



2012-13 Charter Review Report

Ten Year Review

Eagle Academy Public Charter School

June 19, 2013

DC Public Charter School Board
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RECOMMENDATION

The DC Public Charter School Board’s (“PCSB”) staff recommends Eagle Academy Public Charter School’s (“Eagle Academy PCS”) charter be continued based on the school’s overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

Eagle Academy PCS began operating in 2003 under the authority of PCSB, and currently serves students in pre-kindergarten through grade three.

Campus	Ward	Year Opened	Grades Served	2012-13 Student Enrollment	2010-11 PMF Performance	2011-12 PMF Performance
Eagle Academy PCS – Wheeler Campus	8 ¹	2003-04	PK3-3	640	Met 6 of 11 early childhood targets	Met 8 of 8 early childhood targets
Eagle Academy PCS – New Jersey Avenue Campus	6	2012-13	PK3-1	125	-	-

In 2008-09, PCSB conducted a five-year review of the school and found that it met 8 of 10 academic performance targets, and had shown improvement on 5 targets.² Based on this review, the PCSB Board voted to grant charter continuance to the school.

This year, PCSB staff conducted a ten-year review of Eagle Academy PCS as required under the School Reform Act (“SRA”),³ and determined that, over the past five years, the school has remained in substantial legal compliance and has managed its finances effectively to ensure economic viability. PCSB staff additionally found that Eagle Academy PCS has met four of its six goals and academic achievement expectations, and partially met its goals related to literacy and numeracy.

These “partial” assessments are based in part on the school’s 2011-12 DC-CAS performance by its third-grade students, which was below the third grade charter sector average in reading and math. However,

¹ The school moved in 2012 from Ward 6.

² See Eagle Academy PCS Charter Review Analysis, included in this document as Attachment A.

³ SRA §38-1802.12 (a)(3).

PCSB recognizes that this was the first year for Eagle Academy PCS to administer the state exam (as it was Eagle Academy PCS' first third-grade class), and also notes that the school has implemented substantial interventions during 2012-13 to assist students in achieving higher passage rates.⁴ PCSB is hopeful that these interventions will be effective, and will monitor the school's DC-CAS performance in the coming years. If Eagle PCS' 2014-15 DC-CAS performance is below the state average, PCSB will conduct another charter review of the school in 2015-16, as permitted by SRA §38-1802.12.

⁴ Eagle Academy PCS submitted a memorandum to PCSB describing these interventions, which is included in this document as Attachment B.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act (“SRA”) provides that PCSB must review whether a school has met its goals and academic achievement expectations (“expectations”) set forth in its charter at least once every five years. Goals are general aims (usually related to a school’s mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. As part of its ten-year review, PCSB considers those goals and expectations that the eligible chartering authority approved in a school’s charter agreement, any subsequent charter amendments, and/or Accountability Plans (collectively, the “Charter”).

Eagle Academy PCS detailed 104 goals in its charter application.⁵ However, Eagle Academy PCS has not historically report its progress on these 104 goals to PCSB. Instead, Eagle Academy PCS and PCSB created an accountability plan in 2003-04 that contained a fewer number of goals that Eagle Academy PCS has measured and pursued.⁶ For purposes of this review, PCSB analyzed the goals included in that accountability plan.⁷ Additionally, where Eagle PCS set specific targets within these goals in its 2010-11 and 2011-12 early childhood accountability plans, those targets are assessed. However, PCSB recommends Eagle Academy PCS amend its charter so that it accurately reflects the goals it is pursuing and that PCSB is measuring.

Eagle Academy PCS met four of its six goals and academic achievement expectations, and partially met two others. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Students will demonstrate proficiency in Emergent Literacy skills.	Partially Met
2	Students will demonstrate proficiency in Emergent Mathematical skills.	Partially Met
3	Students will exhibit age-appropriate social and emotional developmental behaviors.	Yes
4	Students will attend school.	Yes
5	Parents will participate in the school community.	Yes
6	Create and sustain a positive school climate.	Yes

⁵ See Eagle Academy PCS Charter School Application, included in this document as Appendix C.

⁶ See Eagle Academy PCS Accountability Plan 2003-04 to 2008-09, included in this document as Appendix D. Note this document was revised in June 2005; the revised version of the document is attached.

⁷ PCSB did not assess one goal included in that accountability plan goal in this section: “Students receiving special education services will demonstrate adequate yearly progress.” With the ESEA waiver, schools are no longer required to achieve fixed rates of “adequate yearly progress.” Instead, the academic performance of the school’s students with disabilities is discussed later in this report.

