



# **2017-18 Fifteen-Year Charter Renewal Report**

## **Eagle Academy Public Charter School**

**December 18, 2017**

DC Public Charter School Board  
3333 14th Street, NW, Suite 210  
Washington, DC 20010  
(202) 328-2660  
[www.dcpsb.org](http://www.dcpsb.org)

# TABLE OF CONTENTS

KEY FINDINGS AND BOARD VOTE ..... 2

CHARTER RENEWAL STANDARD ..... 2

BACKGROUND INFORMATION ABOUT SCHOOL..... 4

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS ..... 10

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS ..... 24

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY ..... 30

## **KEY FINDINGS AND BOARD VOTE**

After reviewing the renewal application<sup>1</sup> submitted by Eagle Academy Public Charter School (Eagle PCS), as well as the school's record established by the DC Public Charter School Board (DC PCSB), DC PCSB staff concludes that Eagle PCS meets the standard for charter renewal set out in the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (SRA).

Eagle PCS is a multi-campus local education agency (LEA) that adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. Pursuant to the school's Charter and Charter<sup>2</sup> Agreement, Eagle PCS has met its goals and academic achievement expectations. The Eagle PCS - Capitol Riverfront campus had an average PMF score of 70.9% during the years under review, and the Eagle PCS - Congress Heights campus had an average PMF score of 60.2%. These scores exceed the 50% minimum required per the LEA's Charter Agreement. Both campuses also met the floor of every Early Childhood (EC) PMF measure during school year (SY) 2013-14, which is also a goal established in the Charter Agreement.

Eagle PCS has materially violated neither applicable law nor its charter, and is in compliance with the SRA's requirements regarding procurement contracts. The school has complied with generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable. Based on these findings, on December 18, 2017 the DC PCSB Board voted 6 - 0 to renew the school's charter for a second fifteen-year term.

## **CHARTER RENEWAL STANDARD**

The standard for charter renewal is established in the SRA: DC PCSB shall approve a school's renewal application, except that DC PCSB shall not approve the application if it determines one or both of the following:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or

---

<sup>1</sup> See Eagle PCS renewal application, attached to this report as Appendix A.

<sup>2</sup> DC Code § 38-1802.03(h)(2) lists the six specific provisions that comprise a school's charter under the SRA.

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>3</sup>

Separate and apart from the renewal process, DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines that the school (1) has engaged in a pattern of non-adherence to GAAP; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.<sup>4</sup>

Given the SRA's standard for charter renewal, as well as DC PCSB's obligation to revoke a school's charter if it has engaged in the above fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the basis for DC PCSB staff's renewal recommendation. Section Three is an analysis of the school's fiscal performance.

---

<sup>3</sup> D.C. Code §38-1802.12(c).

<sup>4</sup> D.C. Code §38-1802.13(b).

## **BACKGROUND INFORMATION ABOUT SCHOOL**

### **School History and Overview**

Eagle PCS began operating in 2003 under authorization from DC PCSB, and was DC's first charter school to focus exclusively on early childhood education. The LEA serves students in prekindergarten-3 (PK3) through third grade, and operates two campuses: the Capitol Riverfront campus in Ward 6, and the Congress Heights campus in Ward 8.

The mission of the school is:

To build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social and emotional growth by engaging children as active learners in an inclusive learning environment.<sup>5</sup>

Eagle PCS students study literacy, math, science, and social studies and also participate in writers workshop. Students participate in enrichment programs every day, including art, music, physical education, library, and a STEAM (Science, Technology, Engineering, Arts, and Mathematics) Lab. Kindergarten through third grade students take swimming lessons at Eagle PCS's on-campus swimming pool, the first of its kind at a DC elementary school east of the Anacostia River.<sup>6</sup> The school also has a Parent Resource Center.<sup>7</sup> Here parents can use school resources to help their families.

Eagle PCS was co-founded by Dr. Joe Smith and Ms. Cassandra Pinkney, who led the school over the past fifteen years. In the 2016-17 school year, after the passing of Ms. Pinkney, the Cassandra S. Pinkney Foundation was established with the mission of "help[ing] expand the horizons of Eagle students by giving them access to opportunities normally outside of their reach."<sup>8</sup> To this end, the foundation will fund various types of equipment, supplies, and other opportunities for Eagle PCS students, with a particular focus on STEAM opportunities and support for special education students.

### **Enrollment and Demographic Trends**

The table below shows the school's enrollment. It has historically met or exceeded its enrollment projections. In SY 2015-16, the school was over-enrolled by six students above its enrollment ceiling of 920, resulting in the school educating those students without receiving uniform per student funding for them. This school year, Eagle PCS still has an enrollment ceiling of 920 with an enrollment of 936 students. While the school's

---

<sup>5</sup> See Eagle PCS September 2014 charter amendment, attached to this report as Appendix.

<sup>6</sup> See Eagle PCS 2015-16 Annual Report, p. 7, attached to this report as Appendix C.

<sup>7</sup> See the school website for more details <http://www.eagleacademypcs.org/>

<sup>8</sup> See [www.pinkneyfoundation.org](http://www.pinkneyfoundation.org).

facilities can hold its current enrollment, the current total enrollment is again above the enrollment ceiling.

In October 2017, Eagle PCS requested an enrollment ceiling increase of 90 students effective for SY 2018-19. The additional students would attend its Capitol Riverfront campus already approved to relocate to Ward 8 in SY 2019-20. Eagle PCS also requested that the campus be renamed Eagle Academy PCS at Fairlawn. The student population at both Eagle PCS campuses is majority Black, economically disadvantaged<sup>9</sup>, and at-risk.<sup>10</sup>

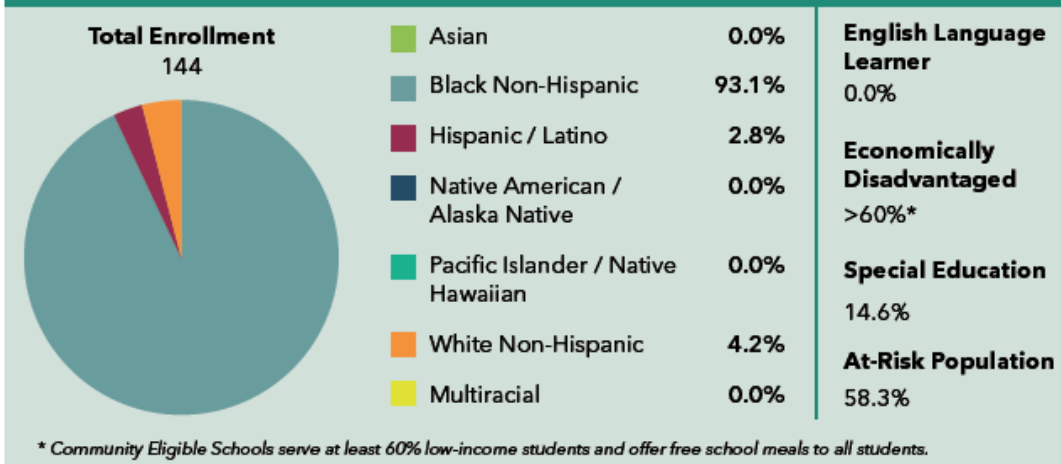
Student Enrollment								
Campus	First Year	Grades Served in 2017-18		2013-14	2014-15	2015-16	2016-17	2017-18
<b>Capitol Riverfront Ward 6</b>	2012-13	PK3-3	Number of Students	143	146	141	145	166
			Enrollment Projections	164	150	170	154	158
<b>Congress Heights Ward 8</b>	2003-04	PK3-3	Number of Students	749	774	785	734	770
			Enrollment Projections	675	770	750	766	785
<b>Total Students</b>			Number of Students	892	920	926	879	936
			Enrollment Projections	839	920	920	920	943

<sup>9</sup> In DC, a student is considered economically disadvantaged if they possess one of the following characteristics at any point during the school year: (1) receive free or reduced-price lunch; (2) attends a school where the entire student population receives a free or reduced-price lunch based on community eligibility; (3) receives TANF or SNAP benefits; (4) experiences homelessness; and/or (5) is under the care of the Child and Family Services Agency.

<sup>10</sup> OSSE definition for an at-risk student: An indication that in 2015-16, the student was under the care of the District’s foster care system, Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP) eligible, identified as homeless, or an overage high school student. Students in adult and alternative programs are not eligible to be identified as at risk.

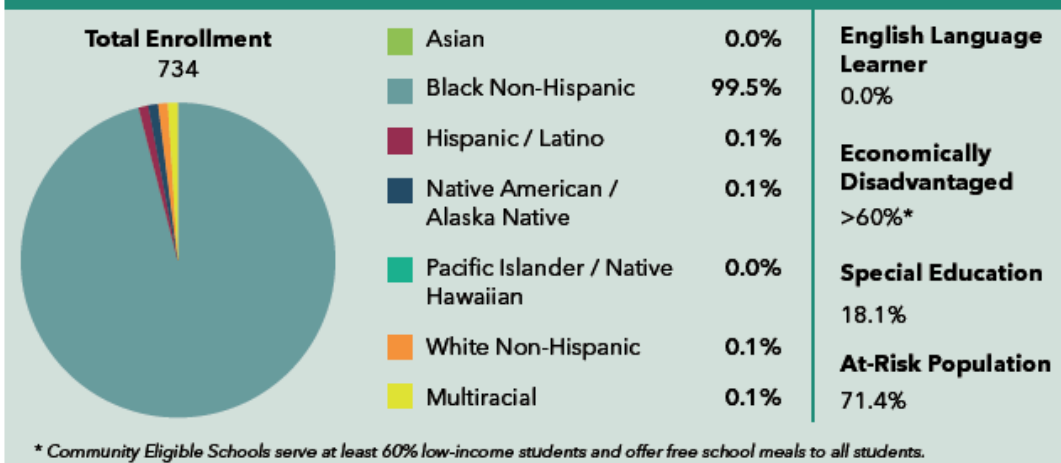
## Eagle PCS – Capitol Riverfront

### Student Demographics (2016–17)



## Eagle PCS – Congress Heights

### Student Demographics (2016–17)



<b>Eagle PCS – Capitol Riverfront Enrollment by Grade</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>PK3</b>	53	35	41	28	35
<b>PK4</b>	30	41	29	34	34
<b>K</b>	27	36	30	26	23
<b>1</b>	15	20	20	22	20
<b>2</b>		11	16	19	18
<b>3</b>			10	12	14
<b>Total</b>	125	143	146	141	144

<b>Eagle PCS – Congress Heights Enrollment by Grade</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>PK3</b>	163	126	165	152	125
<b>PK4</b>	146	181	152	171	162
<b>K</b>	126	148	142	141	150
<b>1</b>	97	136	129	122	119
<b>2</b>	59	100	111	106	102
<b>3</b>	49	58	75	93	76
<b>Total</b>	640	749	774	785	734

As can be seen in the table above, enrollment in Eagle PCS campuses declines after Kindergarten. While the school’s policy is that it is open in all grades, data from My School DC shows that the school, over the past four years, has made a total of zero seats available in the third grade, five seats in the second grade, and 14 seats in the third grade.



## **PMF Outcomes**

The school's overall performance data on the PMFs – which assess reading and math proficiency, academic growth, attendance, and re-enrollment are summarized in the table below.

<b>Eagle PCS – PMF Outcomes</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
Capitol Riverfront	PK3 - 1 N/A - EC PMF Pilot	PK3 - 2 Met the floor of all EC PMF measures	PK3 - 3 PMF not scored or tiered	PK3 - 3 <b>Tier 1</b> 76.4%	PK3 - 3 <b>Tier 1</b> 65.3%	70.9%
Congress Heights	PK3 - 3 N/A - EC PMF Pilot	PK3 - 3 Met the floor of all EC PMF measures	PK3 - 3 PMF not scored or tiered	PK3 - 3 <b>Tier 2</b> 60.0%	PK3 - 3 <b>Tier 2</b> 60.4%	60.2%

## **Notices of Concern**

In April 2017, the DC PCSB Board issued a Notice of Concern to the Eagle Academy PCS – Congress Heights campus for its high truancy rates. The campus truancy rate of 33.7% exceeded the 15.2% charter sector rate as well as the 30% threshold set by DC PCSB's Truancy Policy.<sup>11</sup> However, the DC PCSB Board lifted the Notice of Concern in June 2017 as Eagle PCS – Congress Heights improved its attendance rates.<sup>12</sup>

## **Prior Charter Reviews and Renewal**

DC PCSB conducted a five-year review of Eagle Academy PCS in 2004 and a ten-year review in 2013, fully continuing the school's charter each time.

### Five-Year Review

In 2009, when Eagle PCS operated one campus, DC PCSB conducted a charter review of the school. In this review, DC PCSB concluded that Eagle PCS had met eight of ten academic targets and had shown improvement over time for five of the eight targets.<sup>13</sup> The school was within 20% of meeting the two missed targets, which were increasing math proficiency rates of kindergarten students and special education students demonstrating progress on their Individualized Education Plan (IEP) reports. DC PCSB also concluded the school met all performance standards related to governance, compliance, and its finances. Based on this review, the DC PCSB Board voted to continue the school's charter.

<sup>11</sup> See DC PCSB April 24, 2017 board memorandum, attached to this report as Appendix D.

<sup>12</sup> See DC PCSB June 19, 2017 board memorandum, attached to this report as Appendix E.

<sup>13</sup> See Eagle Academy PCS five-year review, attached to this report as Appendix F.

### Ten-Year Review

In 2013, after the school had expanded to two campuses, DC PCSB conducted a ten-year charter review of Eagle Academy PCS and fully continued its charter.<sup>14</sup> DC PCSB determined that the school met four goals and partially met its the literacy and math goals. This was due to the school's third-grade students' SY 2011-12 DC CAS reading and math outcomes, which were both below the charter sector average. DC PCSB also concluded the school met the compliance and fiscal charter review standards. In Eagle Academy PCS's ten-year review report, DC PCSB included the following comment:

PCSB recognizes that this was the first year for Eagle Academy PCS to administer the state exam (as it was Eagle Academy PCS's 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. PCSB is hopeful that these interventions will be effective, and will monitor the school's DC CAS performance in the coming years.<sup>15</sup>

---

<sup>14</sup> See Eagle Academy PCS ten-year charter review, attached to this report as Appendix G.

<sup>15</sup> See Appendix G.

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are considered as part of the renewal analysis only if they were included in a school’s charter or charter amendments approved by the DC PCSB Board.

In June 2017, the DC PCSB Board approved Eagle PCS’s request to amend its charter to update its PMF as Goals standard to reflect the most recently revised *Elect to Adopt PMF as Goals* policy.<sup>16</sup>

The chart below summarizes DC PCSB’s determinations of whether each campus met its respective goals and academic expectations. These determinations are further detailed in the body of this report.

<b>Goals and Academic Expectations</b>	<b>Met?</b>
<p>1 The School Corporation will be deemed to have met its goals and academic achievement expectations if at its fifteenth-year charter renewal in school year 2017-18, the school’s average PMF score for each campus for school year 2015-16 and 2016-17 is equal to or exceeds 50% and each campus meets or exceeds the floor of each individual Early Childhood (EC) PMF measure in SY 2013-14.</p>	<b>Yes.</b>

**Assessment: Eagle PCS met its goals and academic expectations.** The Eagle PCS - Capitol Riverfront campus had an average PMF score of 70.9% during the period under review, and the Eagle PCS – Congress Heights campus had an average PMF score of 60.2%. These scores exceed the 50% minimum required by the school’s charter and charter agreement. Both campuses also met the floor of every EC PMF measure during SY 2013-14.

The following table provides an overview of both campuses’ PMF performance. The school’s PMF trends are detailed on the following pages. DC charter schools did not receive a score on the SY 2014-15 PMF, given the District of Columbia’s transition from the District of Columbia Comprehensive Assessment System (DC CAS) to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

<sup>16</sup> Please see PMF as Goals policy attached as Appendix H.

<b>Eagle PCS – PMF Outcomes</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
Capitol Riverfront	PK3 - 1 N/A - EC PMF Pilot	PK3 - 2 Met the floor of all EC PMF measures	PK3 - 3 PMF not scored or tiered	PK3 - 3 <b>Tier 1</b> 76.4%	PK3 - 3 <b>Tier 1</b> 65.3%	70.9%
Congress Heights	PK3 - 3 N/A - EC PMF Pilot	PK3 - 3 Met the floor of all EC PMF measures	PK3 - 3 PMF not scored or tiered	PK3 - 3 <b>Tier 2</b> 60.0%	PK3 - 3 <b>Tier 2</b> 60.4%	60.2%

### **Student Academic Achievement and Progress Measures**

The PMF measures progress and achievement in English Language Arts (ELA) and math. The proficiency tables display results for subgroups only if more than 10 students took the state assessment. The PMF also includes the following school environment measures: attendance, re-enrollment, and scores from the Classroom Assessment Scoring System (CLASS). Many charts are color coded according to the following key:

<b>KEY for Campus Rate Data Charts</b>	
<b>3+</b>	A PARCC score of 3 = Approaching College and Career Ready 3+ denotes the percentage of students who obtained a 3, 4 or 5 on the PARCC
<b>4+</b>	A PARCC score of 4 = College and Career Ready 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC 4+ is considered to be proficient performance
<b>n-size</b>	Number of students who took the state assessment at this school
<b>Green</b>	<ul style="list-style-type: none"> <li>Met the EC PMF floor in 2013-14</li> <li>Greater than or equal the state average or charter sector average of the same grade band</li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>Did not meet the EC PMF floor in 2013-14</li> <li>Less than the state average or charter sector average of the same grade band</li> </ul>
<b>No Shading</b>	<ul style="list-style-type: none"> <li>Data from 2014-15, when the state transitioned to PARCC. (Note – if the school did better than the state average, this is colored green.)</li> <li>PK – 2 “display only” data that does not factor into the PMF score</li> </ul>

### **English Language Arts (ELA)**

#### ELA Proficiency

In SY 2016-17, the Eagle PCS – Congress Heights campus’s overall ELA proficiency was below the state average for “college and career ready” and higher (4+) but above the

state average for “approaching college and career ready” and higher (3+). Students with disabilities at the school performed below the state average in SYs 2015-16 and 2016-17. In SY 2016-17, 0% of Eagle PCS students with disabilities received a 4 or above on the ELA portion of the PARCC compared to the state average of 7.3%. However, at-risk students’ results were above the state average in SYs 2015-16 and 2016-17. More than half of the school’s test-takers were classified as at-risk.

In SY 2014-15, the state switched to the PARCC assessment. To account for schools' adjustment to the new assessment, SY 2014-15 PARCC outcomes are included in charter review analyses only if they are above the state average.

