed that ACA has approved teaching methodologies that with emphasis on their study of history and literature will allow students to form historically rooted opinions of the world around them.

Currently, there is not a classical charter school in the greater Moore County area. A number of my constituents have contacted me to support this effort by ACA. I support parents and guardians having the choice of different schools including public, private, parochial and charters that best suit the needs of their family.

I urge you to grant ACA a charter.

Sincerely,

Thomas L. Adams, Commissioner
Moore County, North Carolina

William H Pate
110 Eagle Point Lane
Southern Pines, NC 28387

April 15, 2025

North Carolina Department of Public Instruction
Attn: Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

Dear Chairman Friend and Charter School Review Board Members,

I am writing to ask your support for granting a public school charter to Ascent Classical Academy of Moore County. I am a Moore County native who is active in the community and also a father of four school aged children here in Moore County. Having a variety of school choice options gives parents and students a greater number of possibilities as families make the best education choices for their children.

The team working to create Ascent Classical Academy has indicated that they are using methods from successful charter schools in other states with a proven model and program. The school will provide students in Moore County with a holistic education, developing both intellectual and civic virtue. Having this additional educational choice and opportunity will only benefit Moore County school aged children.

I support parents having the choice of different school models that best suit the needs of their family and kids. The Ascent Classical Academy team has indicated there is not a classical charter school in the Moore County area. Having this option would be an asset and an additional choice for a free high-quality education for the student in the Moore County area.

Thank you for your consideration.

Sincerely,



William H. Pate



Signature Page

The foregoing application is submitted on behalf of the **board of directors for North Carolina Classical Charter Schools and Ascent Classical Academy of Moore County**. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Christopher Owens

Board Position: Chairman

Signature: _____

Date: April 25, 2025

Sworn to and subscribed before me this 25 day of April, 2025.

Notary Public: Brittney York

Official Seal:

My commission expires: May 4, 2027.