1. Students will demonstrate proficiency in Emergent Literacy skills.

Assessment: Eagle Academy PCS has partially met this goal.

Fifth Year Performance

In its fifth-year review, Eagle Academy PCS met all four of its targets related to literacy.⁸

DC-CAS Reading

Eagle Academy PCS expanded to the third grade in 2011-12, and administered the DC CAS for the first time last school year. Its first third grade class comprised 40 students, of whom 37.8% scored proficient on the DC CAS reading section, below the third grade charter reading proficiency rate of 40.2%. Eagle Academy PCS submitted a memorandum to PCSB discussing interventions that were put in place in 2012-13 to improve its students' DC CAS scores.⁹

Reading Assessments in PK-Grade 2

Since 2008-09, Eagle Academy PCS has used several assessments to measure its prekindergarten through second grade students' literacy skills, which are discussed below.

Brigance Developmental Inventory

Eagle Academy PCS administered this assessment to its students from 2008-09 through 2010-11. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2008-09 ¹⁰	<ul style="list-style-type: none"> - PK3 and PK4 students would average 75%-85% in literacy. - Average score of 80-90% in literacy on Brigance Profile for K students. 	<p style="text-align: center;">Yes</p> <p style="text-align: center;">PK3 average score: 84%</p> <p style="text-align: center;">PK4 average score: 86%</p> <p style="text-align: center;">K average score: 92%</p>
2009-10 ¹¹	<i>No target set, but rates were reported by the school</i>	<p>PK3/PK4 average score: 70.5%</p> <p>K average score: 85%</p> <p>1st grade average score: 96%</p>
2010-11 ¹²	80% of pre-kindergarten through first-grade students will score at or above 80% mastery in literacy.	<p style="text-align: center;">No</p> <p style="text-align: center;">58% of students scored at least 80% mastery.</p>

⁸ See Appendix A.

⁹ See Appendix B.

¹⁰ See Appendix A

¹¹ See Eagle Academy PCS 2009-10 Annual Report, p. 16. included in this document as Appendix E.

¹² See Eagle Academy PCS 2010-11 Early Childhood Accountability Plan, included in this document as Appendix F.

Core Knowledge Preschool Assessment Tool

The school has administered the Core Knowledge Preschool Assessment Tool (“CK-PAT”) since 2009-10 to its PK3 and PK4 students. It also administered this assessment to its first grade students in 2009-10. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2009-10 ¹³	<i>No target set, but rates were reported by the school</i>	PK3/PK4 average score: 83% 1st grade average score: 75%
2010-11 ¹⁴	75% of PK3 students will score at or above 75% mastery in literacy	Yes 96% of students scored at least 75% mastery.
2011-12 ¹⁵	70% of PK3 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration.	Yes 99.3% of students demonstrated growth of one level or maintained mastery.

Houghton-Mifflin Assessment

The school administered this assessment to students from 2008-09 through 2011-12. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2008-09 ¹⁶	80%-90% of Kindergarten students scoring at proficiency/mastery level in literacy/reading.	Yes 92% of students scored at proficiency/mastery level
2009-10 ¹⁷	<i>No target set, but rates were reported by the school</i>	Kindergarten average score: 83%
2011-12	70% of PK4 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration on the Houghton Mifflin Assessment.	Yes 79.9% of students maintained mastery.

¹³ See Appendix E, p. 16.

¹⁴ See Appendix E, p. 16.

¹⁵ See Appendix F.

¹⁶ See Appendix A.

¹⁷ See Appendix E, p. 16.

STAR Early Literacy Assessment

The school administered this assessment to students in 2010-11 and 2011-12. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2010-11 ¹⁸	75% of second-grade students will score between 70-75% mastery in literacy.	Yes 91% of students demonstrated mastery.
2011-12 ¹⁹	50% of kindergarten through second-grade students will demonstrate growth of at least one level or maintain proficiency in literacy by the spring administration on the STAR Early Literacy assessment.	Yes Kindergarten average score: 83%

DIBELS Assessment

The school administered this assessment to students in 2010-11 and 2011-12. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2010-11 ²⁰	80% of first-grade students will achieve benchmark in literacy.	No 60% of students achieved benchmark.
2011-12 ²¹	60% of kindergarten through second-grade students will score proficient.	Yes 70.2% of students scored proficient.