<b>Eagle Academy PCS - Congress Heights ELA Proficiency: Grade 3</b>											
<b>Subgroup</b>	<b>2012-2013 DC CAS</b>		<b>2013-2014 DC CAS</b>			<b>2014-2015 PARCC</b>		<b>2015-2016 PARCC</b>		<b>2016-2017 PARCC</b>	
	School	State	School	State		School	State	School	State	School	State
All	53.1	43.7	46.3	44	3 +	49.3	44.2	46.2	46.9	52.1	49.6
					4 +	21.1	24.5	25.8	25.7	19.2	27.9
	49		54		<i>n-size</i>	71		93		73	
Black Non-Hispanic	53.1	35.6	46.2	36	3 +	49.3	36.7	45.1	40.2	52.1	41.5
					4 +	21.1	17.3	25.3	19.5	19.2	19.6
	49		52		<i>n-size</i>	71		91		73	
Students with Disabilities	28.6	17.2	N/A	20.5	3 +	18.8	13.5	8.8	18.9	10.5	19.3
					4 +	6.2	4.2	0.0	8	0.0	7.3
	14		<i>n &lt; 10</i>		<i>n-size</i>	16		34		19	
Econ Dis	42.9	33.7	42.9	34.3	3 +	49.3	33.9	46.2	38.9	52.1	41.8
					4 +	21.1	15.1	25.8	18.4	19.2	19.4
	28		42		<i>n-size</i>	71		93		73	
At Risk	N/A	N/A	N/A	N/A	3 +			49.0	31.4	44.7	34.2
					4 +	N/A	N/A	30.6	12.7	17.0	13.6
					<i>n-size</i>			49		47	
Male	47.6	39.1	51.6	39.2	3 +	47.6	40.6	44.6	41.2	42.9	43.6
					4 +	23.8	21.7	25.0	21.8	17.1	23.2
	21		31		<i>n-size</i>	42		56		35	
Female	57.1	48.4	39.1	48.8	3 +	51.7	47.9	48.6	52.7	60.5	55.6
					4 +	17.2	27.3	27.0	29.7	21.1	32.7
	28		23		<i>n-size</i>	29		37		38	

The Eagle PCS – Capitol Riverfront campus is much smaller and PARCC test results are based on fewer than 20 test-takers, all of whom were both Black and Economically Disadvantaged. The campus’s overall ELA proficiency was 15 percentage points above the state average for “college and career ready” and higher (4+) and 21.8 percentage points above for “approaching college and career ready” and higher (3+) in SY 2016-17. These students performed well above the state average when compared to students who are part of these subgroups. As mentioned previously, DC PCSB does not include data for subgroups with fewer than ten students. Therefore, the table below does not include many of the subgroups that were in the earlier table for the Congress Heights campus. This campus also did not begin offering third grade until SY 2014-15, so there are no results for SYs 2012-13 or 2013-14.

<b>Eagle Academy PCS - Capitol Riverfront ELA Proficiency: Grade 3</b>							
<b>Subgroup</b>		<b>2014-2015 PARCC</b>		<b>2015-2016 PARCC</b>		<b>2016-2017 PARCC</b>	
		School	State	School	State	School	State
All	3 +	40.0	44.2	41.7	46.9	71.4	49.6
	4 +	30.0	24.5	33.3	25.7	42.9	27.9
	<i>n-size</i>	10		12		14	
Black Non-Hispanic	3 +	40.0	36.7	41.7	40.2	71.4	41.5
	4 +	30.0	17.3	33.3	19.5	42.9	19.6
	<i>n-size</i>	10		12		14	
Economically Disadvantaged	3 +	40.0	33.9	41.7	38.9	71.4	41.8
	4 +	30.0	15.1	33.3	18.4	42.9	19.4
	<i>n-size</i>	10		12		14	

Eagle PCS chose its own school assessments to measure PK literacy for the PMF. SY 2012-13 was the pilot year of the Early Childhood PMF and the results are not a part of the school’s goals. The results for SY 2013-14 are shaded green if the school met the floor of the measure, as required by the school’s charter agreement. Starting in SY 2014-15 through to SY 2016-17, the results on these assessments are for display only and do not factor into the campus’s PMF score. Both campuses of Eagle PCS exceeded the floors of the EC PMF literacy measures in SY 2013-14.

PK Literacy Targets			
Year	Measure	Capitol Riverfront	Congress Heights
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Individual Growth and Development Indicators assessment.	81.0%	92.0%
2013-14	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: <sup>17</sup> 60 Target: <sup>18</sup> 100	91.8%	95.9%
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.	88.2% of students met or exceeded the publisher's expectations.	97.1% of students met or exceeded the publisher's expectations.
2015-16		94.9% of students met or exceeded the publisher's expectations.	83.1% of students met or exceeded the publisher's expectations.
2016-17		100% of students met or exceeded the publisher's expectations.	95.7% of students met or exceeded the publisher's expectations.

### ELA Growth

Eagle PCS chose its own assessment to measure literacy in grades K through two. SY 2012-13 was the pilot year of the Early Childhood PMF and the results are not a part of the school's goals. (Therefore they are not shaded in the table below.) The results for SY 2013-14 are shaded green if the school met the floor of the measure, as required by the school's charter agreement. In SY 2014-15, the PMF measured typical growth<sup>19</sup> on the Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP). In SYs 2015-16 and 2016-17, DC PCSB used the Northwest Evaluation Association Measure of

<sup>17</sup> The floor is the minimum value for which any points are awarded.

<sup>18</sup> The target is the value at which the maximum points for a common measure are awarded.

<sup>19</sup> When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.

Academic Progress (NWEA-MAP) median conditional growth percentile (CGP) as a growth measure for schools that ended before grade four. The CGP for each student is set by the publisher’s 2015 norms, based on the student’s initial assessment score.<sup>20</sup> A median CGP of 50 indicates that a school’s students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance.

Eagle PCS had above average results in every year considered for the renewal. In SYs 2015-16 and 2016-17, students at both campuses had better-than-average growth when compared to students nationwide in the same grades and with the same initial assessment performance.

<b>K-2 Literacy Targets</b>			
<b>Year</b>	<b>Measure</b>	<b>Capitol Riverfront</b>	<b>Congress Heights</b>
2012-13	60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Skills assessment.	77.0%	66.0%
	60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Skills assessment.	75.0%	64.0%
2013-14	Student Progress: NWEA-MAP Floor: 50 Target: 90	83.3%	69.2%
2014-15	Student Progress: NWEA-MAP assessment in reading	Typical growth - 54.8	Typical growth - 62.9
2015-16	Student Progress: NWEA-MAP assessment in reading  A Median CGP (median conditional growth percentile) of 50 indicates that a school’s students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile of all K – 2 students - 68.0	Median conditional growth percentile of all K – 2 students - 52.0
2016-17		Median conditional growth percentile of all K – 2 students - 53.0	Median conditional growth percentile of all K – 2 students - 55.0

<sup>20</sup> Please see the SY 2016-17 PMF Policy and Technical Guide at [www.dcpcsb.org/policy/2016-17-pmf-technical-guide](http://www.dcpcsb.org/policy/2016-17-pmf-technical-guide).



## Math

### Math Proficiency

The Eagle PCS – Congress Heights campus’s overall math proficiency was below the state average for both “college and career ready” and higher (4+) and for “approaching college and career ready” and higher (3+) in both SYs 2015-16 and 2016-17. In SY 2016-17, the school performed below the state average in each subgroup comparison. The school is on a downward trend in math proficiency, going from 35.2% of students demonstrating career and college ready skills in SY 2014-15 to 24.7% scoring at the same level two years later. As the school’s performance declined by 10.5 percentage points, the city’s average grew by 9.7 percentage points. The downward trend at Eagle PCS is reflected in every subgroup. While growth on the PARCC exam is not measured for Eagle PCS (since the PARCC is only offered to 3<sup>rd</sup> graders), math growth for K-2 students (as measured by NWEA MAP) shows better-than-average growth each year, as discussed later in this report.

In SY 2014-15, the state switched to the PARCC assessment. To account for schools' adjustment to the new assessment, SY 2014-15 PARCC outcomes are included in charter review analyses only if they are above the state average.

<b>Eagle Academy PCS - Congress Heights Math Proficiency: Grade 3</b>											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	67.3	43.0	57.4	47.0	3 +	56.3	58.0	53.8	62.3	53.4	65.0
					4 +	35.2	30.6	29.0	38.0	24.7	40.3
	49		54		n-size	71		93		73	
Black Non-Hispanic	67.3	34.0	59.6	38.0	3 +	56.3	49.5	53.8	54.6	53.4	57.3
					4 +	35.2	22.0	29.7	29.8	24.7	30.2
	49		52		n-size	71		91		73	
Students with Disabilities	28.6	19.0	N/A	26.0	3 +	18.8	21.2	8.8	30.5	10.5	32.9
					4 +	6.2	5.6	5.9	14.9	0.0	14.4
	14		n < 10		n-size	16		34		19	
Econ Dis	53.6	33.0	59.5	38.0	3 +	56.3	47.7	53.8	53.3	53.4	59.7
					4 +	35.2	20.8	29.0	28.4	24.7	33.6
	28		42		n-size	71		93		73	
At Risk	N/A	N/A	N/A	N/A	3 +			53.1	46.1	44.7	50.0
					4 +	N/A	N/A	26.5	23.3	21.3	24.3
					n-size			49		47	

### Eagle Academy PCS - Congress Heights Math Proficiency: Grade 3

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
Male	52.4	42.0	61.3	46.0	3 +	57.1	57.1	51.8	59.5	51.4	62.7
					4 +	35.7	31.4	28.6	36.7	22.9	39.0
	21		31		n-size	42		56		35	
Female	78.6	44.0	52.2	49.0	3 +	55.2	59.0	56.8	65.1	55.3	67.4
					4 +	34.5	29.8	29.7	39.3	26.3	41.8
	28		23		n-size	29		37		38	

The Eagle PCS – Capitol Riverfront campus’s overall math proficiency was above the state average for “college and career ready” and higher (4+) and below the state average for “approaching college and career ready” and higher (3+) in SY 2016-17. As noted, the school’s small tested student population is 100% African American and economically disadvantaged. These students performed above the state average when compared to students in the same subgroups who attained a 4 or 5 on this portion of the PARCC. As stated previously, DC PCSB does not include data for subgroups with fewer than ten students. Therefore, the table below does not include many of the subgroups that were in the table for the Congress Heights campus. The Capitol Riverfront campus also did not begin offering third grade until SY 2014-15, so there are no results for SYs 2012-13 or 2013-14.

### Eagle Academy PCS - Capitol Riverfront Math Proficiency: Grade 3

Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
All	3 +	80.0	58.0	66.7	62.3	50.0	65.0
	4 +	40.0	30.6	25.0	38.0	42.9	40.3
	n-size	10		12		14	
Black Non-Hispanic	3 +	80.0	49.5	66.7	54.6	50.0	57.3
	4 +	40.0	22.0	25.0	29.8	42.9	30.2
	n-size	10		12		14	
Economically Disadvantaged	3 +	80.0	47.7	66.7	53.3	50.0	59.7
	4 +	40.0	20.8	25.0	28.4	42.9	33.6
	n-size	10		12		14	

Eagle PCS chose its own school assessments to measure PK math for the PMF, beginning in SY 2013-14. The results for SY 2013-14 are shaded green if the school met the floor of the measure, as required by the school’s charter agreement. Starting in SY 2014-15

through to SY 2016-17, the results on these assessments are for display only and do not factor into the campus's PMF score. Both campuses of Eagle PCS exceeded the floors of the EC PMF literacy measures in 2013-14.

<b>PK Math Targets</b>			
<b>Year</b>	<b>Measure</b>	<b>Capitol Riverfront</b>	<b>Congress Heights</b>
2012-13	The school did not have a math assessment for PK this year.	N/A	N/A
2013-14	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: <sup>21</sup> 60 Target: <sup>22</sup> 100	91.8%	95.2%
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.	89.7% of students met or exceeded the publisher's expectations.	96.1% of students met or exceeded the publisher's expectations.
2015-16		91.5% of students met or exceeded the publisher's expectations.	79.5% of students met or exceeded the publisher's expectations.
2016-17		100% of students met or exceeded the publisher's expectations.	93.6% of students met or exceeded the publisher's expectations.

### Math Growth

Eagle PCS chose its own assessment to measure math in grades K through two. In SY 2012-13 Capitol Riverfront administered a math assessment and Congress Heights did not. The assessment was optional this year. The results for SY 2013-14 are shaded green if the school met the floor of the measure, as required by the school's charter agreement. In SY 2014-15 the PMF measured typical growth on the NWEA MAP; however, in the SY 2014-15 results are not shaded because charter schools did not receive a PMF score or tier that year due to the transition to the PARCC assessment. In SYs 2015-16 and 2016-17, DC PCSB used the NWEA MAP median CGP as a growth measure for schools that ended before grade four. The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score.<sup>23</sup> A median CGP of 50 indicates that a school's students have average year-to-year growth in reading proficiency when

<sup>21</sup> The floor is the minimum value for which any points are awarded.

<sup>22</sup> The target is the value at which the maximum points for a common measure are awarded.

<sup>23</sup> Please see the 2016-17 PMF Policy and Technical Guide at [www.dccpsb.org/policy/2016-17-pmf-technical-guide](http://www.dccpsb.org/policy/2016-17-pmf-technical-guide).

compared to students nationwide in the same grades and with the same initial assessment performance.

Eagle PCS had strong results in math growth in every year considered for the renewal. In SYs 2015-16 and 2016-17, students at both campuses had better-than-average growth when compared to students nationwide in the same grades and with the same initial assessment performance. The Capitol Riverfront campus had a median CPG of 83.0 in SY 2015-16 and 65.0 in SY 2016-17.

<b>K-2 Math Targets</b>			
<b>Year</b>	<b>Measure</b>	<b>Capitol Riverfront</b>	<b>Congress Heights</b>
2012-13	60% of kindergarten through first-grade students will score on grade level or higher in mathematics on the Easy Curriculum-Based Measures.	88.0%	N/A - Math assessment was optional this year.
2013-14	Student Progress: NWEA-MAP assessment in mathematics Floor: 50 Target: 90	84.8%	74.7%
2014-15	Student Progress: NWEA-MAP assessment in mathematics	Typical growth - 82.3	Typical growth - 72.8
2015-16	Student Progress: NWEA-MAP assessment in math  A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile of all K – 2 students - 83.0	Median conditional growth percentile of all K – 2 students - 62.0
2016-17		Median conditional growth percentile of all K – 2 students - 65.0	Median conditional growth percentile of all K – 2 students - 58.5

**School Environment Measures**

School environment measures—in-seat attendance (ISA), re-enrollment, and Classroom Assessment Scoring System (CLASS)—are designed to show the school’s climate and parent satisfaction.

In-Seat Attendance (ISA)

To measure attendance, DC PCSB measures ISA. DC PCSB considers ISA an indicator of a school’s climate. The ISA for both campuses was below the charter average from SY 2013-14 through SY 2016-17.

<b>Eagle PCS - In-Seat Attendance</b>										
	2012-13 Grades PK3 - 3		2013-14 Grades PK3 - 3		2014-15 Grades PK3 - 3		2015-16 Grades PK3 - 3		2016-17 Grades PK3 - 3	
	School	State	School	State	School	State	School	State	School	State
Capitol Riverfront	88.3%	91.3%	88.7%	92.1%	91.6%	92.8%	91.7%	93.5%	90.8%	92.2%
Congress Heights	83.3%		89.0%		92.9%		89.0%		91.3%	

Re-enrollment

A school’s re-enrollment rate measures family satisfaction with a school by measuring the rate at which eligible students return from one year’s official enrollment audit to the next year’s official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

Eagle PCS’s re-enrollment rate at both campuses was below the sector rate for each year considered in this report. Between SYs 2015-16 and 2016-17, only 68.4% of eligible students at the Capitol Riverfront campus chose to re-enroll, compared to the charter sector average for comparable grades of 80.9%.

<b>Eagle PCS - Re-enrollment Rate</b>								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
Capitol Riverfront	77.4%	80.4%	80.5%	82.4%	76.0%	82.8%	68.4%	80.9%
Congress Heights	80.6%		79.7%		80.9%		79.3%	

CLASS

The table below shows Eagle PCS’s CLASS<sup>24</sup> performance for its Pre-K grades. Both campuses have been above or slightly below the charter sector average in each domain for all years under review. For Classroom Organization, the Congress Heights campus was below the sector average every year except SY 2016-17. Both campuses were above the sector average each year for Instructional Support.

<sup>24</sup> All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one with a target of four.

<b>Eagle PCS CLASS Performance Targets</b>				
<b>Year</b>	<b>Domain</b>	<b>Capitol Riverfront</b>	<b>Congress Heights</b>	<b>Charter Sector</b>
2013-14	Emotional Support	6.1	6.0	5.7
2014-15		5.9	6.0	5.9
2015-16		5.9	6.0	6.0
2016-17		6.3	6.1	6.1
2013-14	Classroom Organization	5.6	5.1	5.2
2014-15		5.5	5.3	5.5
2015-16		5.8	5.7	5.9
2016-17		6.0	5.9	5.8
2013-14	Instructional Support	3.2	3.2	2.5
2014-15		3.2	3.1	2.8
2015-16		3.5	3.2	3.1
2016-17		3.1	3.2	3.0

Social Emotional Learning PK – 2

Eagle PCS administers an assessment to measure social emotional learning each year. The school met the floors of the measures in SY 2013-14. Students also showed strong performance in the other years displayed in the table.

<b>Social Emotional Learning PK - 2</b>			
<b>Year</b>	<b>Target</b>	<b>Capitol Riverfront</b>	<b>Congress Heights</b>
2013-14	PK Social Emotional Learning: Teaching Strategies GOLD Percent of students who met or exceeded the publisher's expectations for growth by the end of the year Floor: 60 Target: 100	98.6%	95.2%
2014-15		76.5% of students met or exceeded the publisher's expectations.	97.4% of students met or exceeded the publisher's expectations.
2015-16		84.7% of students met or exceeded the publisher's expectations.	92.8% of students met or exceeded the publisher's expectations.
2016-17		100% of students met or exceeded the publisher's expectations.	87.9% of students met or exceeded the publisher's expectations.
2013-14	K-2 Social Emotional Learning: Social Skills Improvement System (SSIS) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year Floor: 60 Target: 100	81.8%	79.9%
2014-15		79.0% of students met or exceeded the publisher's expectations.	71.6% of students met or exceeded the publisher's expectations.
2015-16		82.8% of students met or exceeded the publisher's expectations.	68.8% of students met or exceeded the publisher's expectations.
2016-17		69.5% of students met or exceeded the publisher's expectations.	85.3% of students met or exceeded the publisher's expectations.

### **Qualitative Site Review (QSR) Outcomes**

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which is school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. In April 2017, in anticipation of this charter renewal analysis, DC PCSB conducted a QSR of both Eagle PCS campuses.<sup>25</sup>

DC PCSB observed evidence that both Eagle Academy PCS campuses were meeting the school's mission. At the Eagle Academy PCS – Capitol Riverfront campus, it was noted that "many teachers were attuned to the emotional, social and academic states of their students."<sup>26</sup> At the Eagle Academy PCS - Congress Heights campus, DC PCSB observed "significant evidence that [the school campus] prepares students socially, emotionally, and personally."<sup>27</sup> DC PCSB found "some" evidence that the Congress Heights campus was meeting the academic aspect of its mission, noting that "while some teachers sustained a

<sup>25</sup> See Eagle Academy PCS QSRs, attached to this report as Appendix I.

<sup>26</sup> See Eagle Academy PCS – Capitol Riverfront QSR 2017, p. 5.

<sup>27</sup> See Eagle Academy PCS – Congress Heights QSR 2017, p. 5.

strong classroom environment and rigorous instruction, other teachers struggled to engage all students, either due to behavior or low academic rigor.”<sup>28</sup>

In QSRs, each observation is scored as Unsatisfactory, Basic, Proficient, or Distinguished rating in Classroom Environment<sup>29</sup> and Instruction<sup>30</sup> domains. The following table details the percentage of classrooms at each campus that were rated Proficient or Distinguished in each domain.

<b>% of Classrooms Rated Proficient or Distinguished in the Domain</b>		
	<b>Classroom Environment</b>	<b>Instruction</b>
<b>Capitol Riverfront</b>	67%	71%
<b>Congress Heights</b>	80%	74%

Eagle PCS’s QSR ratings were above average when compared to other kindergarten through eighth grade schools that received a QSR in SY 2016-17, except for the Eagle PCS – Capitol Riverfront campus’s Classroom Environment scores. The average ratings across thirty kindergarten through eighth campuses were 75% of classrooms rated Proficient or Distinguished in the Classroom Environment domain and 69% in the Instruction domain.

---

<sup>28</sup> See Eagle Academy PCS – Congress Heights QSR 2017, p. 6.

<sup>29</sup> To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior

<sup>30</sup> To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.



## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.,” and at renewal requires DC PCSB not to renew the school’s charter if it finds such a violation.<sup>31</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from SY 2012-13 to the time of this report’s publication.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status 2012-13 to Present<sup>32</sup></b>
<b>Fair enrollment process</b> D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
<b>Notice and due process for suspensions and expulsions</b> D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>33</sup> and the school must distribute such policies to students and parents.	Compliant since 2012-13
<b>Student health and safety</b> D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. <sup>34</sup> To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	Compliant since 2012-13
<b>Equal employment</b> D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2012-13

<sup>31</sup> D.C. Code § 38-1802.12(c)(1).

<sup>32</sup> See Compliance Reports, attached to this report as Appendix J.

<sup>33</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>34</sup> D.C. Code § 38.1802.04(c)(4)(A).

<b>Compliance Item</b>	<b>Description</b>	<b>School's Compliance Status 2012-13 to Present<sup>32</sup></b>
<b>Insurance</b> As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2012-13
<b>Facility licenses</b> D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2012-13
<b>Proper composition of Board of Trustees</b> D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2012-13
<b>Accreditation status</b> D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an accrediting body listed in the SRA or approved by DC PCSB.	Compliant since 2012-13

**Procurement Contracts**

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For school years 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time. For school year 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

**Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws,

including, among others, the Individuals with Disabilities Education Act<sup>35</sup> (IDEA) and Section 504 of the Rehabilitation Act of 1973.<sup>36</sup> The following section summarizes the LEA’s special education compliance from SY 2012-13 to the present.

The DC Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews OSSE monitors charter schools’ special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE’s findings regarding special education compliance are summarized below.

**(1) Annual Determinations**

As required by federal regulation, OSSE annually analyzes each LEA’s compliance with special education compliance indicators and publishes these findings in an Annual Determination report. Each year’s report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-2017, OSSE published its 2014 Annual Determination reports (based on schools’ 2014-15 performance).

Eagle PCS’s Annual Determination compliance performance is detailed in the table below.<sup>37</sup>

<b>Year</b>	<b>Percent Compliant with Audited Special Education Federal Requirements</b>	<b>Determination Level<sup>38</sup></b>
2013	86%	Meets Requirements
2014	75%	Technical Needs Assistance
2015	69%	Technical Needs Assistance

Although Eagle Academy PCS received a Technical Needs Assistance designation in its 2014 and 2015 Determinations, the LEA was required to develop a Correction Plan that was accepted by OSSE.

<sup>35</sup> 20 U.S.C. § 1413(a)(5).

<sup>36</sup> 29 U.S.C. § 794.

<sup>37</sup> See Annual Determination reports, attached to this report as Appendix K.

<sup>38</sup> IDEA requires OSSE as the State educational agency to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the U.S. Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-Based Monitoring<sup>39</sup> and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance, which OSSE then uses to determine if an LEA will receive on-site monitoring.<sup>40</sup> LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators.<sup>41</sup>

As of July 2017, OSSE had not conducted an On-Site Monitoring of Eagle PCS in the last four school years.

(3) Special Conditions Reports

OSSE submits reports to the U.S. Department of Education's Office of Special Education Programs (OSEP) three times annually,<sup>42</sup> detailing LEAs' compliance in three areas: (1) Initial Evaluation timeliness;<sup>43</sup> (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students at age 16 and up). This LEA is evaluated on its adherence to Initial Evaluation and Reevaluation timeliness, and the outcomes are detailed in the tables below. The school has since cured all identified points of noncompliance.

---

<sup>39</sup> See <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>.

<sup>40</sup> The type of monitoring an LEA will receive varies depending on its designation as a "high," "medium," or "low risk" sub-grantee. An on-site monitoring visit will occur for LEAs classified as "high" risk.

<sup>41</sup> If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

<sup>42</sup> Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

<sup>43</sup> Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

<b>Special Conditions Reporting Period – April 2012 through March 2013</b>				
	<b>Quarter 1 (April 1 – June 30)</b>	<b>Quarter 2 (July 1 – September 30)</b>	<b>Quarter 3 (October 1 – December 31)</b>	<b>Quarter 4 (January 1 – March 31)</b>
<b>Initial Evaluation Timeline</b>	N/A <sup>44</sup>	Not Compliant	Not Compliant	Not Compliant
<b>Reevaluation Timeline</b>	N/A	N/A	N/A	N/A

<b>Special Conditions Reporting Period – April 2013 through March 2014</b>				
	<b>Quarter 1 (April 1 – June 30)</b>	<b>Quarter 2 (July 1 – September 30)</b>	<b>Quarter 3 (October 1 – December 31)</b>	<b>Quarter 4 (January 1 – March 31)</b>
<b>Initial Evaluation Timeline</b>	Not Compliant	Not Compliant	N/A	Compliant
<b>Reevaluation Timeline</b>	N/A	Compliant	N/A	N/A

<b>Special Conditions Reporting Period – April 2014 through March 2015</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – Sept. 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeline</b>	N/A	Not Compliant	Compliant
<b>Reevaluation Timeline</b>	N/A	Compliant	N/A

<b>Special Conditions Reporting Period – April 2015 through March 2016</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – Sept. 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeline</b>	Compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	N/A	N/A	Compliant

<sup>44</sup> Not applicable (N/A) indicates that OSSE did not conduct a review for the listed compliance area during the specified time-frame for the school.

<b>Special Conditions Reporting Period – April 2016 through March 2017</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – Sept. 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeline</b>	Compliant	N/A	N/A
<b>Reevaluation Timeline</b>	Compliant	N/A	N/A

Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. As of July 2017, no HODs have been issued against Eagle Academy PCS.<sup>45</sup>

---

<sup>45</sup> HODs are the written decision issued as a result of a due process complaint that proceeds to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purpose of charter reviews and renewals, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

## **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

### **INTRODUCTION**

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.<sup>46</sup>

The results of DC PCSB's review of Eagle Academy PCS's financial records are presented below.

### **SUMMARY OF FINDINGS**

Eagle Academy PCS has adequate financial performance. Its financial audit reveals no concerns regarding internal controls or GAAP compliance. The school has not engaged in a pattern of fiscal mismanagement and is economically viable. While the school's Fiscal Year (FY) 2016 liquidity was low enough to cause concern about the school's economic viability, the school has since refinanced its debt and we expect the school to remain economically viable.

Eagle Academy PCS's first year of operation was FY 2004. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016. During this period, both enrollment and total revenues grew significantly. The school generated a surplus in each year and has a strong reserve position. At the same time, the school's liquidity fell below desired levels in FY 2016 due to increased receivables from DC and payments for higher-than-anticipated construction costs. However, the refinancing of debt in FY 2017 has allowed the school to rebuild its cash balances.

### **FINANCIAL OVERVIEW**

The following table provides an overview of Eagle Academy PCS's financial information over the school's last five years of operation. Between FY 2012 and FY 2016, enrollment and revenue grew by 52% and 69%, respectively. During the same period, the school built a strong Net Asset Position of \$5.9 million. While the number of days of cash on hand fell significantly in FY 2016, the school remediated this issue. Overall, the school has exhibited adequate financial results, but must ensure that its ability to meet short-term financial obligations returns to historical levels.

---

<sup>46</sup> See D.C. Code § 38-1802.13(b).

<b>Financial Highlights (\$ in 000s)</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Maximum Enrollment<sup>47</sup></b>	610	770	844	920	920
<b>Audited Enrollment</b>	610	765	892	920	926
<b>Total Revenue</b>	\$12,528	\$14,557	\$16,926	\$20,289	\$21,160
<b>Surplus/(Deficit)<sup>48</sup></b>	\$1,136	\$85	\$267	\$1,249	\$809
<b>Unrestricted Cash Balances</b>	\$942	\$1,754	\$1,582	\$2,183	\$180
<b>Number of Days of Cash on Hand<sup>49</sup></b>	30	44	36	43	3
<b>Net Asset Position<sup>50</sup></b>	\$3,486	\$3,572	\$3,839	\$5,088	\$5,897
<b>Primary Reserve Ratio<sup>51</sup></b>	31%	24%	22%	26%	29%

## **FISCAL MANAGEMENT**

Overall fiscal management considers the school's liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. The school has demonstrated an adequate ability to service its debt and that operating costs are effectively managed. Its financial audit reveals no concerns with the school's internal control environment. Liquidity, however, must be strengthened to ensure sustainability. These areas are discussed further below.

### Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability. The first indicator of a school's liquidity is its current ratio.<sup>52</sup> The current ratio measures a school's financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio below 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance. The second measure, days of cash on hand, reflects a school's ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45 days of cash or more is recommended;

<sup>47</sup> Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

<sup>48</sup> Surplus / (Deficit) is total revenue minus total expenses.

<sup>49</sup> Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

<sup>50</sup> Net Asset Position equals total assets minus total liabilities.

<sup>51</sup> Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

<sup>52</sup> A school's current ratio is its current assets divided by current liabilities.



we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

While Eagle Academy PCS’s current ratio and number of days of cash on hand steadily improved between FY 2012 and FY 2015, these measures declined dramatically in FY 2016. The decline in the current ratio was temporary and caused by \$15.1 million of long-term notes becoming due in February 2017, thus they were included in current liabilities. This debt was refinanced in 2017, reclassifying the school’s debt to a long-term liability and bringing the current ratio to acceptable levels.

The number of days of cash on hand fell to a level of concern for FY 2016. The reasons for the decline were twofold: a \$1 million increase in receivables from the DC Government<sup>53</sup> and higher than expected construction costs. The school’s refinancing of the debt has allowed the school to finance the total construction costs and significantly improve its cash position. DC PCSB expects that these actions have addressed liquidity concerns.

Liquidity							
	Floor	Target	2012	2013	2014	2015	2016
<b>Current Ratio</b>	<0.7	>1.0	0.5	0.7	0.8	1.1	0.2
<b>Number of Days of Cash on Hand</b>	<15	>45	30	44	36	43	3

The final measure of liquidity is solvency,<sup>54</sup> or the school’s ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders, if the school’s charter is revoked. DC PCSB reviewed Eagle Academy PCS’s 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Eagle Academy PCS, we expect that the school would be able to meet its operating obligations. Including estimated closure costs, the school should not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, solvency is not an area of immediate concern.

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. DC PCSB reviews two debt ratios – the debt ratio<sup>55</sup> and the debt service coverage ratio.<sup>56</sup> The debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than

<sup>53</sup> Receivables are monies owed to the school by third parties. When receipt of funds is delayed, cash balances are lower than expected. Once the money is received, the receivable goes down and cash goes up.

<sup>54</sup> Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

<sup>55</sup> Debt Ratio equals the total liabilities divided by the total assets.

<sup>56</sup> Debt Service Coverage Ratio equals EBITDA divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

0.90 is a cause for concern (the floor for this metric); a ratio below 0.50 is a signal of financial strength (the target). The debt service coverage ratio flags schools with high debt payments relative to the norm; a low ratio indicates a school's inability to service its debt. For this metric, a ratio less than 1.0 is a cause for concern (the floor) and a ratio above 1.2 is a sign of strength (the target).

Eagle Academy PCS's debt ratio and debt service coverage ratio have been at manageable levels in all years under review, indicating that the school has the ability to service its debt.

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
<b>Debt Ratio</b>	>0.90	<0.50	0.66	0.81	0.83	0.78	0.74
<b>Debt Service Coverage Ratio</b>	<1.0	>1.2	N/A - metric introduced in FY16				1.2

### Cost Management

The following table provides an overview of the school's spending decisions over the past five years. Since FY 2012, expenses have grown 82%, compared to 69% growth in revenues. The most significant increase in expenses has been for personnel salaries and benefits, reflecting an investment in human capital. Costs appear to be effectively managed at the school.

Cost Management (\$ in 000s)					
	2012	2013	2014	2015	2016
<b>Salaries and Benefits</b>	\$7,189	\$9,531	\$10,575	\$12,440	\$13,358
<b>Direct Student Costs</b>	\$968	\$1,791	\$2,215	\$2,490	\$2,375
<b>Occupancy Expenses</b>	\$1,923	\$1,049	\$1,776	\$2,250	\$2,407
<b>General Expenses<sup>57</sup></b>	\$1,313	\$2,100	\$2,059	\$1,860	\$2,211

As a Percent of Expenses						
	2012	2013	2014	2015	2016	FY16 Sector Median
<b>Salaries and Benefits</b>	63%	66%	64%	65%	66%	61%
<b>Direct Student Costs</b>	8%	12%	13%	13%	12%	11%
<b>Occupancy Expenses</b>	17%	7%	11%	12%	12%	16%
<b>General Expenses</b>	12%	15%	12%	10%	11%	11%

<sup>57</sup> DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

## Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Eagle Academy PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years and there were no material weaknesses or other findings identified. While the school appears to have an adequate internal control environment, it did have a breach of one debt covenant in FY 2016: the school was in compliance with required financial covenants, including net asset balances and cash flow coverage to debt ratio, but did not meet its financial statement reporting due date. The reporting breach was waived by the lender and does not present a concern to DC PCSB.

<b>Internal Controls</b>					
	<b>Audit Year</b>				
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Modified Statement Opinion.</b> The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No	No	No
<b>Material Weakness.</b> A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.	No	No	No	No	No
<b>Statement Non-Compliance.</b> The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No	No
<b>Modified Program Opinion (Uniform Guidance).</b> When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A <i>modified opinion</i> indicates instances of noncompliance.	No	No	No	No	No
<b>Program Material Weakness (Uniform Guidance).</b> In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable	No	No	No	No	No

Internal Controls					
	Audit Year				
	2012	2013	2014	2015	2016
possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.					
<b>Findings &amp; Questioned Costs.</b> The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0	0
<b>Unresolved Prior Year Findings.</b> The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No
<b>Going-Concern Issue.</b> The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No
<b>Debt-Compliance Issue.</b> The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No <sup>58</sup>

### **ECONOMIC VIABILITY**

Measures of economic sustainability include earnings and cash flows, reserves, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will not be able to continue operations. The first set of indicators address earnings and cash flow, specifically the school’s “operating results”—how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation and amortization (EBDA).<sup>59</sup> In general, DC PCSB recommends that a school have positive annual operating results and cash flows; we do not set a target for these ratios.

Based on these measures, Eagle Academy PCS’s performance and EBDA have been strong. The school has generated a surplus each year during the period under review.

	Floor	2012	2013	2014	2015	2016
<b>Surplus/(Deficit)</b>	<0	\$1,136	\$85	\$267	\$1,249	\$809
<b>Earnings before Depreciation and Amortization</b>	<0	\$1,493	\$540	\$896	\$2,021	\$1,614

Additional measures of economic viability include the school’s net asset position and primary reserve ratio. DC PCSB would be concerned with net asset reserves below zero, but we do not set a target for this ratio. We expect that schools accrue reserves greater than or equal to 25% of operating expenditures; we are concerned when schools accrue reserves below 0% of operating expenditures.

<sup>58</sup>As noted above, the school’s reporting covenant breach was waived by the lender.

<sup>59</sup>EBDA is the change in net assets plus depreciation and amortization.

Eagle Academy PCS’s net asset position has grown by 69% between FY 2012 and FY 2016 as the school continues to run operating surpluses and add to reserves. The primary reserve ratio has also increased significantly during the period, and in FY 2015 and FY 2016, exceeded the recommended levels of 25%.

	<b>Floor</b>	<b>Target</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Net Asset Position</b>	<0	N/A	\$3,486	\$3,572	\$3,839	\$5,088	\$5,897
<b>Primary Reserve Ratio</b>	<0	>25%	31%	24%	22%	26%	29%

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students and receive DC and federal funds for operations. Stable or growing enrollment and revenue indicates that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

Growth in Eagle Academy PCS’s enrollment and revenue was very strong in FY 2012 through FY 2015. Revenue growth slowed in FY 2016 as growth in enrollment stabilized. While Eagle Academy PCS experienced a 4 percent decline in enrollment in FY 2017, the school’s enrollment reflects its ability to attract a sizable student population. It is likely that the school will be able to continue to attract students, serve the community, and maintain strong revenues.

<b>Enrollment over Time</b>						
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Enrollment</b>	610	765	892	920	926	887
<b>Growth in Enrollment</b>	17%	25%	17%	3%	1%	(4%)
<b>Growth in Revenues</b>	26%	16%	16%	20%	4%	N/A

# Eagle PCS Renewal Report

## Appendix

- A. Eagle PCS renewal application
- B. September 2014 charter amendment
- C. 2015-16 Eagle PCS annual report
- D. April 24, 2017 DC PCSB board memorandum
- E. June 19, 2017 DC PCSB board memorandum
- F. Eagle PCS 5-Year Review Report
- G. Eagle PCS 10-Year Review Report
- H. PMF as Goals Policy
- I. Eagle PCS Qualitative Site Reports
- J. Compliance Reports
- K. Annual Determination Reports

# **Appendix A**

## **Eagle PCS renewal application**



# **EAGLE ACADEMY PUBLIC CHARTER SCHOOL:**

**15-Year Charter Renewal Application  
Submitted to DC PCSB on October 13, 2017**



**RENEWAL APPLICATION COVER SHEET**

**Name of School:** Eagle Academy Public Charter School

**Point Person for Renewal Process:** Mayra Martinez-Fernandez, Deputy CEO

**Certification Statement:**

I, John Pinkney, certify that the information submitted in this charter renewal application is accurate to the best of my knowledge and that this application has been reviewed by the school's Board of Trustees.

I also certify that the school has submitted the most current version of the school's articles of incorporation and bylaws to Epicenter as part of its renewal application.

**Authorized Signature:** \_\_\_\_\_

Chair, Board of Trustees

**Print Name:** John Pinkney

**Date:** October 13, 2017

**15-YEAR CHARTER RENEWAL APPLICATION  
TABLE OF CONTENTS**

	<u>Page</u>
<b>I. Review of Charter Performance</b>	
<b>A. Mission and History</b>	4
<b>B. Current Programs</b>	5
<b>C. Fulfillment of Charter Goals and Student Academic Achievement Expectations</b>	5
• Data Charts – Eagle Academy PCS at Congress Heights (as provided by DC PCSB)	7
• Data Charts – Eagle Academy PCS at Capitol Riverfront (as provided by DC PCSB)	21
• Data Charts – Eagle Academy PCS at Congress Heights (directly from the PMFs)	32
• Data Charts – Eagle Academy PCS at Capitol Riverfront (directly from the PMFs)	34
<b>D. Compliance with Charter and Applicable Laws</b>	36
<b>E. Fiscal Management and Economic Viability</b>	39
<b>II. Documentation</b>	
<b>A. Articles of Incorporation</b>	
<b>B. By-Laws</b>	
<b>C. Financial Audits (2013-2017)</b>	
<b>III. Appendices</b>	
<b>A. Assessment Data</b>	
<b>B. PMF Reports</b>	
<b>C. Discipline Data (2013-2017)</b>	
<b>D. Professional Development Calendar (2017-2018SY)</b>	

## **I. Review of Charter Performance**

### **A. Mission and History**

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners, in an inclusive learning environment.

In 2002, Mrs. Cassandra S. Pinkney, a long-time educator, former DCPS teacher and child advocate, founded Eagle Academy Public Charter School. The school opened in 2003 as the first exclusively early childhood public charter school in Washington, DC. Eagle Academy has the distinction of being the first early childhood public charter school in DC to be accredited and recently reaccredited through the prestigious Middle States Association of Colleges and Schools.

In 2005, Eagle Academy's leadership created the beginnings of one of the most comprehensive and admired Special Education Departments in the Washington, D.C area. It includes: (1) Diagnostic and Prescriptive Evaluations; (2) Individualized Education Programs; (3) Early Childhood Curricula Related Services, which include Occupational Therapy, Physical Therapy, Speech Language Therapy, and Behavior Support Counseling; and (4) Mental Health Services. The Special Education Department also runs the first Multi-Sensory Room and Auditory Room at our Congress Heights campus.