¹⁸ See Appendix F.

¹⁹ See Eagle Academy PCS 2011-12 Early Childhood Accountability Plan, included in this document as Appendix G.

²⁰ See Appendix F.

²¹ See Appendix G.

Qualitative Evidence

During Eagle PCS' Qualitative Site Review conducted in 2012-13, the PCSB review team observed the following regarding the school's literacy instruction.

At the Wheeler campus:

Students appeared engaged in the many literacy activities that took place during the observations. Students generally appeared comfortable reading and reflecting in class-wide discussion, small-group collaboration, and independent assignments. Classroom observers did not see teachers, however, challenge students to critically think about what they read. Instructional focus was on technical competency and literal comprehension in response to teacher demonstration; that is, a teacher would comprehensively tell the students what they should look for in the story rather than have the students reason their own way through it with reactive guidance from the teacher. Teachers, nonetheless, were committed to student achievement and sought to clarify confusion among the class with regard to literal reading comprehension. There were a few teachers who pushed students to clarify meaning from the story beyond mere description and toward the interpretive (e.g. teacher asked students to make predictions about what would happen in the story). Teachers took advantage of opportunities to illuminate the meaning of technical terms like "compound words."²²

At the New Jersey campus:

In classroom observations, teachers engaged students in activities that focused on listening and comprehension skills, word identification, vocabulary and phonics. Students were required to identify, write, and make the sound of a selected letter from the alphabet as well as say words that begin with the letter. Some students used manipulatives such as popsicle sticks to make the letter. When reading stories during circle time, teachers used questioning and discussion techniques to assess students' listening and comprehension skills. During one observation, students were asked to identify different elements of a book, such as the author, illustrator, title and title page. All classrooms had word walls that were used to introduce students to vocabulary words and in some classes, many objects were labeled to assist students with learning words.²³

²² Eagle Academy PCS – Wheeler Campus QSR report, p. 1, included in this document as Attachment H.

²³ Eagle Academy PCS – New Jersey Campus QSR report, p. 1, included in this document as Attachment I.

2. Students will demonstrate proficiency in Emergent Mathematical skills.

Assessment: Eagle Academy PCS has partially met this goal.

Fifth Year Performance

In its fifth-year review, Eagle Academy PCS met two of its three goals in numeracy.²⁴

DC CAS Math

Eagle Academy PCS expanded to the third grade in 2011-12, and administered the DC CAS for the first time last school year. Its first third grade class comprised 40 students, of whom 24% scored proficient on the DC-CAS math section. The charter third grade math proficiency rate in 2011-12 was 32.1%.

Math Assessments in PK-Grade 2

Since 2008-09, Eagle Academy PCS has used several assessments to measure its prekindergarten through second grade students’ math skills, which are discussed below. In its 2011-2012 early childhood accountability plan, the school did not specify any target relating to numeracy for its PK-Grade 2 students. For the 2012-13 school year, it included a numeracy target for its students at the New Jersey campus, but did not include one at its Wheeler campus. Moving forward, Eagle PCS should adopt a numeracy target for these grades.

Brigance Developmental Inventory

Eagle Academy PCS administered this assessment to its students from 2008-09 through 2010-11. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2008-09 ²⁵	<ul style="list-style-type: none"> - PK3 and PK4 students would average 75%-85% in numeracy. - Average score of 80-90% in numeracy on Brigance Profile for K students. 	<p style="text-align: center;">Yes</p> <p style="text-align: center;">PK3 average score: 84% PK4 average score: 86% K average score: 92%</p>
2009-10 ²⁶	<i>No target set, but rates were reported by the school</i>	<p>PK3/PK4 average score: 80% K average score: 89% 1st grade average score: 99%</p>
2010-11 ²⁷	80% of pre-kindergarten through first-grade students will score at or above 80% mastery in literacy.	<p style="text-align: center;">No</p> <p style="text-align: center;">57% of students scored at least 80% mastery.</p>

²⁴ The school missed the target that there would be a “2% annual increase in percentage of kindergarten students at proficiency/mastery level in mathematical skills.” See Appendix A.

²⁵ See Appendix A.

²⁶ See Appendix E.