In 2008, Eagle Academy housed the first Full Service Early Childhood Education Library at a public school in DC. The library contains a collection of more than 7,000 volumes, including picture books, easy readers, classics, contemporary fiction, informational books, science project books, reference materials for research projects, award-winning books, popular paperbacks, DVDs, and teacher resource books.

Eagle Academy is recognized for its outstanding curriculum and instructional program. In 2011, the school aligned its curriculum with the Common Core National Standards, providing high quality learning at all levels of development. The curriculum and instructional program draws from the "best practices" of research-based, empirically proven early childhood education programs. In 2012, the school established the first early childhood STEAM (Science, Technology, Engineering and Mathematics through the Arts) program in DC. Nationwide, STEM and STEAM education efforts rarely focus on children below third grade, and never below Kindergarten.

Due to its success, growth and expansion of Eagle Academy became inevitable as leadership responded to the needs and requests of the community. The school started with 117 students in grades PreK-3, PreK-4 and Kindergarten. In 2012 it expanded its capacity and added to its facilities a new state of the art LEED Gold certified building in the former McGogney Elementary School (DC Public School

Building) on Wheeler Road in SE, Washington, DC. In the 2017-2018 school year, Eagle Academy maintains two campuses: Eagle Academy PCS at Capitol Riverfront with 150 students and Eagle Academy PCS at Congress Heights with 770 students. Both campus are ever enrolled.

## **B. Current Programs**

Eagle Academy's educational focus is on the creation of a high-quality learning environment committed to building a culture of high expectations. Common Core State Standards and curricula are aligned with the Early Learning Standards. Each grade level utilizes developmentally appropriate best practices, supporting student learning with child-centered activities. Teachers demonstrate culturally responsive practices that take into account the diversity of students' ethnic and racial backgrounds. Additionally, at Eagle Academy an early intervention (safety net) program supports students identified with disabilities with promising results. Together in an inclusive classroom, students learn to grow educationally and to interact appropriately with their peers. Eagle Academy also runs a Before and After School Program and a Summer Program.

Eagle Academy provides a Science, Technology, Engineering, and Math through the Arts (STEAM) focused program for grades PreK-3 through 3<sup>rd</sup> Grade. The Congress Heights campus features a STEAM Lab for grades K-3 staffed by a full-time, fully-certified STEAM teacher, and also employs a full-time, fully-certified STEAM Integration Specialist who provides coaching and training for PreK-3 and PreK-4 teachers on how to integrate STEAM education in the classroom. Students in K-3 participate in STEAM programming both in the classroom and also during enrichment time. Additionally, STEAM programming is provided during the after-school program through a partnership with LET's GO Boys and Girls.

This school year, Eagle Academy implemented a Spanish program at both campuses to complement its other high quality enrichment programs that, in addition to STEAM, include Arts, Music, and Physical Education (incorporating swimming). The Spanish Program provides an interactive curriculum for young students who learn Spanish through engaging activities, games, and music.

## **C. Fulfillment of Charter Goals and Student Academic Achievement Expectations**

Eagle Academy Public Charter School's exceptional performance and progress in achieving our charter goals, and our student academic achievement expectations have been documented annually since our founding in 2003. The chart below summarizes the evidence to support our track record, specifically over the last five years, 2013-2017.

As per the most recent Charter Amendment Request that was approved by the DC PCSB Board on May 16, 2016, Eagle Academy was approved to adopt the Performance Management Framework (PMF) as goals targets. On pages 1-2 of

the document it is stated that: *“Eagle Academy PCS is up for its 15-year charter renewal in school year 2017-18 and it cannot be held to the current PMF as Goals framework due to it being Held Harmless in 2014-15 and not receiving a score or a tier in school years 2012-13 or 2013-14. On September 15, 2014, the DC PCSB Board approved Eagle Academy PCS’s request to adopt the Early Childhood (EC) PMF as its charter goals and student academic achievement expectations. However, in August 2015, the EC PMF was incorporated into the Elementary/Middle School PMF and therefore became the school’s new goals. With this merger, the school was held to the following for charter renewal in school year 2017-18:*

- *Earned at least 55% of the possible PMF points in two of the most recent four years from the 2014-15 review cycle through the 2017-18 review cycle;*
- *Earned at least 45% in four of the previous five years (except SY2014-15) when it is held harmless).”*

*“As stated above, the school has no scores or tiers for the first three years of this five-year period and therefore cannot be held to the PMF as Goals standard as in their agreement. Therefore, the school requested that DC PCSB lower the target for renewal from 55 to 50, which is the standard for a 10-year charter review.”*

*“As such, the revised charter renewal standard for its charter agreement would be:*

- *Meet its accountability plan goals in school year 2012-13;*
- *Meet the floor of the EC PMF measures in school year 2013-14;*
- *Held harmless in school year 2014-15; and*
- *Earn at least 50% of the possible PMF points in 2015-16 and 2016-17.”*

**DATA CHARTS - EAGLE ACADEMY PCS AT CONGRESS HEIGHTS**  
 (as provided by DC PCSB)

Student Progress and Achievement Measures

**Literacy**

PK Literacy Targets		
Year	Target	Target Met?
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Individual Growth and Development Indicators assessment.	N/A (Pilot EC framework) 92.0% of students met this goal.
2013-14	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor <sup>1</sup> : 60 Target <sup>2</sup> : 100	<b>Yes.</b> 95.9% of students met this goal.
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 97.1% of students met or exceeded the publisher's expectations.
2015-16		Display only 83.1% of students met or exceeded the publisher's expectations.
2016-17		Display only 95.7% of students met or exceeded the publisher's expectations.

<sup>1</sup> The floor determines the minimum value for which any points are awarded.

<sup>2</sup> The target determines the value at which the maximum points for a common measure are awarded.

## K-2 Literacy Targets

Year	Target	Target Met?
2012-13	60% of kindergarten through first-grade students will advance at least one level in reading on the DyN/Amic Indicators of Basic Early Skills assessment.	N/A Pilot EC framework 66.0% of students met this goal.
	60% of kindergarten through first-grade students will score proficient or higher in reading on the DyN/Amic Indicators of Basic Early Skills assessment.	N/A Pilot EC framework 64.0% of students met this goal.
2013-14	Student Achievement/Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) Floor: 50 Target: 90	<b>Yes.</b> 69.2% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 40 Target: 70	Display only 62.9% of students met or exceeded the publisher's expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 30 Target: 70	Display only 52.0% of students met or exceeded the publisher's expectations.
2016-17	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 30 Target: 70	55% of students met or exceeded the publisher's expectations.

**Eagle Academy PCS – Congress Heights  
Reading Proficiency**

	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
All Students	53% n=49	44%	46% n=54	44%	3+ 49% 4+ 21% n=71	3+ 44% 4+ 25%	3+ 46% 4+ 26% n=93	3+ 47% 4+ 26%	3+ 52% 4+ 19% n=73	3+ % 4+ %
Black Non-Hispanic Students	53% n=49	36%	46% n=52	36%	3+ 49% 4+ 21% n=71	3+ 37% 4+ 17%	3+ 45% 4+ 25% n=91	3+ 40% 4+ 20%	3+ 52% 4+ 19% n=73	3+ % 4+ %
Hispanic Students	N/A	41%	n<10	41%	N/A	3+ 40% 4+ 17%	N/A	3+ 41% 4+ 18%	N/A	3+ % 4+ %
White Students	N/A	91%	n<10	90%	N/A	3+ 89% 4+ 71%	n<10	3+ 86% 4+ 65%	N/A	3+ % 4+ %
Asian Students	N/A	74%	N/A	78%	N/A	3+ 69% 4+ 45%	N/A	3+ 79% 4+ 48%	N/A	3+ % 4+ %



**Eagle Academy PCS – Congress Heights  
Reading Proficiency**

	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
Native American Students	N/A	N/A	N/A	N/A	N/A	n<25	n<10	n<25	N/A	3+ % 4+ %
Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	n<25	N/A	n<25	N/A	3+ % 4+ %
Multiracial Students	N/A	77%	N/A	77%	N/A	3+ 79% 4+ 64%	N/A	3+ 71% 4+ 53%	N/A	3+ % 4+ %
Students with Disabilities	29% n=14	17%	n<10	21%	n<10	3+ 14% 4+ 4%	3+ 11% 4+ 3% n=37	3+ 19% 4+ 8%	3+ 11% 4+ 0% n=19	3+ % 4+ %
English Language Learners	N/A	38%	n<10	40%	n<10	3+ 35% 4+ 15%	N/A	3+ 38% 4+ 17%	N/A	3+ % 4+ %
Economically Disadvantaged	43% n=28	34%	43% n=42	34%	3+ 49% 4+ 21% n=71	3+ 34% 4+ 15%	3+ 46% 4+ 26% n=93	3+ 39% 4+ 18%	3+ 52% 4+ 19% n=73	3+ % 4+ %

**Eagle Academy PCS – Congress Heights  
Reading Proficiency**

	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3											
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State										
Male	48% n=21	39%	52% n=31	39%	48% n=42	41%	3+ 48%	45% n=56	41% 3+	43% 3+	41% 3+	43% 3+	41% 3+	43% 3+	41% 3+	43% 3+	41% 3+	43% 3+	41% 3+	43% 3+
Female	57% n=28	48%	39% n=23	49%	52% n=29	48%	4+ 17%	49% n=37	53% 3+	61% 3+	53% 3+	61% 3+	53% 3+	61% 3+	53% 3+	61% 3+	53% 3+	61% 3+	53% 3+	61% 3+

## Math

PK Math Growth Targets		
Year	Target	Target Met?
2012-13	The school did not have a math assessment for PK this year.	N/A
2013-14	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor <sup>3</sup> : 60 Target <sup>4</sup> : 100	<b>Yes.</b> 95.2% of students met this goal.
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 96.1% of students met or exceeded the publisher's expectations.
2015-16		Display only 79.5% of students met or exceeded the publisher's expectations.
2016-17		93.6% of students met or exceeded the publisher's expectations.

<sup>3</sup> The floor determines the minimum value for which any points are awarded.

<sup>4</sup> The target determines the value at which the maximum points for a common measure are awarded.

K-2 Math Targets		
Year	Target	Target Met?
2012-13	School did not have a math assessment for K-2.	N/A Pilot EC framework
2013-14	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 50 Target: 90	<b>Yes.</b> 74.7% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 40 Target: 70	Display only 72.8% of students met or exceeded the publisher's expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 30 Target: 70	Display only 62.0% of students met or exceeded the publisher's expectations.
2016-17	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 30 Target: 70	The school's median growth percentile was 58.5.

**Eagle Academy PCS – Congress Heights  
Math Proficiency**

	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
All Students	67% n=49	43%	57% n=54	47%	3+ 56% 4+ 35% n=71	3+ 56% 4+ 30%	3+ 54% 4+ 29% n=93	3+ 60% 4+ 37%	3+ 53% 4+ 25% n=73	3+ % 4+ %
Black Non Hispanic Students	67% n=49	34%	60% n=52	38%	3+ 56% 4+ 35% n=71	3+ 49% 4+ 23%	3+ 53% 4+ 29% n=91	3+ 54% 4+ 30%	3+ 53% 4+ 25% n=73	3+ % 4+ %
Hispanic Students	N/A	45%	n<10	50%	N/A	3+ 56% 4+ 25%	N/A	3+ 59% 4+ 32%	N/A	3+ % 4+ %
White Students	N/A	89%	n<10	90%	N/A	3+ 92% 4+ 73%	n<10	3+ 92% 4+ 78%	N/A	3+ % 4+ %
Asian Students	N/A	83%	N/A	83%	N/A	3+ 92% 4+ 64%	N/A	3+ 86% 4+ 70%	N/A	3+ % 4+ %
Native American Students	N/A	N/A	N/A	N/A	N/A	n<25	n<10	n<25	N/A	3+ % 4+ %

**Eagle Academy PCS – Congress Heights  
Math Proficiency**

	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3		
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	
Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	n<25	N/A	n<25	N/A	3+ % 4+ %	
Multiracial Students	N/A	74%	N/A	78%	N/A	3+ 85% 4+ 66%	N/A	3+ 83% 4+ 61%	N/A	3+ % 4+ %	
Students with Disabilities	29% n=14	19%	n<10	26%	n<10	3+ 21% 4+ 6%	3+ 13% 4+ 5% n=37	3+ 30% 4+ 15%	3+ 11% 4+ 0% n=19	3+ % 4+ %	
English Language Learners	N/A	44%	n<10	50%	n<10	3+ 54% 4+ 24%	N/A	3+ 58% 4+ 32%	N/A	3+ % 4+ %	
Economical ly Disadvanta ged	54% n=28	33%	60% n=42	38%	n=71	3+ 56% 4+ 35% n=71	3+ 48% 4+ 22% n=93	3+ 54% 4+ 29% n=93	3+ 54% 4+ 30% n=73	3+ 53% 4+ 25% n=73	3+ % 4+ %
Male	52% n=21	42%	61% n=31	46%	n=42	3+ 57% 4+ 36% n=42	3+ 56% 4+ 31% n=56	3+ 51% 4+ 28% n=56	3+ 57% 4+ 36% n=35	3+ 51% 4+ 23% n=35	3+ % 4+ %

**Eagle Academy PCS – Congress Heights  
Math Proficiency**

	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
Female	79%	44%	52%	49%	3+ 56%	3+ 57%	3+ 56%	3+ 63%	3+ 55%	3+ %
	n=28		n=23		4+ 35%	4+ 29%	4+ 29%	4+ 39%	4+ 26%	4+ %
					n=29		n=37		n=38	

## School Environment Measures

School environment measures are designed to show the school's climate and parent satisfaction.

<b>Congress Heights CLASS Performance Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	<b>Yes</b> The score was 6.0.
2014-15		<b>Yes</b> The score was 6.0.
2015-16		<b>Yes</b> The score was 6.0.
2016-17		<b>Yes</b> The score was 6.2.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	<b>Yes</b> The score was 5.1.
2014-15		<b>Yes</b> The score was 5.3.
2015-16		<b>Yes</b> The score was 5.7.
2016-17		<b>Yes</b> The score was 6.0.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	<b>Yes</b> The score was 3.2.
2014-15		<b>Yes</b> The score was 3.1.
2015-16		<b>Yes</b> The score was 3.2.
2016-17		<b>Yes</b> The score was 3.1.



Social Emotional Learning PK		
Year	Target	Target Met?
2013-14	PK Social Emotional Learning: Teaching Strategies GOLD Percent of students who met or exceeded the publisher's expectations for growth by the end of the year Floor: 60 Target: 100	<b>Yes</b> 95.2% of students met or exceeded the publisher's expectations.
2014-15	PK Social Emotional Learning: Teaching Strategies GOLD Percent of students who met or exceeded the publisher's expectations for growth by the end of the year Floor: 75 Target: 100	Display Only 97.4% of students met or exceeded the publisher's expectations.
2015-16	PK Social Emotional Learning: Teaching Strategies GOLD Percent of students who met or exceeded the publisher's expectations for growth by the end of the year Floor: 75 Target: 100	Display Only 92.8% of students met or exceeded the publisher's expectations.
2016-17	PK Social Emotional Learning: Teaching Strategies GOLD Percent of students who met or exceeded the publisher's expectations for growth by the end of the year Floor: 75 Target: 100	Display Only 87.9% of students met or exceeded the publisher's expectations.

Social Emotional Learning K-2		
2013-14	K-2 Social Emotional Learning: Social Skills Improvement System (SSIS) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year Floor: 50 Target: 90	<b>Yes</b> 79.9% of students met or exceeded the publisher's expectations.
2014-15	K-2 Social Emotional Learning: Social Skills Improvement System (SSIS) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year Floor: 60 Target: 100	Display Only 71.6% of students met or exceeded the publisher's expectations.
2015-16	K-2 Social Emotional Learning: Social Skills Improvement System (SSIS) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year Floor: 60 Target: 100	Display Only 68.8% of students met or exceeded the publisher's expectations.
2016-17	K-2 Social Emotional Learning: Social Skills Improvement System (SSIS) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year Floor: 60 Target: 100	Display Only 85.3% of students met or exceeded the publisher's expectations.

**Eagle PCS – Congress Heights  
In-Seat Attendance**

	2012-13 Grades PK3 - 3		2013-14 Grades PK3 - 3		2014-15 Grades PK3 - 3		2015-16 Grades PK3 - 3		2016-17 Grades PK3 - 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
All Students	83%	93%	89%	93%	93%	93%	89.0%	93.2%		

**Eagle PCS – Congress Heights  
Re-enrollment Rate**

	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	Eagle PCS	Charter Sector	Eagle PCS	Charter Sector	Eagle PCS	Charter Sector	Eagle PCS	Charter Sector
All Students	86.7%	80.2%	79.7%	82.2%	80.9%		79.3%	

**DATA CHARTS - EAGLE ACADEMY PCS AT CAPITOL RIVERFRONT**  
 (as provided by DC PCSB)

Student Progress and Achievement Measures

**Literacy**

PK Literacy Targets		
Year	Target	Target Met?
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Individual Growth and Development Indicators assessment.	N/A (Pilot EC framework) 81.0% of students met this goal.
2013-14	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor <sup>5</sup> : 60 Target <sup>6</sup> : 100	<b>Yes.</b> 91.8% of students met this goal.
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 88.2% of students met or exceeded the publisher's expectations.
2015-16	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 94.9% of students met or exceeded the publisher's expectations.
2016-17	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 100% of students met or exceeded the publisher's expectations.

<sup>5</sup> The floor determines the minimum value for which any points are awarded.

<sup>6</sup> The target determines the value at which the maximum points for a common measure are awarded.

### K-2 Literacy Targets

Year	Target	Target Met?
2012-13	60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Skills assessment.	N/A Pilot EC framework 77.0% of students met this goal.
	60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Skills assessment.	N/A Pilot EC framework 75.0% of students met this goal.
2013-14	Student Achievement/Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) Floor: 50 Target: 90	<b>Yes.</b> 83.3% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 40 Target: 70	Display only 54.8% of students met or exceeded the publisher's expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 30 Target: 70	Display only 68.0% of students met or exceeded the publisher's expectations.
2016-17	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 30 Target: 70	53% of students met or exceeded the publisher's expectations.

**Eagle Academy PCS – Capitol Riverfront  
Reading Proficiency**

	2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
All Students	3+ 40%  4+ 30%  n=10	3+ 44%  4+ 25%	3+ 42%  4+ 33%  n=12	3+ 47%  4+ 26%	3+ 71%  4+ 43%  n=14	3+ %  4+ %
Black Non-Hispanic Students	3+ 40%  4+ 30%  n=10	3+ 37%  4+ 17%	3+ 42%  4+ 33%  n=12	3+ 40%  4+ 20%	3+ 71%  4+ 43%  n=14	3+ %  4+ %
Hispanic Students	NA	3+ 40%  4+ 17%	NA	3+ 41%  4+ 18%	N/A	3+ %  4+ %
White Students	NA	3+ 89%  4+ 71%	NA	3+ 86%  4+ 65%	N/A	3+ %  4+ %
Asian Students	NA	3+ 69%  4+ 45%	NA	3+ 79%  4+ 48%	N/A	3+ %  4+ %

<b>Eagle Academy PCS – Capitol Riverfront Reading Proficiency</b>						
	2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
Native American Students	NA	n<25	NA	n<25	NA	3+ % 4+ %
Pacific Islander Students	NA	n<25	NA	n<25	NA	3+ % 4+ %
Multiracial Students	NA	3+ 79% 4+ 64%	NA	3+ 71% 4+ 53%	NA	3+ % 4+ %
Students with Disabilities	n<10	3+ 14% 4+ 4%	n<10	3+ 19% 4+ 8%	n<10	3+ % 4+ %
English Language Learners	NA	3+ 35% 4+ 15%	NA	3+ 38% 4+ 17%	NA	3+ % 4+ %
Economical ly Disadvanta ged	3+ 40% 4+ 30% n=10	3+ 34% 4+ 15%	3+ 42% 4+ 33% n=12	3+ 39% 4+ 18%	3+ 71% 4+ 43% n=14	3+ % 4+ %

**Eagle Academy PCS – Capitol Riverfront  
Reading Proficiency**

	2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
Male	n<10	3+ 41% 4+ 22%	n<10	3+ 41% 4+ 22%	3+ 67% 4+ 50%	3+ % 4+ %
Female	n<10	3+ 48% 4+ 27%	n<10	3+ 53% 4+ 30%	3+ 75% 4+ 38%	3+ % 4+ %



## Math

PK Math Growth Targets		
Year	Target	Target Met?
2012-13	The school did not have a math assessment for PK this year.	N/A
2013-14	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor <sup>7</sup> : 60 Target <sup>8</sup> : 100	<b>Yes.</b> 91.8% of students met this goal.
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 89.7% of students met or exceeded the publisher's expectations.
2015-16	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 91.5% of students met or exceeded the publisher's expectations.
2016-17	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.  Floor: 75 Target: 100	Display only 100% of students met or exceeded the publisher's expectations.