²⁷ See Appendix F

Core Knowledge Preschool Assessment Tool

The school has administered the Core Knowledge Preschool Assessment Tool (“CK-PAT”) since 2009-10 to its PK3 and PK4 students. It also administered this assessment to its first grade students in 2009-10. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2009-10 ²⁸	<i>No target set, but rates were reported by the school</i>	PK3/PK4 average score: 89% 1st grade average score: 69%
2010-11 ²⁹	75% of PK3 students will score at or above 75% mastery in literacy	Yes 97% of students scored at least 75% mastery.

Houghton-Mifflin Assessment

The school administered this assessment to students in 2008-09 and 2009-10. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2008-09 ³⁰	2% annual increase in percentage of kindergarten students at proficiency/mastery level in mathematical skills	Yes 93% of students scored at proficiency/mastery level
2009-10 ³¹	<i>No target set, but rates were reported by the school</i>	Kindergarten average score: 83%

Qualitative Evidence

During Eagle PCS’ Qualitative Site Review conducted in 2012-13, the PCSB review team observed the following regarding the school’s literacy instruction.

At the Wheeler campus:

The QSR team did not observe math instruction due to site visit scheduling issues. Numeracy instruction was observed during several of the “Do Now” activities, and many teachers had mathematical posters and celebrations of success (“2000 Math Problems Answered” and “5 Hours of Practicing Math”) posted in and around their rooms.³²

²⁸ See Appendix E, p. 16.

²⁹ See Appendix E, p. 16.

³⁰ See Appendix A.

³¹ See Appendix E, p. 16.

³² See Appendix H, p. 1.

At the New Jersey campus:

Review team members observed students working at different centers in mathematics classrooms. Each classroom had a math center and expectations for learning and activities were posted. Instructional aides provided small group and individualized attention to students and assisted them in categorizing activities where they were sorting different objects according to size or shape, learning to identify and write numbers, or learning to count by using one-to-one correspondence. Teachers taught beginning addition by having students make equations using numbers and pictures.³³

3. Students will exhibit age-appropriate social and emotional developmental behaviors.

Assessment: Eagle Academy PCS has met this goal.

Fifth Year Review

In its fifth-year review, Eagle Academy PCS met both of its social/emotional targets.³⁴

From 2008-09, the school evaluated its students’ social and emotional developmental behaviors with the Brigance Developmental Inventory. The results from this assessment are detailed in the table below.

Year	Target	Target Met?
2008-09 ³⁵	85-95% of PK3/PK4/K students will score proficient on social/emotional adjustment measure.	Yes PK3 average score: 94% PK4 average score: 95% K average score: 98%
2009-10 ³⁶	<i>No target set, but rates were reported by the school</i>	PK3 average score: 95% PK4 average score: 98% K average score: 99% 1st grade average score: 99%
2010-11 ³⁷	80% of second-grade students will score at or above 80% mastery in social-emotional development on the Brigance Developmental Inventory.	No Primary source data were not available at the time of review.

³³ See Appendix I, p. 1.

³⁴ See Appendix A.

³⁵ See Appendix A.

³⁶ See Eagle Academy PCS 10-Year Review Data, included in this document as Appendix J.

³⁷ See Appendix F.

In 2011-12, the school administered the Scale in Social Skills Improvement System (“SSIS”) to measure social and emotional developmental behaviors. The results from this assessment are detailed in the table below.

Year	Target	Target met?
2011-12 ³⁸	65% of first and second-grade students will score at or above average on the SSIS assessment.	<p style="text-align: center;">Yes</p> <p style="text-align: center;">81% of students scored at or above average.</p>

Qualitative Evidence

During Eagle PCS’ Qualitative Site Review conducted in 2012-13, the PCSB review team observed the following regarding students’ social and emotional developmental behaviors.

At the Wheeler campus:

Teachers had developed and implemented procedures to compel widespread participation (e.g. equity sticks or classroom jobs) and foster students’ communication and relationship management skills. Classrooms prominently featured displays of the values to be admired (honesty, pride, discipline) through “character counts” charts. Classroom rules and standards were also posted in most classrooms. For the most part, students were well behaved and engaged in the learning process across different settings, such as a presentation or a small-group project. Misbehavior was promptly remedied, students made efficient transitions as directed, and cleaned up after themselves. The review team observed very few instances of misbehavior.³⁹

At the New Jersey campus:

The students in the classrooms observed were generally well behaved and engaged in the lessons. According to the administrators, the school uses the Second Step Curriculum to foster social and emotional skill development; the tool is intended to teach self-regulation and executive function skills...A part time clinician from the Department of Mental Health provides play therapy for identified students.⁴⁰

³⁸ See Appendix G.

³⁹ See Appendix H, p. 1.

⁴⁰ See Appendix I, p. 1.

4. Students will attend school.

Assessment: **Eagle Academy PCS has met this goal.**

Fifth-Year Performance

In its fifth-year review, Eagle Academy met its attendance target for its pre-school and pre-kindergarten students, but did not meet its attendance target for its kindergarten students.

Over the past four years, Eagle Academy has met all but one attendance target, with its attendance consistently in the 90th percentile.

Year	Target	Target Met?
2008-09 ⁴¹	92% Kindergarten students will attend school.	No 91% Kindergarten attendance
	85% of PK3 and PK4 students will attend school.	Yes PK3 attendance: 87% PK4 attendance: 89%
2009-10 ⁴²	<i>No target set, but rates were reported by the school</i>	PK3/PK4: 97.6% K: 97.8% 1st: 98.4%
2010-11 ⁴³	On average, PK3 and PK4 students will attend school 85.% of the days.	Yes The average daily attendance was 99%.
	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 99%.
2011-12 ⁴⁴	On average, PK3 and PK4 students will attend school 88% of the days.	Yes The average daily attendance was 94.4%.
	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 92.9%.

⁴¹ See Appendix A.

⁴² Source: Proactive.

⁴³ See Appendix F.

⁴⁴ See Appendix G.

5. Create and sustain a positive school climate.

Assessment: Eagle Academy PCS has met this goal.

A review of Eagle Academy PCS’ discipline data, parent satisfaction surveys, and qualitative evidence indicate that the school has met this goal.

Fifth Year Performance

In its fifth-year performance, Eagle Academy PCS met its targets related to parent and staff satisfaction.⁴⁵

Discipline Data

The following tables detail Eagle Academy PCS’ discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that Eagle Academy PCS’ rate is above the charter sector average; green shading indicates that Eagle Academy PCS’ rate is below the charter sector average. In the past two years, the school has been below the charter sector discipline rate.

Percent of Students Receiving Out-of-School Suspension

	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Out of School Suspensions				
Charter Sector Average			13.2%	6.6%
Eagle Academy	0.3%	0.0%	1%	0.8%

Percent of Students Receiving Out-of-School Suspensions of 10+ Days

	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Out of School Suspensions of 10+ Days				
Charter Sector Average			1.1%	0.3%
Eagle Academy	0.0%	0.0%	0%	0%

Percent of Students Expelled During the School Year

	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Expulsions				
Charter Sector Average			0.7%	0.2%
Eagle Academy	0.0%	0.0%	0%	0%

⁴⁵ See Appendix A.

Parent Satisfaction Surveys

The school has met all targets related to parent satisfaction since 2008-09.

Year	Target	Target Met?
2008-09 ⁴⁶	80-90% of parents responding to the Parent Satisfaction Survey will have an average score of 4 or above.	Yes 80% of parents responded with a score of 4 or above.
2009-10	<i>No target set by school.</i>	-
2010-11 ⁴⁷	80% of parents of preschool through third-grade children will report being “satisfied” or “highly satisfied” with the school on the end-of-year Parent Satisfaction Survey.	Yes 88% of parents surveyed reported being satisfied or highly satisfied.
2011-12 ⁴⁸	80% of parents surveyed will report being “satisfied” or “highly satisfied” with the school on the end of year survey.	Yes 95.6% of parents surveyed reported being “satisfied” or “highly satisfied.”

Qualitative Evidence

During Eagle PCS’ Qualitative Site Review conducted in 2012-13, the PCSB review team observed the following regarding this goal.

At the Wheeler campus:

...The review team observed teachers warmly welcoming students and pronouncing their happiness in seeing them succeed...Students could be heard inquiring about each other’s day and students in one class were prompted to say “good morning” to each other upon entry...Teachers consistently maintained a positive attitude, which spread to the students. For example, a teacher referred to her students as “3rd grade champions”; another as “brilliant” and “smarties.” Observers noted that a few teachers strayed from the school’s norm in encouraging positivity (e.g. a teacher raised her voice when speaking to students; another told students she was going to change her name in response to them repeatedly asking for her to look at their work).⁴⁹

⁴⁶ See Appendix A.

⁴⁷ See Appendix F.

⁴⁸ See Appendix G.

⁴⁹ See Appendix H, p. 1.