<sup>7</sup> The floor determines the minimum value for which any points are awarded.

<sup>8</sup> The target determines the value at which the maximum points for a common measure are awarded.

K-2 Math Targets		
Year	Target	Target Met?
2012-13	60% of kindergarten through first-grade students will score on grade level or higher in mathematics on the Easy Curriculum-Based Measures.	N/A Pilot EC framework 88.0% of students met this goal.
2013-14	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 50 Target: 90	<b>Yes.</b> 84.8% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 40 Target: 70	Display only 82.3% of students met or exceeded the publisher's expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 30 Target: 70	Display only 83.0% of students met or exceeded the publisher's expectations.
2016-17	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 30 Target: 70	The school's median growth percentile was 65.0.

**Eagle Academy PCS – Capitol Riverfront  
Math Proficiency**

	2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
All Students	3+ 80%  4+ 40%  n=10	3+ 56%  4+ 30%	3+ 67%  4+ 25%  n=12	3+ 60%  4+ 37%	3+ 50%  4+ 43%  n=14	3+ %  4+ %
Black Non Hispanic Students	3+ 80%  4+ 40%  n=10	3+ 49%  4+ 23%	3+ 67%  4+ 25%  n=12	3+ 54%  4+ 30%	3+ %  4+ %  n=	3+ %  4+ %
Hispanic Students	NA	3+ 56%  4+ 25%	NA	3+ 59%  4+ 32%	3+ %  4+ %  n=	3+ %  4+ %
White Students	NA	3+ 92%  4+ 73%	NA	3+ 92%  4+ 78%	N/A	3+ %  4+ %
Asian Students	NA	3+ 92%  4+ 64%	NA	3+ 86%  4+ 70%	N/A	3+ %  4+ %
Native American Students	NA	n<25	NA	n<25	N/A	3+ %  4+ %

<b>Eagle Academy PCS – Capitol Riverfront Math Proficiency</b>						
	2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
Pacific Islander Students	NA	n<25	NA	n<25	N/A	3+ % 4+ %
Multiracial Students	NA	3+ 85% 4+ 66%	NA	3+ 83% 4+ 61%	3+ % 4+ % n=	3+ % 4+ %
Students with Disabilities	n<10	3+ 21% 4+ 6%	n<10	3+ 30% 4+ 15%	3+ 0% 4+ 0% n=4	3+ % 4+ %
Economical ly Disadvanta ged	3+ 80% 4+ 40% n=10	3+ 48% 4+ 22%	3+ 67% 4+ 25% n=12	3+ 54% 4+ 30%	3+ 50% 4+ 43% n=14	3+ % 4+ %
Male	n<10	3+ 56% 4+ 31%	n<10	3+ 57% 4+ 36%	3+ 50% 4+ 33% n=6	3+ % 4+ %
Female	n<10	3+ 57% 4+ 29%	n<10	3+ 63% 4+ 39%	3+ 50% 4+ 50% n=8	3+ % 4+ %

## School Environment Measures

School environment measures are designed to show the school's climate and parent satisfaction.

<b>CLASS Performance Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	<b>Yes</b> The score was 6.1.
2014-15		<b>Yes</b> The score was 5.9.
2015-16		<b>Yes</b> The score was 5.9.
2016-17		<b>Yes</b> The score was 6.4.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	<b>Yes</b> The score was 5.6.
2014-15		<b>Yes</b> The score was 5.5.
2015-16		<b>Yes</b> The score was 5.8.
2016-17		<b>Yes</b> The score was 6.0.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	<b>Yes</b> The score was 3.2.
2014-15		<b>Yes</b> The score was 3.2.
2015-16		<b>Yes</b> The score was 3.5.
2016-17		<b>Yes</b> The score was 2.9.

**Eagle PCS – Capitol Riverfront  
In-Seat Attendance**

	2012-13 Grades PK3 - 3		2013-14 Grades PK3 - 3		2014-15 Grades PK3 - 3		2015-16 Grades PK3 - 3		2016-17 Grades PK3 - 3	
	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State	Eagle PCS	State
All Students	88%	92%	89%	93%	92%	93%	91.7%	93.2%		

**Eagle PCS – Capitol Riverfront  
Re-enrollment Rate**

	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	Eagle PCS	Charter Sector	Eagle PCS	Charter Sector	Eagle PCS	Charter Sector	Eagle PCS	Charter Sector
All Students	76.6%	79.3%	80.5%	81.9%	76.0%		68.4%	

**DATA CHARTS - EAGLE ACADEMY PCS AT CONGRESS HEIGHTS**  
 (directly from the PMFs)

<b>School Year</b>	<b>Grade Levels</b>	<b>Eagle Academy Goals and Academic Achievement Expectations</b>	<b>Evidence: Points Earned</b>
<b>2013-14</b>	PK3 – PK4	Student Progress Literacy (GOLD)	95.9
	PK3 – PK4	Student Progress Math (GOLD)	95.2
	PK3 – PK4	Social-Emotional Learning	95.2
	PK3 – PK4	CLASS Emotional Support	6.0
	PK3 – PK4	CLASS Classroom Organization	5.1
	PK3 – PK4	CLASS Instructional Support	3.2
	PK3 – PK4	Attendance	88.2
	K - 2	Student Achievement - Progress Literacy	69.2
	K - 2	Student Achievement – Progress Math	74.7
	K - 2	Social-Emotional Learning	79.9
	Grade 3	Proficient and Advanced - Reading	46.3
	Grade 3	Advanced Only - Reading	0.0
	Grade 3	Proficient and Advanced - Math	57.4
	Grade 3	Advanced Only - Math	5.6
	K – 2	Attendance	89.5
	K – 2	Re-Enrollment	88.1
<b>2014-15</b>	K – 3	Growth – Reading (NWEA)	62.9
	K – 3	Growth – Math (NWEA)	72.8
	Grade 3	Approaching College and Career Ready and Above – Reading	49.3
	Grade 3	College and Career Ready - Reading	21.1
	Grade 3	Approaching College and Career Ready and Above – Math	56.3
	Grade 3	College and Career Ready	35.2

		- Reading	
	PK3 - 3	Attendance	92.9
	PK3 - 3	Re-Enrollment	79.7
	PK3 - PK4	CLASS Emotional Support	6.0
	PK3 - PK4	CLASS Classroom Organization	5.3
	PK3 - PK4	CLASS Instructional Support	3.1
<b>2015-16</b>	K - 3	Growth - Reading (NWEA)	52.0
	K - 3	Growth - Math (NWEA)	62.0
	Grade 3	Approaching College and Career Ready and Above - Reading	46.2
	Grade 3	College and Career Ready - Reading	25.8
	Grade 3	Approaching College and Career Ready and Above - Math	53.8
	Grade 3	College and Career Ready - Reading	29.0
	PK3 - 3	Attendance	89.0
	PK3 - 3	Re-Enrollment	80.9
	PK3 - PK4	CLASS Emotional Support	6.0
	PK3 - PK4	CLASS Classroom Organization	5.7
	PK3 - PK4	CLASS Instructional Support	3.2
<b>2016-17</b>	K - 3 (NWEA)	Growth - Reading	55.0
	K - 3 (NWEA)	Growth - Math	58.5
	Grade 3	Approaching College and Career Ready and Above - Reading	52.1
	Grade 3	College and Career Ready - Reading	19.2
	Grade 3	Approaching College and Career Ready and Above - Math	53.4
	Grade 3	College and Career Ready - Reading	24.7
	PK3 - 3	Attendance	91.3
	PK3 - 3	Re-Enrollment	79.3
	PK3 - PK4	CLASS Emotional	6.1



		Support	
	PK3 – PK4	CLASS Classroom Organization	5.9
	PK3 – PK4	CLASS Instructional Support	3.2

**DATA CHARTS - EAGLE ACADEMY PCS AT CAPITOL RIVERFRONT  
(directly from the PMFs)**

<b>School Year</b>	<b>Grade Levels</b>	<b>Eagle Academy Goals and Academic Achievement Expectations</b>	<b>Evidence: Points Earned</b>
<b>2013-14</b>	PK3 – PK4	Student Progress Literacy (GOLD)	91.8
	PK3 – PK4	Student Progress Math (GOLD)	91.8
	PK3 – PK4	Social-Emotional Learning	98.6
	PK3 – PK4	CLASS Emotional Support	6.1
	PK3 – PK4	CLASS Classroom Organization	5.6
	PK3 – PK4	CLASS Instructional Support	3.2
	PK3 – PK4	Attendance	88.6
	K - 2	Student Achievement - Progress Literacy	83.3
	K - 2	Student Achievement – Progress Math	84.8
	K - 2	Social-Emotional Learning	81.8
	K - 2	Attendance	89.0
	K - 2	Re-Enrollment	77.4
<b>2014-15</b>	K – 3	Growth – Reading (NWEA)	54.8
	K – 3	Growth – Math (NWEA)	82.3
	Grade 3	Approaching College and Career Ready and Above – Reading	40.0
	Grade 3	College and Career Ready - Reading	30.0
	Grade 3	Approaching College and Career Ready and Above – Math	80.0

	Grade 3	College and Career Ready - Reading	40.0
	PK3 - 3	Attendance	91.6
	PK3 – 3	Re-Enrollment	80.5
	PK3 – PK4	CLASS Emotional Support	5.9
	PK3 – PK4	CLASS Classroom Organization	5.5
	PK3 – PK4	CLASS Instructional Support	3.2
<b>2015-16</b>	K-3	Growth – Reading (NWEA)	68.0
	K-3	Growth – Math (NWEA)	83.0
	Grade 3	Approaching College and Career Ready and Above – Reading	41.7
	Grade 3	College and Career Ready - Reading	33.3
	Grade 3	Approaching College and Career Ready and Above – Math	66.7
	Grade 3	College and Career Ready - Reading	25.0
	PK3 - 3	Attendance	91.7
	PK3 – 3	Re-Enrollment	76.0
	PK3 – PK4	CLASS Emotional Support	5.9
	PK3 – PK4	CLASS Classroom Organization	5.8
	PK3 – PK4	CLASS Instructional Support	3.5
<b>2016-17</b>	K-3	Growth – Reading (NWEA)	53.0
	K-3	Growth – Math (NWEA)	65.0
	Grade 3	Approaching College and Career Ready and Above – Reading	71.4
	Grade 3	College and Career Ready - Reading	42.9
	Grade 3	Approaching College and Career Ready and Above – Math	50
	Grade 3	College and Career Ready - Reading	42.9
	PK3 - 3	Attendance	90.8
	PK3 – 3	Re-Enrollment	68.4

	PK3 – PK4	CLASS Emotional Support	6.3
	PK3 – PK4	CLASS Classroom Organization	6
	PK3 – PK4	CLASS Instructional Support	3.1

#### **D. Compliance with Charter and Applicable Laws**

The District of Columbia School Reform Act of 1995 (SRA) requires DC PCSB to conduct a review at least once every five years to determine if the charter school is in compliance with applicable laws. The SRA contains a non-exhaustive list of applicable laws, and DC PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes information on whether Eagle Academy PCS has consistently complied with these laws over the past fifteen years.

#### **GENERAL LAWS**

In its fifth-year review, DC PCSB found that Eagle Academy PCS “...demonstrated an exemplary level of compliance...” In the tenth-year review (2012-13), DC PCSB found that Eagle Academy PCS was in full compliance with all applicable laws. In its 15-year review (focusing on years 2013-17), Eagle Academy PCS continues to be in full compliance with all applicable laws.

##### Health and Safety

The SRA requires schools to maintain the health and safety of its students. To ensure that schools adhere to this clause, DC 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 (2013-17).

##### Discipline

DC PCSB reviews school disciplinary policies to ensure that they afford students due process 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. DC PCSB requires that schools announce a cutoff date for enrollment. Eagle Academy PCS has been compliant with these requirements over the last five years. Eagle Academy was one of the first public charter schools to join the My School DC Common Lottery during its pilot year in 2013-14.

#### Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records. Eagle Academy PCS has been in compliance with these requirements over the past five years.

#### Title I, Part A of the Elementary and Secondary Education Act of 1965 – Every Student Succeeds Act of 2015

Because Eagle Academy PCS receives Title I, Part A funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act of 1965 - Every Student Succeeds Act of 2015. Eagle Academy PCS ensures that all teachers and paraprofessionals meet applicable D.C. certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Eagle Academy 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. 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. Eagle PCS has remained in compliance with these requirements.

### **SPECIAL EDUCATION LAWS**

Every year, Eagle Academy PCS has been in full compliance with all federal special education laws, including Subchapter B of the Individuals with Disabilities Education Act (IDEA) of 2004, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, as well as D.C. laws, regulations, and policies implementing these federal requirements, including: (1) perform child find activities to identify and evaluate children who may have a disability and require special education and related services; (2) develop Individualized Education Programs for eligible children; and (3) provide

special education and related services in the least restrictive environment, regardless of the nature or severity of the disability.

Eagle Academy runs one of the most comprehensive and admired Special Education Departments in the Washington, D.C area. It includes: (1) Diagnostic and Prescriptive Evaluations; (2) Individualized Education Programs; (3) Early Childhood Curricula Related Services, which include Occupational Therapy, Physical Therapy, Speech Language Therapy, and Behavior Support Counseling; and (4) Mental Health Services. The Special Education Department also operates the first Multi-Sensory Room and Auditory Room at a public school in DC.

## FINANCIAL LAWS

### Procurement Contracts

The SRA requires DC public 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 DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

Per Eagle Academy PCS' 2013-14 audit, it entered into four (4) \$25K+ contracts, for which it submitted all corresponding Determinations and Findings forms. In 2014-15, the school entered into ten (10) such contracts and submitted all corresponding Determinations and Findings forms to DC PCSB for consideration. In 2015-16, the school entered into six (6) such contracts and submitted all corresponding Determinations and Findings forms to DC PCSB for consideration. And in 2016-17, the school entered into eight (8) such contracts and submitted all corresponding Determinations and Findings forms to DC PCSB for consideration. Consequently, Eagle Academy PCS is found to be in compliance with this SRA provision.

### Timely Audits

The SRA requires schools to submit to DC PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm. 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 DC 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. Eagle Academy PCS has fulfilled this requirement by reporting this information in its annual reports.

## **E. Fiscal Management and Economic Viability**

The SRA requires the DC PCSB 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.

Eagle Academy PCS's financial records demonstrate that the school is in full compliance regarding the following 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 DC PCSB in a timely manner.

### Economic Viability

Eagle Academy PCS's annual audits indicate that the school is economically viable. One indicator of economic viability is a positive year-end annualized net income. Eagle Academy PCS produced positive net income results in the past four audited financial periods. The current unaudited financial statement shows a net loss of \$269K due to bad debt write-offs of Medicaid Cost Report, uncollectible revenue, and Real Estate Property tax for FY2014, 2015 and 2016. The total unaudited bad debt expense was \$497K.

Total net asset reserve is another indicator of economic viability. DC 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 \$5.6 million in FY2017 unaudited financial statements and \$5.8 million in FY2016 audited financial statements. The school's net asset reserves equals to approximately 3 months of expenditures with monthly expenditures averaging about \$1.7 million.

Fiscal Period	2013	2014	2015	2016	2017
Net Income	\$85,491	\$267,217	\$1,248,789	\$808,972	\$(269,684)
Cumulative Reserves	\$3,839,053	\$3,571,836	\$5,087,842	\$5,896,814	\$5,627,130

Net working capital and liquidity ratio 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's 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 \$14 million in FY2016 from \$437,052 in FY2015, due to the balloon loan with BB&T. This balloon loan was refinanced with John Marshall Bank with a 3.56 percent interest rate fixed for 26 years. As of June 30, 2017, net working capital has increased to approximately \$3.9 million, as a result of refinancing and secured loans that will be used in the construction of the new school on Naylor Road, Eagle Academy PCS at Fairlawn, which will be open by August 2018.

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 FY2016 due to the BB&T balloon loan payoff for the Wheeler RD property which was refinanced in May 23, 2017 with John Marshall Bank under a District of Columbia bond at 3.56 percent. In FY2017, the ratio increased to 2.09.

Fiscal Period	2013	2014	2015	2016	2017
Net working capital	(1,229,922.00)	7,742.00	437,052.00	(14,146,959.00)	3,331,413
Liquidity ratio	0.67	1.00	1.14	0.15	2.09

Eagle Academy PCS makes spending decisions appropriate for managing education programs. From FY2013 to FY2017, Eagle Academy PCS's personnel expenses averaged approximately 64%, which was followed by direct student costs at about 13%, general and office expenses at about 11%, and occupancy expenses at about 12%. Program service costs and general and office expenses are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

# **Appendix B**

## **September 2014 charter amendment**



## ATTACHMENT E

### Charter And Charter Agreement Amendment

#### SEVENTH AMENDMENT TO CHARTER AND CHARTER SCHOOL AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND EAGLE ACADEMY PUBLIC CHARTER SCHOOL

The **Eagle Academy Public Charter School**, a District of Columbia nonprofit corporation (the "**School Corporation**") and the District of Columbia Public Charter School Board ("**PCSB**") entered into a contract, dated **August 18, 2003**, (the "**Charter Agreement**") wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "**Act**") and the Charter Agreement.

On **April 20, 2009**, the PCSB Board voted to approve a petition from the School Corporation to change its Local Education Agency ("**LEA**") status for the purpose of special education (the "**First Amendment**").

On **June 15, 2009**, the PCSB Board voted to approve a petition from the School Corporation to amend its Charter Agreement to change its curriculum and to expand its program to serve students in grades one through three (the "**Second Amendment**").

On **June 21, 2010**, the PCSB Board voted to approve a petition from the School Corporation to amend its Charter Agreement to increase the School's enrollment ceiling (the "**Third Amendment**").

On **June 27, 2011**, the PCSB Board voted to approve a petition from the School Corporation to operate in a new location (the "**Fourth Amendment**").

On **February 27, 2012**, the PCSB Board voted to approve a petition from the School Corporation to amend its Charter Agreement to increase the School's enrollment ceiling (the "**Fifth Amendment**").

On **August 20, 2012**, the PCSB Board voted to approve a petition from the School Corporation to operate in a new location (the "**Sixth Amendment**").

This Amendment to the Charter School Agreement (the "**Seventh Amendment**") is effective as of **September 15, 2014** and is entered into by and between **PCSB** and the **School Corporation**) (individually, each may be referred to as the "**Party**," and collectively, the "**Parties**").

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

## SECTION 1. AMENDMENT

The School Corporation and the Board agree to amend the Charter Agreement as follows:

- 1.1** Section 2.1 on page three of the Charter Agreement is deleted in its entirety and replaced with the following:

Mission Statement. Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive instructional environment.