At the New Jersey campus:

The QSR team noted warm, caring, and academically engaging relationships between students and teachers in brightly lit and well-organized classrooms. The school administrators described its program of recognizing students for academic and behavior achievements. However, at the time of the review, the principal had recently left and a new interim principal had just started. There was also evidence of high teacher turnover, both of which indicate that the school climate is unstable.⁵⁰

6. Parents will participate in the school community.

Assessment: Eagle Academy PCS has met this goal.

Fifth Year Performance

In its fifth-year review, Eagle Academy PCS did not meet its parent participation target (it did not report data related to this target).⁵¹

Eagle Academy PCS provided data about parent events organized throughout the school year, dating back to 2008-09. Each year, over a dozen events were held, with some events attended by hundreds of parents and/or family members.⁵²

For the 2012-13 academic year, as of March, the school has held fourteen events, as well as quarterly parent-teacher conferences, detailed in the table on the following page.

⁵⁰ See Appendix I, p. 1.

⁵¹ See Appendix A.

⁵² See Eagle Academy PCS Parent/Family Events, included in this document as Attachment K.

Event	Date	Total Attendance
Parent Orientation	8/21/2012	400
Back to School Night	9/27/2012	220
Walk for the Cure	10/20/2012	53
PTO Meeting	11/15/2012	34
Parents, Friends & Family Night	11/16/2012	58
Parent's Nutrition Workshop	11/16/2012	62
Thanksgiving Basket Giveaway	11/23/2012	360
Before & After Care Holiday Performance	12/21/2012	180
Black History Program	1/27/2012	200
Parent's Nutrition Workshop	2/8/2013	78
PTO Meeting	2/21/2013	16
Parent's Nutrition Workshop	3/26/2013	50
Science Fair	3/26/2013	43
Health & Information Jamboree	3/20/2013	100

Qualitative Evidence

During Eagle PCS' Qualitative Site Review conducted in 2012-13, the PCSB review team observed the following regarding this goal.

At the Wheeler campus:

...The point system for managing student behavior heavily involves parent notification. Students receive points for good behavior, which can be taken away for bad, and every week, parents are notified of their child's points...A PCSB staff member observed [parent-teacher conferences] on February 15, 2013...The conferences seemed to be well attended by parents, with a sign-in sheet stating almost fifty parents had participated.⁵³

At the New Jersey campus:

According to the administrators the school conducts a parent satisfaction survey and works to build an ongoing rapport with parents. The school holds four or five parent events per year, including literacy and mathematics nights, a science fair, and holiday programs. The school also conducts parent workshops once per month through a Department of Education grant. Teachers said that they strive to incorporate parent feedback in their work with students, and formally communicate student progress to parents every nine weeks. A PCSB staff member observed parent-teacher conferences on February 15, 2013. A sign-in sheet showed almost fifty parents had participated.⁵⁴

⁵³ See Appendix H, p. 1.

⁵⁴ See Appendix I, p. 1.

COMPLIANCE WITH APPLICABLE LAWS

The SRA requires PCSB to conduct a review at least once every five years to determine if the charter school is in compliance with applicable laws.⁵⁵ The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether Eagle Academy PCS has consistently complied with these laws over the past ten years.

General Laws

In its fifth year review, PCSB found that Eagle PCS “...demonstrated an exemplary level of compliance...”⁵⁶ In 2012-13, PCSB found that Eagle Academy PCS was in full compliance with all applicable laws.⁵⁷ Between 2008-09 and 2011-12, Eagle Academy PCS only had one instance of non-compliance in PCSB’s annual compliance review.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.⁵⁸ To ensure that schools adhere to this clause, PCSB monitors schools for various health and safety indicators, including but not limited to, whether schools have qualified staff members that can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department. Eagle Academy PCS has been in compliance with these requirements over the last five years.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process⁵⁹ and that students and parents are made aware of these due process safeguards. Over the past five years, Eagle Academy PCS has had disciplinary policies that ensure students' due process, and has communicated those policies to students and parents.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. Eagle Academy PCS has been compliant with these requirements over the last five years.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate

⁵⁵ SRA § 38.1802.12 (a)(3).

⁵⁶ See Appendix A.

⁵⁷ See Eagle PCS 2012-13 Compliance Report, included in this document as Appendix L.

⁵⁸ SRA § 38.1802.04 (c)(4)(A).

⁵⁹ As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

student records.⁶⁰ Eagle Academy PCS has been in compliance with these requirements over the past five years.