- 1.2** Section 3.1 on pages five and six of the Charter Agreement is deleted in its entirety and replaced with the following:

### Goals and Academic Achievement Expectations.

**A.** The School Corporation has selected as its goals and academic achievement expectations for its pre-kindergarten-three through third grade programming the indicators included in the Early Childhood Performance Management Framework (referred to as "EC PMF").

Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the School Corporation's academic achievement expectations. However, if changes are made to any PMF that the School Corporation elects not to accept, the School Corporation reserves its right to submit to PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10).

**B.** If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("Campus" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities).

**C. Standard for charter review and renewal.** The Early Childhood PMF will be deemed to have been adopted by the school in 2013-14 as its goals and student academic achievement expectations for its early childhood program (pre-kindergarten-three through third grade).

For each school year, starting in the 2013-14 school year, and until PCSB determines the performance standards for the Early Childhood PMF tiers, each measure within the Early Childhood PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure, as detailed in the table below.

Domain	2013-14 Early Childhood Goals
Pre-kindergarten Literacy	60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations per the growth report on the literacy portion of the Creative Curriculum GOLD assessment, as designated by the publisher.
Pre-kindergarten Math	60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations per the growth report on the mathematics portion of the Creative Curriculum GOLD assessment, as designated by the publisher.
Pre-kindergarten Emotional Support	60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations per the growth report on the social-emotional portion of the Creative Curriculum GOLD assessment, as designated by the publisher.
Kindergarten – Grade 2 Literacy	60% of kindergarten - second grade students will meet or exceed the college readiness target (K: 149-Read; 1st: 166-Read; 2nd: 179-Read) or meet or exceed typical growth on the reading portion of the NWEA MAP assessment, as designated by the publisher.
Kindergarten–n - Grade 2 Math	60% of kindergarten - second grade students will meet or exceed the college readiness target (K: 149-144-Math; 1st: 164-Math; 2nd: 177-Math) or meet or exceed typical growth on the

	mathematics portion of the NWEA MAP assessment, as designated by the publisher.
Kindergarten – Grade 2 Emotional Support	60% of kindergarten - second grade students will increase one level or maintain the level “average” or above on the social-emotional Social Skills Improvement System assessment, as designated by the publisher.
Third Grade Reading	17.4% of third grade students will score proficient or advanced in reading on the DC CAS.
Third Grade Math	13.2% of third grade students will score proficient or advanced in mathematics on the DC CAS.

After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

If any of the above targets are not met, PCSB may, at its discretion, determine the campus to have met its goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period.

A. The School Corporation shall provide PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

## SECTION 2. CHARTER AGREEMENT

- 2.1 Reservation of Rights.** The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement.
- 2.2 Continuing Effectiveness.** Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

### SECTION 3. OTHER PROVISIONS

- 3.1 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid, and binding obligations.
- 3.2 **Counterparts and Electronic Signature or Signature by Facsimile.** This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.
- 3.3 **Severability.** In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.
- 3.4 **Assignment.** This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.
- 3.5 **No Third Party Beneficiary.** Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.
- 3.6 **Waiver.** No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.
- 3.7 **Construction.** This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.
- 3.8 **Dispute Resolution.** Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Sixth Amendment or the Charter Agreement without, first, providing written notice to the other Party hereto describing the nature of the dispute, and, thereafter, having representatives of PCSB and the School

Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to the Act.

- 3.9** **Notices.** Any notice or other communication required or permitted shall be in writing and shall be deemed to have been given when sent by email, provided that a copy is also mailed by certified or registered mail, with postage prepaid and return receipt requested; delivered by hand, with written confirmation of receipt; or received by the addressee, if sent by a nationally recognized overnight delivery service with receipt requested or, alternatively, certified or registered mail with postage prepaid and return receipt requested. In each case, the appropriate addresses, until notice of a change of address is delivered, shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board  
3333 14<sup>th</sup> St., NW, Suite 210  
Washington, D.C. 20010

Attention: Scott Pearson, Executive Director  
[spearson@dcpsb.org](mailto:spearson@dcpsb.org)  
Telephone: (202) 328-2660

If to the School Corporation

Eagle Academy Public Charter School  
475 School Street, SW

Washington, D.C., 20024  
Attention: Ms. Cassandra Pinkney  
Email: [cpinkney@eagleacademypcs.org](mailto:cpinkney@eagleacademypcs.org)  
Telephone: 202-554-8500

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as of:

DATE: Nov. 18, 2014

**EAGLE ACADEMY  
PUBLIC CHARTER SCHOOL**

By 

Signature

Name: Cassandra S. Pinkney

Title: Executive Director

**DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD**

By 

Signature

Name: John H. "Skip" McKoy

Title: PCSB Board Chair

# **Appendix C**

## **2015-16 Eagle PCS Annual Report**





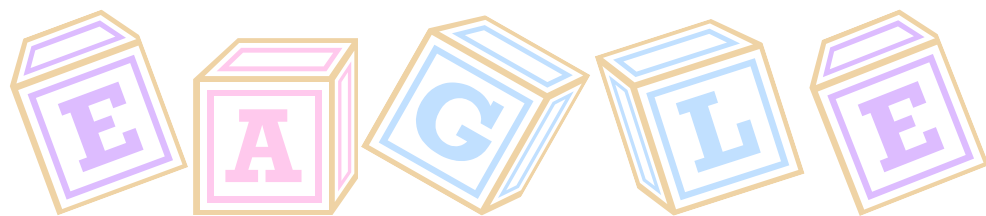
# EAGLE ACADEMY PCS

at

Congress Heights | Capitol Riverfront

## ANNUAL REPORT TO PCSB

### 2015-2016 School Year



**Kerry Lewis, M.D.**  
Chair, Board of Trustees  
475 School Street SW  
2<sup>nd</sup> Floor  
Washington, DC 20024  
(202) 554-8500

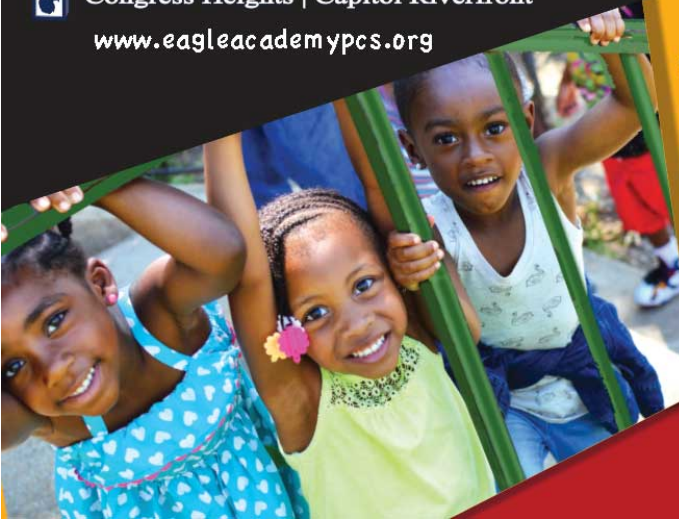


**EAGLE ACADEMY PCS**

at

Congress Heights | Capitol Riverfront

[www.eagleacademypcs.org](http://www.eagleacademypcs.org)



Friendships That  
Last A Lifetime  
Develop Here at  
Eagle Academy

Starting Early,  
Soaring High

## TABLE OF CONTENTS

<b>ANNUAL REPORT NARRATIVE</b>	4
I.    School Description	4
A. Mission Statement	4
B. School Program	4
II.   School Performance	10
A. Performance and Progress	10
B. Lessons Learned and Actions Taken	15
C. Unique Accomplishments	15
D. List of Donors	17
<b>DATA REPORT – Congress Heights Campus</b>	20
<b>DATA REPORT – Capitol Riverfront Campus</b>	21
<b>APPENDICES</b>	
I.    Staff Roster	
II.   Board Roster	
III.  Unaudited Year-End Financial Statement	
IV.  Approved 2015-2016 Budget	

## ANNUAL REPORT NARRATIVE

### I. School Description

#### A. *Mission Statement*

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive instructional environment.

#### B. *School Program*

##### 1. Summary of Curriculum Design and Instructional Approach

Eagle Academy Public Charter School served 920 students in the 2015 - 2016 school year in its two campus locations in SE Washington, DC. The campuses are named after the neighborhoods they serve: Congress Heights and Capitol Riverfront. Established in 2003, Eagle Academy Public Charter School provides innovative academic programs for young children in grades PreK3 – 3<sup>rd</sup> grade. Eagle Academy student's school day starts with classes starting at 8:30 am and ending daily (M-F) at 3:30 pm. For the academic year 2015 – 2016, school began on August 24, 2015 and ended on June 18, 2016.

Eagle Academy was founded with the belief that all children should learn in a compassionate, nurturing environment. Our academic program is designed to give our students the support, tools, study habits and education necessary for the next phase of their academic pursuits. Our staff, comprised of diverse, caring, and accomplished professionals, implements our mission daily for our students. Eagle Academy prepares our students to function as future leaders and responsible citizens. We give them the tools necessary to support a successful education while at Eagle Academy, and as they transition to the next phase of their academic pursuits. Our leadership team believes all children can learn and succeed no matter their circumstances and socio-economic background. In order to create a robust and nurturing learning environment at Eagle Academy, we invest in our staff through coaching and professional development, and give them the necessary tools to provide our students with opportunities for continuous learning.

We understand our students' success stems from their love of learning and is assisted by their teachers' ability to gauge performance and their mastery of the curriculum. We invest in our teachers with instructional coaches, academic supports, professional development, research and state-of-the-art technology that allow them to maintain excellence in our classrooms as instructional leaders.

We invest a great deal of time and resources in our instructional staff and the results are promising for our future. During the 2015 – 2016 academic year Eagle Academy’s teachers participated in 16 days (128 hours) of professional development and in addition, each grade level completed several professional learning communities (PLC’s) to assist our instructional staff with the specific needs of our children at that grade level. Professional development training happens throughout the academic year and allows our instructional staff to gain needed insight and expertise in order to succeed in our classrooms.

This academic year, in addition to our professional development in collaboration with our instructional staff, we created “Telling Stories” a series of trainings to increase the effectiveness of relationship building with our parents. Teachers shared stories about their past educational experiences, attitudes of parents from previous teaching experiences, and how that shaped their views of the school. Afterward, they strategized about using personal past experiences to relate to today's parents at Eagle Academy.

The school’s mission and culture facilitate the implementation of best practices to sustain our high quality educational programs. The same commitment to quality ensures consistency of experience throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work cohesively with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social-emotional growth. The faculty is well schooled in the cultivation of developmental skills in the social and emotional areas.

The success of Eagle Academy is primarily due to the dedication of a passionate and dedicated staff, a data driven coaching model, an emphasis on data-driven decision-making, state-of-the-art technology support, and a strong commitment to ongoing professional development and training. In addition, Eagle Academy parent’s partner with the teachers to support their children to achieve at high levels. Parent participation makes a significant difference at Eagle Academy.

The philosophy of Eagle Academy is that each child develops at her/his own pace and the educational program design must support and incorporate each student’s rate of mastery. How quickly a student learns something is not indicative of how capable a student is. The educational program must then create opportunities for each child, tailored to the student’s specific needs. Students who master the fundamentals of reading and mathematics and learn to enjoy their ability to solve problems will succeed academically. Students must also learn to work with others effectively and to participate positively in building a school community. Each student must learn to appreciate himself or herself as an individual. All of these positive gains can take place in an environment of child centered learning and problem solving activities and Eagle Academy works extensively to help facilitate these outcomes.

Eagle Academy’s educational focus is the creation of a high-quality learning environment committed to building a culture of high expectations. Common Core State Standards and curricula are aligned with the Early Learning Standards. Each grade level utilizes developmentally appropriate best practices, supporting student learning with child-centered activities. Teachers demonstrate culturally responsive practices that take into account the diversity of students’ ethnic and racial backgrounds. Additionally, at Eagle Academy an early intervention (safety net) program supports students identified with disabilities with promising results. Together in an inclusive classroom, students learn to grow educationally and to interact appropriately with peers.

In preparation for every school year, Eagle Academy collects, analyzes, and applies historical data into strategies that efficiently and effectively enhanced instruction techniques that improve student learning.

Our School Programs for Pre-Kindergarten, Kindergarten, and 1<sup>st</sup> – 3<sup>rd</sup> Grades

<b>Grade Level(s)</b>	<b>Course Title</b>	<b>Per Day Average</b>
PK3	Big Day Curriculum	120 minutes per day
PK4	Big Day Curriculum	120 minutes per day
Kindergarten	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day for five (5) days for two (2) quarters
	Science	30 minutes per day for five (5) days for two (2) quarters
1 <sup>st</sup> Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day for five (5) days for two (2) quarters
	Science	30 minutes per day for five (5) days for two (2) quarters
	Writer’s Workshop	30 minutes per day
2 <sup>nd</sup> Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	40 minutes per day, 2 days per week, half the year
	Science	40 minutes per day, 2 days per

<b>Grade Level(s)</b>	<b>Course Title</b>	<b>Per Day Average</b>
		week, half the year
	Writer’s Workshop	35 minutes per day, 2 days per week
3 <sup>rd</sup> Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day every day for three (3) weeks (rotation with science)
	Science	30 minutes per day every day for three (3) weeks (rotation with social studies)
	Writer’s Workshop	45 minutes per day

Additionally, Eagle Academy believes in offering enrichment programs to assist our students in expanding their creativity. Eagle Academy offers arts, music, physical education (including swimming), STEAM Lab (Science, Technology, Engineering, Arts and Mathematics), and library time as part of the curriculum. On average, each student has sixty minutes per day of special enrichment curriculum.

### Swimming Program

Our founder, Cassandra S. Pinkney, is passionate that all children learn to swim. We have long recognized our community’s need to have access to a pool. As we laid brick to mortar in building Eagle Academy Public Charter School at Congress Heights, we sought to establish a learning pool that would provide our students with swimming lessons, critical not only to their educational development but essential to their fundamental safety. That’s where our vision began—and that’s how, in 2014, Eagle Academy at Congress Heights became the first elementary school east of the Anacostia River to open an on-campus pool. In 2015, we completed our first full academic year of the full swimming program. Weekly and as a part of our curriculum, we offer swim lessons to our 1<sup>st</sup>-3<sup>rd</sup> grade students. Our swimming program has received numerous accolades and press due to the importance of teaching young children to swim and the cultural issues faced by children in disadvantaged socio economic households in relation to swimming.

### Parental Involvement Efforts

At Eagle Academy, we believe parental involvement is vital to our student’s success. We encourage all staff to understand that our parents and families are our biggest advocates for the work we do daily. We are a community school. We actively invite our parents and families to

utilize our facilities and engage with our students. We value their input! Throughout the year, Eagle Academy aims to engage our parents and families to participate in a variety of programs. Eagle Academy employs a Family Engagement Coordinator to assist our families in order to adapt to the demands of our program and assist their children in their emotional and social development. Parents and extended families are the most important advocates for their children. Parents participate in several activities including our Parent Teacher Organization (PTO), Alumni Outreach Program, Grandparents Program, and a host of events and activities that take place throughout the school year.

This year, Eagle Academy initiated a new pilot program encouraging relationship building home visits between teachers and parents. According to Flamboyan, an organization that specializes in parent engagement, home visits have a higher impact on parent engagement than potlucks or fundraisers because it allows for “collaboration between families and educators that accelerates student learning.” In a home visit, parents are inviting teachers into their space (not always the home), but it gives them leverage and offers the teacher insight into the family’s lifestyle. Parents are given the opportunity to show teachers what they know in an environment in which they are the experts. Teachers benefit from this practice because it provides the opportunity for them to manage any assumptions they may have and get a sense for who their families really are. It also allows them to assess any challenges that their students may face at home and prepare to address them at the beginning of each school day so that each student is optimally prepared to learn.

Eagle Academy’s teachers are encouraged to build relationships with our parents by visiting homes. These home visits allow teachers and parents to work together to eliminate biases they may have coming into the school year. Teachers who have begun conducting home visits say that it has been a “positive experience, and they feel more comfortable communicating with parents.”

Our Family Engagement Coordinator, Community Relations Coordinator and instructional leadership meet with parents several times per year informally in Eagle Academy’s Chat ‘n’ Chew Program. The Chat ‘n’ Chew Program provides an opportunity for parents and school leadership to discuss issues, learn about new activities and programs, and interact/socialize with other parents. These informal programs give parents an outlet to ask questions, gain guidance and give feedback to school leaders. Parents and family members also have the opportunity to participate in a range of events and activities, including:

- Congress Heights Day Parade
- Coffee with the Principals
- Joyful Food Market
- Back to School Night
- Annual Turkey Drive
- Fall Festival
- Literacy Night
- Math Night
- Mother’s Day Tea



- Father's Day Griller
- Toys for Tots/Holiday Gift Giveaways
- Congress Heights Community Day

Chat 'n' Chew (sample topics from 2015 – 2016 School Year)

- Genome Project
- Meet the Principals
- Meet the Founder
- Alumni Program

At each individual campus, specific opportunities are available for parent engagement based upon local and community interest. Below are examples of parent engagement activities based on our campus locations:

#### Congress Heights

- Congress Heights Day & Parade
- ANC Community Meetings
- Coffee with the Principals
- PTA

#### Capitol Riverfront

- Moms on the Hill
- Navy Yard Holiday Party
- Coffee with the Principal
- PTA

## II. School Performance

### A. Performance and Progress

#### 1. **The extent to which the school is meetings its mission, detailing programs and/or methodologies through which the school pursues its missions.**

The vision and mission have helped Eagle Academy focus on what is really important. They have helped Eagle Academy's Board of Trustees and staff to remember what is essential as we go about doing our daily work, and have helped us to stay focused as we continue to work together for a common purpose. They have also guided us in developing Eagle Academy's Core Values, which are as follows:

Eagle Academy Public Charter School, a culturally sensitive early childhood learning community, believes:

- Each classroom setting functions as a provocative learning environment to promote learning experiences that provide **awe** and **wonderment** for the young learner.
- Discovery is planned with **intentionality** for students to be independent, critical thinkers developing at their own pace.
- Stakeholders must be committed to social competence, emotional well-being, and individual cognitive growth of all students to **achieve and exceed District of Columbia Office of State Superintendent of Education (OSSE) Early Childhood Standards**.
- **Students learn at high levels** through hands-on, creative and imaginative learning opportunities while building a sense of joy for life long learning.
- A carefully constructed **bridge between school and home** encourages and invites parents/guardians to be partners and advocates in the education of their child.
- **Professional development, training and reflective practices** build a common language and a deeper understanding of the teaching and learning process for the faculty and leads to improved academic and social outcomes for students.

The vision, mission and core beliefs are the guiding principles by which Eagle Academy continues to develop its academic programs and methodologies. Eagle Academy provides

teachers and students with opportunities to work in an environment that fosters creativity and problem solving abilities while emphasizing cognitive, social and emotional growth by engaging children as active learners. Eagle Academy's administrators, faculty, staff and the community of families we serve stand together behind the mission and vision of this unique early childhood/primary learning community.

The school's mission and culture facilitate the implementation of best practices to sustain our high quality educational programs. The same commitment to quality ensures consistency of experience throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work cohesively with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social-emotional growth. The faculty is well schooled in the cultivation of developmental skills in the social and emotional areas.

The success of Eagle Academy is primarily due to the dedication of a passionate and dedicated staff, a data driven coaching model, an emphasis on data-driven decision-making, state-of-the-art technology support, and a strong commitment to ongoing professional development and training. In addition, Eagle Academy parents partner with the teachers to support their children to achieve at high levels. Parent participation makes a significant difference at Eagle Academy.

Ongoing evaluation of the school's performance through multiple assessment tools continues to inform Eagle Academy's faculty, staff, and parents that students demonstrate academic and social emotional growth. The improvement and expansion of a sustainable assessment system is a major focus of instructional leadership. An assessment team consisting of faculty and administration reviews collected material to determine what systems need to be utilized in providing clean, quality data that both informs instruction, and measures the academic progress of our students over time. Teachers and administrators then incorporate research, data, and best practices to translate those findings into instructional and administrative systems that support learning.

The technology available in the classroom continues to expand as faculty members seek to incorporate developmentally appropriate strategies for all students. Ongoing professional development, training and support are available to teachers during the school day and throughout the school year. Every student is given an iPad to use during school hours. Every classroom has a Smartboard for instruction, and ceiling-mounted cameras that provide video feedback for teachers to encourage reflective teaching practices. Teachers can access any part of their lesson at school or from home. All of the software is aligned to ensure that the curriculum meets the common core standards.

Eagle Academy staff looks at multiple factors that influence student learning. We have seen first hand what study after study has evidenced: For students to learn at their highest level, their base

physical and socio-emotional needs must be addressed. Eagle Academy works hard to provide a full complement of services based on the research evidence.

**2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.**

Eagle Academy utilized the PCSB’s Performance Management Framework for the 2015-2016 academic school year. In addition we used internal measurements to assess our performance and assist as we transition to the adopted PMF goals. Internally, we set several goals to measure our performance for the 2015-2016 school year. We are meeting our academic expectations as follows:

For 2015-2016 school year, Eagle Academy utilized several assessments across grade levels as internal measures of our student’s performance.

Gold PreK3-4	Checkpoint October 2015	Checkpoint February 2016	Checkpoint May 2016
SECI EGI PreK3-PreK4	September 2015	January 2016	May 2016
DIBELS K – 1 <sup>st</sup> Grade	September 2015	January 2016	May 2016
NWEA K – 3 <sup>rd</sup> Grade	September 2015	January 2016	May 2016
SSIS K – 3 <sup>rd</sup> Grade			May 2016
Fountas & Pinnel Grades K -3	September 2015	January 2016	May 2016
mClass Beacon Grades 2 -3	September 2015	December 2015	April 2016

PARCC Grade 3			May 2016
------------------	--	--	----------

### Early Childhood Goals

2015-2016 Goal	Met/Not	Evidence (% if applicable)
PreK classrooms will average 3.0 or higher in the Emotional Support Domain on the CLASS assessment	Yes	Capitol Riverfront: 5.9 Congress Heights: 6.0
PreK classrooms will average 3.0 or higher in the Classroom Management Domain on the CLASS assessment	Yes	Capitol Riverfront: 5.8 Congress Heights: 5.7
PreK classrooms will average 2 or higher in the Instructional Support Domain on the CLASS assessment	Yes	Capitol Riverfront: 3.5 Congress Heights: 3.2

### K – 3<sup>rd</sup> Grade Goals

2015-2016 Goal	Met/Not	Evidence (% if applicable)
At least 40% of K-3 students will demonstrate growth in reading, based on the nationally normed assessment NWEA MAP	Yes	Capitol Riverfront: 70% Congress Heights: 51%
At least 40% of K-3 students will demonstrate growth in math, based on the nationally normed assessment NWEA MAP	Yes	Capitol Riverfront: 80% Congress Heights: 56%

In addition, Eagle Academy achieved 76.0% re-enrollment rate for the Capitol Riverfront campus, and 80.9% rate for the Congress Heights campus. Overall, attendance was 88.8% for Congress Heights which is down from the previous year, and 91.4% for Capitol Riverfront campus which is consistent with previous years.

### **B. Lessons Learned and Actions Taken**

Each year, as a result of our achievements during the school year, the Board of Trustees of Eagle Academy and its leadership meet to discuss and review performance. Similar to the 2014 – 2015 academic year, our students again outperformed in math on assessment compared to reading. Our Board of Trustees and school leadership have invested in several strategies to address this issue. Additionally, we have several families that experience trauma in the home. Our Board of Trustees supports our efforts of intervention and support for our families. We increased our outreach to DC government agencies, community organizations and local charities in order to offer services to our families experiencing trauma.

After every academic year, we take an intense self-examination of our performance and discuss our success and areas for growth. The leadership team identified four key areas for 2016: (1) our literacy proficiency across both campuses and grade levels continues to underperform our expectations outperform our expected levels of proficiency; (2) enhance opportunities for students to engage in creative play and imagination; (3) behavioral and trauma interventions to assist families and students adjust earlier to Eagle Academy’s learning environment will minimize behavioral issues in the classrooms; and (4) greater movement of students from proficiency to advanced proficiency in both reading and mathematics is necessary. The leadership team has invested in several actions to support these findings including:

- Enhance targeted professional development and training options for educational staff with an emphasis on literacy;
- Strengthen our relationships with parents and identify households experiencing trauma or challenges for early intervention and recommendations for support; and
- Enhance high quality wrap around services for students and families including mental, physical, safety and overall health services.

### **C. Unique Accomplishments**

1. Eagle Academy at Congress Heights was awarded LEED Gold certification for its building.
2. Eagle Academy at Capitol Riverfront was awarded an original mural by Chicago based artist Raahman Statik for its facility by Murals DC and received accolades and press from the local community.

3. Eagle Academy maintained its in-seat attendance rate from the previous year at our Capitol Riverfront campus.
4. Eagle Academy added a new kitchen facility and hired a school chef to prepare healthy meals for all of our students thanks to an OSSE SOAR Public Facilities grant.
5. Eagle Academy created a garden that grows plants, flowers and fresh vegetables. The vegetables grown in the garden are used for healthy meals by our school chef.
6. Eagle Academy's parents attended 3 school events on average.
7. Eagle Academy at Capitol Riverfront published its first school magazine, "Eagles Glorious Moments."
8. Eagle Academy offered parents a total of 4 different parent education sessions covering supports for how to help their children in the following areas: parenting, curriculum, assessments, social-emotional supports, and academic support.
9. Eagle Academy's Data, Research and Innovation team has attended several OSSE and DCPCSB trainings.
10. Eagle Academy's Marketing Director and CFO/COO attended SXSW Edu in Austin, TX.
11. Eagle Academy upgraded our technology infrastructure in preparation for the PARCC assessment.
12. Eagle Academy continued to maintain its 100% immunization rate and compliance for the school year 2015-2016.
13. Eagle Academy continued to maintain its 100% dental screenings and cleanings, in partnership with the DC Department of Health Oral Health Division.
14. Eagle Academy continued its long-term partnership with the DC Department of Behavioral Health that provides two psychologists and three Primary Project Child Associates to work with students in need of behavioral/mental health services.
15. Eagle Academy operated its first year of swimming lessons as a part of its curriculum for 1<sup>st</sup> - 3<sup>rd</sup> graders in 2015-2016 academic school year.
16. Eagle Academy's 3<sup>rd</sup> grade students (70% of the total 3<sup>rd</sup> grade) participated in the National Geographic Genome study in which they learned their family origin and migration over thousands of years. The program is given to 3<sup>rd</sup> grade students to assist them in learning their history, family migration and obtain a more comprehensive understanding of world geography. Due to the success of the trial program, the Genome project is being implemented annually for all Grade 3 students and teachers.
17. Eagle Academy hosted 300 local community mothers for a Mother's Day Tea and Awards ceremony in our Congress Heights campus.
18. Eagle Academy hosted 200 fathers of our students for a Father's Day Griller and Fish Fry in our Congress Heights campus.
19. Eagle Academy developed its first overview video of the school, its mission and conversations with its leaders and parents.



20. Eagle Academy invested in its social media outreach. Over 1500 parents, families and organizations interact with the school via Facebook, Twitter and Instagram social media platforms.
21. Eagle Academy established its alumni program and created a database of former students. At graduation ceremonies this year parents were encouraged to enroll in the alumni program.
22. Conducts a “Grandparents” program where grandparents and family members who live in the communities where the school campuses are located can volunteer at the school for special events and reading programs.
23. Press: WJLA TV A DC elementary school repeatedly tagged with graffiti is fighting back against vandals with art. <http://wjla.com/news/local/dc-elementary-school-fights-back-against-graffiti>
24. Press: Washington Post, “Is Legal Marijuana Smoke Affecting Children of Users?” [https://www.washingtonpost.com/local/education/is-legal-marijuana-smoke-in-dc-affecting-the-children-of-users/2015/11/20/2254861c-8a39-11e5-be39-0034bb576eee\\_story.html](https://www.washingtonpost.com/local/education/is-legal-marijuana-smoke-in-dc-affecting-the-children-of-users/2015/11/20/2254861c-8a39-11e5-be39-0034bb576eee_story.html)
25. Press: Univision, Techniques to Calm Your Children <http://www.univision.com/estilo-de-vida/asi-se-vive-mejor-familia/tecnicas-para-calmar-a-tus-hijos>
26. Press: North American Builders Magazine, “Designing a School Space Conducive to Learning” (Print only)
27. Press: Tech News World, “Chicago School Board Elevates Computer Science to Graduation Requirements.” <http://www.technewsworld.com/story/83167.html>
28. Press: WJLA TV, “DC Welcomes a New Bald Eagle” <http://wjla.com/news/local/dc-welcomes-a-new-bald-eaglet>
29. Press: El Tiempo Latino, “Eagles Gardening Project.” <http://eltiempolatino.com/news/2016/jun/03/salo-levinas-disena-comunidades/>
30. Press: Education Week, “Curbing Suspensions a Work in Progress for DC Schools.” <http://watchdog.org/266094/curbing-suspensions-work-progress-d-c-charter-schools/>
31. Press: Education Post “At this DC Charter School, a High Quality Education Means More than Reading and Math.” <http://educationpost.org/at-this-d-c-charter-school-a-high-quality-education-means-more-than-math-and-reading/>
32. Press: “ East of the River, Eagle Academy Awarded LEED Gold Certification” [https://issuu.com/capitalcommunitynews/docs/east-of-the-river-magazine-july-201\\_6a9c73a1719b35](https://issuu.com/capitalcommunitynews/docs/east-of-the-river-magazine-july-201_6a9c73a1719b35)

#### **D. List of Donors (over \$500)**

1. OSSE Teacher Quality Improvement Grant
2. OSSE Charter Dissemination Grant
3. OSSE DC Physical Activity for Youth Grant

4. OSSE SOAR Early Childhood Grant
5. MuralsDC
6. USDOE School Climate Transformation Grant
7. OSSE TANF Out-of-School Grant
8. ESEA Title I-A
9. ESEA Title II-A
10. IDEA 611 - Part B
11. IDEA 619 - Preschool
12. OSSE School Technology Fund
13. National School Lunch Program Equipment Assistance Grant
14. Eagle Academy School Leadership and staff

### **In-Kind Donations**

- Bojangles (Donated lunches for Teachers Appreciation Week (\$450))
- Books of America (3,500 books for Back to School Night and Summer Vacation)
- Burlington Coat Factory (100 winter coats to students and parents)
- Chipotle Mexican Grill (Donated lunches for Teacher Appreciation Week – Capitol Riverfront Campus and for Grandparents Award Ceremony)
- DC Public Library – Cleveland Park Branch (Donated 175 books to Eagle Academy students and families)
- Desserts by Gerard (Donated ten cakes and other baked goods for Teacher Appreciation Week, Mother’s Day Tea and Fathers Day Griller & Fish Fry)
- Dress for Success (Donated business attire for parents going on interviews)
- Edible Arrangements (Donated three large fruit arrangements for the Mothers Day Tea and Teacher Appreciation Week.)
- Giant Foods (Donated ten \$25 gift cards for Mothers Day Tea and Fathers Day Griller)
- Girl Scouts Troup of the Nations Capitol (Donated 200 boxes of Girl Scout cookies for the Mothers Day Tea and four \$25 gift cards)
- Granite City Food and Brewery (Donated four \$25 gift cards for Fathers Day Griller and Fish Fry.)
- Krispy Kreme (Donated 24 dozen donuts for all staff during Teacher Appreciation Week.)
- Lakeshore Learning Store (Donated lunch from Panera Bread for all staff for Teacher Appreciation Week.)
- Lord & Taylor (Donated three designer bags for Mother’s Day Tea.)
- Lowe’s (Donated two - 92 piece tool sets for Fathers Day Griller and Fish Fry.)
- Olive Garden Restaurant (Donated two- \$50 gift cards for the Mothers Day Tea and the Fathers Day Griller.)
- PF Chang’s Restaurant (Donated two - \$25 gift cards for the Mothers Day Tea and the Fathers Day Griller.)

- Ward 8 Councilmember LaRuby May (Donated Disney on Ice and Ringling Brothers Circus tickets for students and families.)
- Red Velvet Cupcake Bakery (Donated five dozen cupcakes for Teacher Appreciation Week and Grandparents Awards Day.)
- Marine Corps - Boiling Air Force Base (Donated toys for Eagle Academy families during the holiday season.)

## DATA REPORT – CONGRESS HEIGHTS CAMPUS

Source	Data Point
<b>GENERAL INFORMATION</b>	
PCSB	Eagle Academy Public Charter School
PCSB	Eagle Academy PCS at Congress Heights
School	Ages served: PreK-3 through Grade 3
PCSB	785 as of 10/2015 [PK-3 = 152; PK-4 = 171; KG = 141; First Grade = 122; Second Grade = 106; Third Grade = 93
<b>STUDENT DATA POINTS</b>	
School	<b>Total number of instructional days</b> 180
PCSB	<b>Suspension Rate</b> 2.0%
PCSB	<b>Expulsion Rate</b> 0.00%
PCSB	<b>Instructional Time Lost to Out of School Suspension Rate:</b> 0.00%
PCSB	<b>Promotion rate</b> 99.8%
PCSB	<b>AVERAGE DAILY MEMBERSHIP</b> The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	<b>Mid-Year Withdrawals</b> %
PCSB	<b>Mid-Year Entries</b> .%
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate</b> 17.2%
School	<b>Number of Teachers</b> 58
School	<b>Teacher Salary</b> 1. Average: \$58,000 2. Range -- Minimum: \$50,000      Maximum: \$66,000

## DATA REPORT – CAPITOL RIVERFRONT CAMPUS

Source	Data Point
<b>GENERAL INFORMATION</b>	
PCSB	Eagle Academy Public Charter School
PCSB	Eagle Academy PCS at Capitol Riverfront
School	Ages served: PreK-3 through Grade 3
PCSB	141 [PK3 = 28; PK4 = 35; KG = 26; First Grade = 22; Second Grade = 19; Third Grade 12]
<b>STUDENT DATA POINTS</b>	
School	<b>Total number of instructional days</b> 180
PCSB	<b>Suspension Rate</b> 0%
PCSB	<b>Expulsion Rate</b> 0.0%
PCSB	<b>Instructional Time Lost to Out of School Suspensions:</b> 0.0%
PCSB	<b>Promotion rate</b> 99.8%
<b>AVERAGE DAILY MEMBERSHIP</b>	
PCSB	The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	<b>Mid-Year Withdrawals</b> %
PCSB	<b>Mid-Year Entries</b> %
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate</b> 36%
School	<b>Number of Teachers</b> 11
School	<b>Teacher Salary</b> 3. Average: \$58,000 4. Range -- Minimum: \$ 50,000      Maximum: \$66,000

**APPENDICES (attached)**

- I. Staff Roster
- II. Board Roster
- III. Unaudited Year-End Financial Statement
- IV. Approved 2016-2017 Budget

<b>Name</b>	<b>Title</b>	<b>DC Resident Y, N</b>	<b>Date of Appointment</b>
Dr. Kerry Lewis	Chairperson	Yes	2014
Loray White	Vice Chair	No	2014
Elinor Hardrick	Parliamentarian	No	2014
Gowon Thorpe	Treasurer	No	Unknown
Charletta Lewis	Trustee	Yes	Unknown
Marc Cole	Trustee	No	2014
LaShawndra Thornton	Trustee	Yes	2015
Doreen Hodges	Parent Representative	Yes	2014
John Johnson	Staff Representative	No	Unknown
Cassandra Pinkney	Executive Director Eagle Academy PCS	Yes	Unknown
Raven Purvis	Parent Representative	Yes	2014

## Staff Roster

Last Name, First Name	Job Title (Employee)	Degree
BLOUNT, SHAMAAR	1ST GRADE TEACHER	Bachelors
BULL, KATHLEEN	1ST GRADE TEACHER	Masters
LEE, NIKKI	1ST GRADE TEACHER	Bachelors
ROACHE-AGARD, MELECIA	1ST GRADE TEACHER	Masters
WEAVER, CHIMERE	1ST GRADE TEACHER	Masters
BRENNEMAN, KRYSTAL	2ND GRADE TEACHER	Masters
BROWN, CHANDRIKA	2ND GRADE TEACHER	Masters
CAMPBELL, KIMYATTA	2ND GRADE TEACHER	Masters
FELICIANO, ALEXIS	2ND GRADE TEACHER	Masters
GREGORY, TERRI	2ND GRADE TEACHER	Bachelors
HAWKINS, TIFFANY G	2ND GRADE TEACHER	Masters
JACOBS, BENJAMIN	2ND GRADE TEACHER	Masters
JACOBS, BENJAMIN	2ND GRADE TEACHER	Masters
THOMPSON HAGLER, ANTHONY	2ND GRADE TEACHER	Bachelors
DICK, KERISHA	3RD GRADE TEACHER	Masters
JEAN PIERRE, FORTUNA T	3RD GRADE TEACHER	Bachelors
SELLMAN, NEDRA	3RD GRADE TEACHER	Masters
VALENTINE, ERIC	AQUATICS INSTRUCTOR	Bachelors
THOMAS, SONYA	ART TEACHER	Bachelors
BROOKS-BAUER, KAREN	INSTRUCTIONAL COACH	Masters
BUTLER, JASMINE	INSTRUCTIONAL COACH	Masters
DICKS RICHARDS, DANETTE V	INSTRUCTIONAL COACH	Masters
ROBINSON, SHARMEL MARGUITA	INSTRUCTIONAL COACH	Bachelors
WRIGHT, FRECIA	INSTRUCTIONAL COACH	Masters
TAYLOR, TIARRA	INTERVENTION TEACHER	Masters
ADAMS, ABIOLA	KINDERGARTEN TEACHER	Bachelors
BULLUCK, ELLEEN	KINDERGARTEN TEACHER	Bachelors
CAMPBELL, STACEY	KINDERGARTEN TEACHER	Masters
DUGGARD, MARY	KINDERGARTEN TEACHER	Bachelors
HALL, TAMARA	KINDERGARTEN TEACHER	Masters
ROBINSON, LAUREN	KINDERGARTEN TEACHER	Masters
ROSE, KIMBERLY L	KINDERGARTEN TEACHER	Bachelors
SINGH, HAMWATTIE	KINDERGARTEN TEACHER	Bachelors
SMITH, DONNA	KINDERGARTEN TEACHER	Bachelors