Title I of the Elementary and Secondary Education Act

Because Eagle Academy PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.⁶¹ In 2008-09, Eagle Academy PCS’ paraprofessionals did not meet the HQT requirements.⁶² The school is currently in compliance with this requirement.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.⁶³ There is no indication that Eagle Academy PCS has violated any civil rights statutes.

Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents.⁶⁴ Eagle PCS has remained in compliance with these requirements.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act⁶⁵ and Section 504 of the Rehabilitation Act of 1973.⁶⁶ In 2012, PCSB conducted a desktop audit of six special education indicators to assess Eagle Academy PCS’ compliance with these laws and the educational progress of its special education students.⁶⁷

Academic Performance of Eagle Academy PCS’ Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how schools’ students with disabilities performed on the DC-CAS.

In 2012, 40 third grade students at Eagle Academy PCS took the DC-CAS. Out of these students, 18 of them have been identified as special education students. 11% of these students (2 of 18 students) scored

⁶⁰ 20 U.S.C. § 1232g.

⁶¹ 20 U.S.C. § 6300, *et. seq.*

⁶² See 2008-09 Eagle PCS compliance review report, included in this document as Appendix M.

⁶³ SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

⁶⁴ SRA § 38-1802.05(a).

⁶⁵ 20 USC §1413(a)(5).

⁶⁶ 20 USC §794.

⁶⁷ See Eagle PCS – Online Desktop Audit, included in this document as Appendix N.

proficient in reading, compared to the 17% state reading proficiency rate for students with disabilities. There was a 27% academic achievement gap in reading between the students with disabilities and the school's general education population. In math, 6% (1 of 18 students) scored proficient, compared to the 27% state math proficiency rate for students with disabilities.

Compliance Review of Eagle Academy PCS by OSSE

As part of the desktop audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education ("OSSE"). OSSE reports provide a comprehensive overview of the entire LEA's performance, versus campus-specific information.

In 2010, OSSE determined that Eagle Academy PCS was 94% compliant with special education requirements, with OSSE noting that the school "Meets Requirement" in fulfilling all applicable federal and local special education regulations.⁶⁸

In 2011-2012, OSSE conducted an on-site Compliance Monitoring Report, in which it extensively reviewed the school's special education compliance.⁶⁹ It found that the school was:

- 90.7% to 100% compliant in indicators related to students' Initial Evaluations and Reevaluations;
- 83.05% to 98.33% compliant in indicators related to IEP Development;
- 83.33% to 86.21% compliant in indicators related to Least Restrictive Environment;
- 94.29%-100% compliant in indicators related to Data Verification; and
- Not compliant with one fiscal indicator: the school did not appropriately charge salaries to IDEA grant programs.

As of April 2013, OSSE confirms that Eagle Academy PCS is adhering to the required timeline for correcting noncompliance issues.

⁶⁸ See 2010 OSSE report, included in this document as Appendix O. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

⁶⁹ See OSSE Compliance Monitoring Report, included in this document as Attachment P.

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

Per Eagle Academy PCS' 2009-2010 and 2010-2011 audits, it entered into thirty-seven \$25K+ contracts, for which it submitted all corresponding Determinations and Findings forms. In 2011-2012, the school entered into 20 such contracts and submitted all corresponding Determinations and Findings forms to PCSB for consideration. As such, Eagle Academy PCS is found to be in compliance with this SRA provision.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.⁷⁰ Over the past four years, Eagle Academy PCS has submitted all financial audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.⁷¹ Eagle Academy PCS has fulfilled this requirement by reporting this information in its annual reports.⁷²

⁷⁰ SRA §38-1802.04(c)(11)(ix).

⁷¹ SRA §38-1802.04(c)(11)(xi),

⁷² See Appendix E; and Annual Report 2008-09; Annual Report 2010-11; Annual Report 2011-12, included in this document as Appendices Q, R, and S.

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the charter review process, PCSB has reviewed Eagle Academy PCS's financial record regarding these areas.

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, Eagle Academy PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of noncompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of annual audits indicates Eagle Academy PCS is economically viable.⁷³ One indicator of economic viability is a positive year-end annualized net income. Eagle Academy PCS produced positive net income results in the past five audited financial periods. In FY2012, the school produced a positive net income result of \$1.1 million compared to \$659,612 in the prior year.

Total net asset reserve is another indicator of economic viability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. As a result of positive net income results, Eagle Academy PCS's total net asset reserves stood at \$3.5 million in FY2012. In FY2012, the school's net asset reserves equals to approximately 12 months of expenditures with monthly expenditures averaging about \$94,652.

Fiscal Period	2008	2009	2010	2011	2012
Net Income	\$455,911	\$399,226	\$746,477	\$659,612	\$1,135,826
Cumulative Reserves	\$545,204	\$944,430	\$1,690,907	\$2,350,519	\$3,486,345

⁷³ See Eagle Academy PCS activities and financial analysis sheet, attached to this document as Appendix T.

Net working capital⁷⁴ and liquidity ratio⁷⁵ are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details Eagle Academy PCS’ net working capital in four of the past five years, which sufficiently allowed the school to manage its short-term financial obligations successfully. The net working capital declined to approximately negative \$2.0 million in FY2012 from \$1.4 million in FY2011, due to the school’s construction of a new facility. This decline was in large part driven by a \$3.0 million increase in accounts payable related to the construction in FY2012. As of March 31, 2013, net working capital has increased to approximately \$1.7 million, as a result of substantial reduction in accounts payable as detailed in the school’s unaudited FY2013 third-quarter financial report.

A liquidity ratio greater than one also points to a school’s ability to satisfy its immediate financial obligations. Eagle Academy PCS’ liquidity ratio (detailed in the table below) was greater than one during four of the last five fiscal periods. The liquidity ratio dropped in FY2012 due to the school’s construction of a new facility but has of March 31, 2013 increased to approximately 3.46, as detailed in the school’s unaudited FY2013 third-quarter financial report.

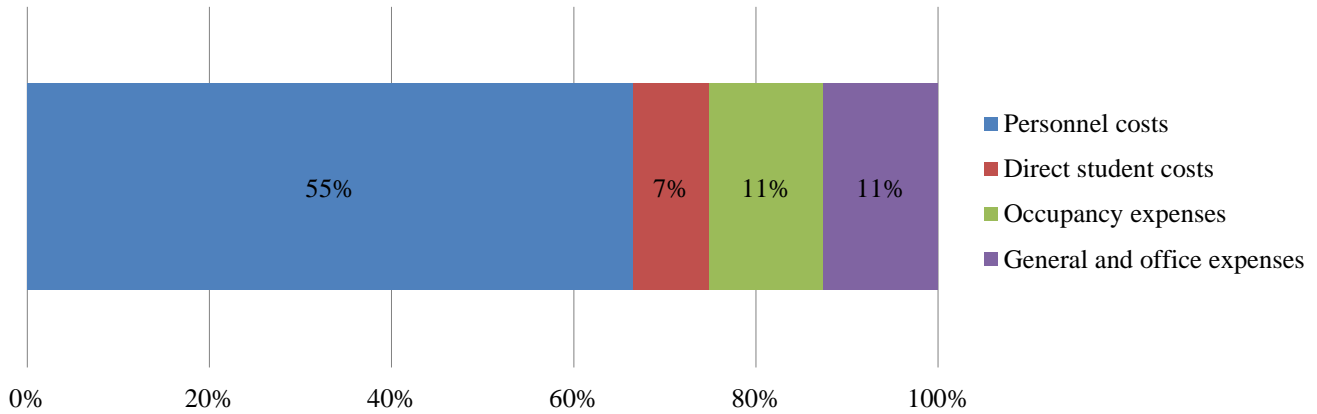
Fiscal Period	2008	2009	2010 ⁴	2011	2012
Net working capital	\$370,528	\$621,235	\$1,169,568	\$1,352,294	\$(2,038,089)
Liquidity ratio	1.90	2.16	2.85	2.85	0.47

Eagle Academy PCS makes spending decisions appropriate for managing education programs. From FY2008 to FY2012, Eagle Academy PCS’s personnel expenses averaged approximately 55%, which was followed by occupancy expenses at about 11%, general and office expenses at about 11%, and direct student costs at about 7%. Program service costs and general and office expenses are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

⁷⁴ To calculate net working capital, subtract current liabilities from current assets.

⁷⁵ To calculate a liquidity ratio, divide current assets by current liabilities.

**EAGLE ACADEMY PCS:
Expenditures as % of Revenues⁷⁶
(FY2008 - FY2012 averages)**



⁷⁶ Note that the expenditures as a percentage of revenue do not equal 100% because revenues exceeded expenditures on average. Also, FY2012 functional expenditure breakdown was not included in the audit, but the school provided the data to PCSB.