SABIR, BRENDA	LIBRARIAN	Masters
THOMSON, PETER	LIBRARIAN	Masters
HOWARD, NZINGA	MUSIC TEACHER	Masters
GRASSO, LYNN	OCCUPATIONAL THERAPIST	License I
TURNER, TNEISHA	PHYSICAL EDUCATION COACH	Bachelors
WHITE, CHERMARK	PHYSICAL EDUCATION COACH	Bachelors
JOHNSON, MARY	PREK3 TEACHER	Masters
KOONCE, MONNIE	PREK3 TEACHER	Bachelors
MCCOLLOUGH, MEDINA	PREK3 TEACHER	Bachelors
MILTON, FRANCINE E	PREK3 TEACHER	Bachelors
NICHOLS, CARLA C	PREK3 TEACHER	Bachelors
TABABAN-REFUERZO, ANGELA	PREK3 TEACHER	Masters
TIMMONS, DEBRA	PREK3 TEACHER	Bachelors
WRIGHT, ABBEYGALE	PREK3 TEACHER	Masters
BLASSINGAME, SHANNON	PREK4 TEACHER	Masters
DAVIS, CHELSETIA	PREK4 TEACHER	Bachelors
GRADY, ALISE	PREK4 TEACHER	Bachelors
KIM, SOO	PREK4 TEACHER	Masters
PEARSON, LEAH CHARMAINE	PREK4 TEACHER	Bachelors
SPRADLEY, IFE	PREK4 TEACHER	Masters
TOLLIVER, TARNISHA	PREK4 TEACHER	Bachelors
WHITE, NIKEA	PREK4 TEACHER	Bachelors
WILSON, DAWNE	PREK4 TEACHER	Bachelors
LEONARD, MELANIE	PRINCIPAL	Masters
WHITFIELD, SHARISE	PRINCIPAL	Masters
WATKINS, ASHLEY	SOCIAL WORKER	Masters
MORRIS, MILAGROS	SPANISH TEACHER	Bachelors
ASKEW, BRITTANY	SPECIAL ED TEACHER ASSISTANT	Bachelors
BELL, DERRICK	SPECIAL ED TEACHER ASSISTANT	Bachelors
CAIN, BRE'ONA	SPECIAL ED TEACHER ASSISTANT	
EUBANKS, KIMBERLY L	SPECIAL ED TEACHER ASSISTANT	ParaProfessional
SWALES THOMPSON, TERENA S	SPECIAL EDUCATION COORDINATOR	Masters
JONES, TRENICE JETT	SPECIAL EDUCATION DIRECTOR	Masters
GRIGGS, ADELIA M	SPECIAL EDUCATION TEACHER	Bachelors
MANUEL, JOVITA	SPECIAL EDUCATION TEACHER	Bachelors
DOUGLAS, TRACY	SPED TEACHER CONTAINED	Bachelors
GORDON, VANESSA	SPED TEACHER CONTAINED	Bachelors

MCLEOD, KISHA	SPED TEACHER CONTAINED	Bachelors
THOMAS, AMY	SPED TEACHER CONTAINED	Masters
ALLEN, TANESHA	SPED TEACHER RESOURCE	Masters
FORD JACKSON, KAREN	SPED TEACHER RESOURCE	Masters
JACKSON WIMBLEY, MIYA	SPED TEACHER RESOURCE	Bachelors
REED, TIFFANY	SPED TEACHER RESOURCE	Masters
BRISCOE, QUINTINA	SPEECH PATHOLOGIST	Bachelors
RASHAD, DONNA MARIA	SPEECH PATHOLOGIST	Masters
ROGERS, KALEENA	SPEECH PATHOLOGIST	Masters
GRANT, MARCIA	SST COORDINATOR	Masters
BOLTON, MELISA	TEACHER ASSISTANT	Bachelors
BOYD, VALERIE LASHONE	TEACHER ASSISTANT	Bachelors
BRISCOE, DOMONIQUE	TEACHER ASSISTANT	Bachelors
CHERRY, BERNISE	TEACHER ASSISTANT	Associates
CRAIG, SHANNON	TEACHER ASSISTANT	Associates
CRAWFORD, TIYONNA	TEACHER ASSISTANT	ParoProfessional
EDWARDS, MARIE	TEACHER ASSISTANT	Bachelors
FREEMAN, MICHELE D	TEACHER ASSISTANT	Associates
GOLDEN, ADELAIDE V	TEACHER ASSISTANT	Bachelors
GREEN, CARLA CANTRESE	TEACHER ASSISTANT	Associates
HEBB, SHIRLEY	TEACHER ASSISTANT	ParoProfessional
HUMES, ASHLEY	TEACHER ASSISTANT	Bachelors
JOHNSON, JUDY	TEACHER ASSISTANT	ParoProfessional
KELLY, SHAUNIECE A	TEACHER ASSISTANT	Bachelors
KNATT, OMERIAH	TEACHER ASSISTANT	ParoProfessional
MCCLENTON, JASMINE	TEACHER ASSISTANT	Bachelors
NICKENS, SHARNELL	TEACHER ASSISTANT	Bachelors
ROBINSON, BETTAUJAWA	TEACHER ASSISTANT	Bachelors
SWEET MATTHEWS, RACHELLE R	TEACHER ASSISTANT	ParoProfessional
THOMPSON WHITBY, EVA	TEACHER ASSISTANT	Associates
WILLIAMS, CHEARAL	TEACHER ASSISTANT	ParoProfessional
WRIGHT, MALITA	TEACHER ASSISTANT	ParoProfessional
YOUNG, CANDYCE	TEACHER ASSISTANT	Bachelors
MCCOLLUM BUTLER, PAMELA	THERAPIST	Masters

Eagle Academy PCS		2016-2017			Column A	Column C	Column D
<b>REVENUES</b>					501(c)3 School Applicant	Total Revenues by Funding Source	Percent of Total Public Funding
	Per Pupil Charter Payments Cong Hts				\$8,955,850	\$8,955,850	
	Per Pupil Charter Payments Cap Rfnt				\$1,690,477	\$1,690,477	
	Per Pupil Facilities Allowance				\$2,417,976	\$2,417,976	
	Per Pupil Facilities Allowance				\$456,104	\$456,104	
134 St	Special Education				\$2,394,034	\$2,394,034	
	Per Pupil At Risk				\$1,247,400	\$1,247,400	
	Federal Entitlements NCLB/IDEA				\$486,400	\$486,400	
	NSL				\$875,000	\$875,000	
	Other Grants, Federal Grants				\$814,799	\$814,799	
	Medicaid				\$207,800	\$207,800	
500	School Year/SummerVoucher			570	\$2,405,850	\$2,405,850	
	<b>Total Public Funding</b>				<b>\$21,951,690</b>	<b>\$21,951,690</b>	
	Property Tax Rebate				22,631.00	\$22,631	
	Cap Rvrfnt Property Tax Rebate				193,053.00	\$193,053	
	Erate						
	<b>Total Non-Public Funding</b>				<b>\$215,684</b>	\$215,684	
	<b>TOTAL REVENUES</b>				<b>\$22,167,374</b>	<b>\$22,167,374</b>	
<b>EXPENSES</b>					501(c)3 School Applicant	Combined Total	Percent of Total Public Funding
	<b>Personnel Salaries and Benefits</b>			186 FT; 19PT	10,650,217	10,650,217	0.485166153
23%	Employee Benefits				2,349,550	2,349,550	0.107032757
	<b>Subtotal: Personnel Costs</b>				\$ 12,999,767	\$12,999,767	0.592198911
	<b>Direct Student Costs</b>						
	<b>Subtotal: Direct Student Costs</b>				\$3,151,559	\$3,151,559	0.143567944



**EAGLE ACADEMY PUBLIC CHARTER SCHOOL**

**Financial Statements and Supplemental Schedules  
Together with  
Report of Independent Public Accountants**

**For the Years Ended June 30, 2015 and 2014**

**EAGLE ACADEMY PUBLIC CHARTER SCHOOL**

**Statements of Financial Position  
As of June 30, 2015 and 2014**

	<u>2015</u>	<u>2014</u>
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents	\$ 2,182,502	\$ 1,582,477
Grants and accounts receivable, net	1,283,775	1,381,390
Employee loans	30,911	3,752
Prepaid expenses	37,115	23,255
<b>Total Current Assets</b>	<u>3,534,303</u>	<u>2,990,874</u>
Deposits	53,695	51,415
Deferred financing cost, net	77,525	126,484
Property and equipment, net	19,539,512	19,986,932
<b>Total Assets</b>	<u>\$ 23,205,035</u>	<u>\$ 23,155,705</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>Current Liabilities</b>		
Accounts payable and accrued expenses	\$ 1,732,412	\$ 1,248,611
Deferred revenue	2,131	14,695
Capital lease payable, current portion	39,808	149,191
Notes payable, current portion	1,322,900	1,570,635
<b>Total Current Liabilities</b>	<u>3,097,251</u>	<u>2,983,132</u>
Capital lease payable, net of current portion	-	39,808
Notes payable, net of current portion	15,019,942	16,293,712
<b>Total Liabilities</b>	<u>18,117,193</u>	<u>19,316,652</u>
<b>Net Assets</b>		
Unrestricted	5,087,842	3,839,053
<b>Total Liabilities and Net Assets</b>	<u>\$ 23,205,035</u>	<u>\$ 23,155,705</u>

The accompanying notes are an integral part of these financial statements.

**EAGLE ACADEMY PUBLIC CHARTER SCHOOL**

**Statements of Activities and Changes in Net Assets  
For the Years Ended June 30, 2015 and 2014**

	<u>2015</u>	<u>2014</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>		
<b>Revenue and Support:</b>		
Per pupil funding	\$ 17,239,116	\$ 14,363,597
Federal grants	1,695,533	1,433,177
Federal entitlements	449,495	260,060
Grants and contributions	31,342	67,586
Before and after care	305,009	228,362
Student fees	28,314	35,853
Food services	-	8,237
Interest income	654	478
Other income	539,477	494,617
<b>Total Revenue</b>	<u>20,288,940</u>	<u>16,891,967</u>
Net assets released from restrictions	-	33,545
<b>Total Unrestricted Revenue and Other Support</b>	<u>20,288,940</u>	<u>16,925,512</u>
<b>Expenses</b>		
Program Services	15,340,084	13,876,845
Supporting Services:		
General and administrative	3,609,971	2,657,970
Fundraising	90,096	89,935
Total Supporting Services	<u>3,700,067</u>	<u>2,747,905</u>
<b>Total Expenses</b>	<u>19,040,151</u>	<u>16,624,750</u>
<b>Change in unrestricted net assets</b>	<u>1,248,789</u>	<u>300,762</u>
<b>CHANGE IN TEMPORARILY RESTRICTED NET ASSETS</b>		
Release of restrictions	-	(33,545)
<b>Change in temporarily restricted net assets</b>	<u>-</u>	<u>(33,545)</u>
Changes in net assets	1,248,789	267,217
Net assets, beginning of year	3,839,053	3,571,836
<b>Net Assets, End of Year</b>	<u>\$ 5,087,842</u>	<u>\$ 3,839,053</u>

The accompanying notes are an integral part of these financial statements.

# EAGLE ACADEMY PUBLIC CHARTER SCHOOL

## Statements of Cash Flows For the Years Ended June 30, 2015 and 2014

	<u>2015</u>	<u>2014</u>
<b>Cash Flows from Operating Activities</b>		
Changes in net assets	\$ 1,248,789	\$ 267,217
Adjustments to reconcile changes in net assets to net cash from operating activities:		
Depreciation and amortization	771,916	628,609
Bad debt expense	75,000	16,027
Effect of changes in non-cash operating assets and liabilities:		
Grants and accounts receivable	22,615	(750,083)
Employee loans	(27,159)	(3,252)
Prepaid expenses	(13,860)	106,913
Deposits	(2,280)	48,618
Accounts payable and accrued expenses	483,801	(1,128,875)
Deferred revenue	(12,564)	(300,014)
<b>Net Cash from Operating Activities</b>	<u>2,546,258</u>	<u>(1,114,840)</u>
<b>Cash Flows from Investing Activities</b>		
Principal payments on capital leases	(149,191)	(133,224)
Purchases of property and equipment	(275,537)	(4,858,488)
<b>Net Cash from Investing Activities</b>	<u>(424,728)</u>	<u>(4,991,712)</u>
<b>Cash Flows from Financing Activities</b>		
Proceeds from notes payable	-	6,395,320
Principal payments on notes payable	(1,521,505)	(460,652)
<b>Net Cash from Financing Activities</b>	<u>(1,521,505)</u>	<u>5,934,668</u>
Net change in cash and cash equivalents	600,025	(171,884)
Cash and cash equivalents, beginning of year	1,582,477	1,754,361
<b>Cash and Cash Equivalents, End of Year</b>	<u>\$ 2,182,502</u>	<u>\$ 1,582,477</u>
<b>Supplemental Disclosure</b>		
Cash paid during the year for interest	\$ 522,281	\$ 425,305
Assets acquired under capital lease	\$ -	\$ 127,220

The accompanying notes are an integral part of these financial statements.



# **Appendix D**

**April 24, 2017 DC PCSB  
board memorandum**

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<p><b>Charter Actions Requiring a Vote</b></p> <input type="checkbox"/> Approve a Charter Application <input type="checkbox"/> Approve a Charter Renewal (15 yrs.) <input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs.) <input type="checkbox"/> Approve a Charter Amendment Request <input type="checkbox"/> Approve a Charter Agreement <input checked="" type="checkbox"/> Give a Charter Notice of Concern <input type="checkbox"/> Lift the Charter Notice of Concern <input type="checkbox"/> Commence Charter Revocation Proceedings <input type="checkbox"/> Revoke a Charter <input type="checkbox"/> Board Action, Other _____	<p><b>Non-Voting Board Items</b></p> <input type="checkbox"/> Public Hearing Item <input type="checkbox"/> Discussion Item <input type="checkbox"/> Read into Record
<p><b>Policies</b></p> <input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment <input type="checkbox"/> Approve a New Policy <input type="checkbox"/> Approve Revisions to an Existing Policy	

**PREPARED BY:** Rashida Young, Senior Manager, Equity and Fidelity

**SUBJECT:** Truancy Policy Notice of Concern: Eagle Academy PCS – Congress Heights

**DATE:** April 24, 2017

---

**Proposal**

The DC Public Charter School Board (“DC PCSB”) staff recommends its Board vote to issue a Notice of Concern to Eagle Academy Public Charter School – Congress Heights (“Eagle Academy PCS”) for passing the truancy threshold according to DC PCSB’s Truancy Policy<sup>1</sup>, based on attendance data collected from the beginning of School Year (“SY”) 2016-17 through April 5, 2017. The Notice of Concern may be lifted by DC PCSB’s Board at the June board meeting if the school meets the attendance thresholds during the review period from April 5<sup>th</sup> to June 5<sup>th</sup>, described in the policy and below.<sup>2</sup>

	<b>Eagle Academy PCS – Congress Heights</b>	<b>Charter Sector Average</b>
Truancy Rate through 4/5/17	33.7%	15.2%

The school did not inform DC PCSB of any technical difficulties that may have signaled a data error issue.

<sup>1</sup> Link to policy:  
<http://www.dcpccb.org/sites/default/files/Attendance%20and%20Truancy%20Policy%20SIGNED.pdf>

<sup>2</sup> June is the first month following the 2-month period of review which is April to June.

## Policy Background

Pursuant to DC truancy regulations, a truant student is defined as a school-aged student (ages 5-17) with ten or more unexcused absences. DC's truancy calculation is: Any school-aged student who earned ten or more unexcused absences at a single school divided by the number of students ever enrolled (for at least 10 days) at the school that school year.

A school must maintain a truancy rate at or below the thresholds listed below, or may be subject to a Notice of Concern:

- Traditional LEAs serving grades pre-kindergarten ("PK") through 8<sup>th</sup> grade: 30%
- Traditional LEAs serving grades 9<sup>th</sup> through 12<sup>th</sup>: 35%
- LEAs designated as Alternative by DC PCSB: 45%

After DC PCSB staff has notified an LEA it has exceeded the truancy threshold for its type of school, a review period of at least two months will begin in order for the school to work on strategies to improve student attendance, which may lead the DC PCSB Board to lift the Notice of Concern. Schools are able to track their truancy and in-seat attendance rates in Qlik, OSSE's attendance database. There will be two attendance periods of review, a *baseline* period and *review* period:

- The *baseline* period will cover the time leading up to the notification
- The *review* period will comprise a minimum of two months following notification

The DC PCSB Board may vote to lift a Notice of Concern at any time following the initial two-month review period based upon achieving two out of the three following criteria:

- Improvement<sup>3</sup> in the percentage of In-Seat Attendance for the whole school (defined as total # days present/ total # days enrolled for all students)
- Improvement in attendance for the majority of students who were defined as chronically truant (10 days) in the baseline period.
- Maintaining a chronic truancy rate lower than 30%, 35%, or 45% for PK-8<sup>th</sup> grade, high school, and alternative schools, respectively excluding those already counted as chronically truant in the baseline period.

When considering whether to vote to lift a Notice of Concern, the DC PCSB Board may take into consideration factors such as documented due diligence in areas of school-parent communication, interventions, and best practices.

---

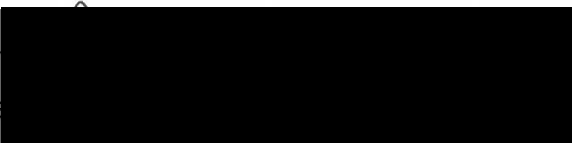
<sup>3</sup> "Improvement" is defined as any positive movement of greater than or equal to one percentage point.

**School Background**

Eagle Academy PCS – Congress Heights’ In Seat Attendance rate through February 2017 is 91.0%<sup>4</sup>, while the charter sector average is 90.5%. Eagle Academy PCS operates two campuses, Congress Heights which is located in Ward 8, and Capitol Riverfront which is located in Ward 6. The school is currently in its 13<sup>th</sup> year of operation with both campuses serving students in grades PK through three. Eagle Academy PCS’s mission is "to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social, and emotional growth in an inclusive learning environment."

**Deliberative Questions:**

1. *Is there a particular grade level where you find students are having the most challenges with attendance?*
2. *What have you found to be the root cause of your students’ attendance issues and what, if any, supports in the city have you found that may be of help?*
3. *What strategies are you implementing, or plan to implement, to improve attendance?*
4. *I know that the school lost its co-founder and executive director, Cassandra Pinkney early in the school year. How has the school community been coping with this loss?*

Date: <u>4/24/17</u>
PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal: _____ _____
Signature: 

<sup>4</sup> This rate reflects un-validated data pulled from PCSB’s Database, the Hub, on 3/24/17



# **Appendix E**

**June 2017 DC PCSB board  
memorandum**

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<p><b>Charter Actions Requiring a Vote</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Approve a Charter Application</li><li><input type="checkbox"/> Approve a Charter Renewal (15 yrs.)</li><li><input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs.)</li><li><input type="checkbox"/> Approve a Charter Amendment Request</li><li><input type="checkbox"/> Approve a Charter Agreement</li><li><input type="checkbox"/> Give a Charter Notice of Concern</li><li><input checked="" type="checkbox"/> Lift the Charter Notice of Concern</li><li><input type="checkbox"/> Commence Charter Revocation Proceedings</li><li><input type="checkbox"/> Revoke a Charter</li><li><input type="checkbox"/> Board Action, Other _____</li></ul> <p><b>Policies</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment</li><li><input type="checkbox"/> Approve a New Policy</li><li><input type="checkbox"/> Approve Revisions to an Existing Policy</li></ul>	<p><b>Non-Voting Board Items</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Public Hearing Item</li><li><input type="checkbox"/> Discussion Item</li><li><input type="checkbox"/> Read into Record</li></ul>
--	--

**PREPARED BY:**      **Rashida Young, Senior Manager, Equity and Fidelity**

**SUBJECT:**            **Lift Truancy Notice of Concern: Eagle Academy PCS – Congress Heights**

**DATE:**                **June 19, 2017**

---

**Proposal**

The DC Public Charter School Board ("DC PCSB") staff recommends that the Board lift the Notice of Concern for truancy which was issued to Eagle Academy Public Charter School – Congress Heights ("Eagle Academy PCS") on April 24, 2017 (see Attachment A). The school received the Notice of Concern for surpassing DC PCSB's Truancy Policy<sup>1</sup> threshold, based on attendance data collected from the beginning of School Year ("SY") 2016-17 through April 5, 2017.

**Rationale**

Per the Truancy Policy, DC PCSB's Board may vote to lift a Notice of Concern upon achieving two out of the three following criteria, as noted in the chart below.

---

<sup>1</sup> Link to policy on DC PCSB's website, here:  
<http://www.dcpsb.org/sites/default/files/Attendance%20and%20Truancy%20Policy%20SIGNED.pdf>

Criteria for Lifting Notice of Concern	Met / Not Met	Reason
Improvement in the percentage of In-Seat Attendance ("ISA") for the whole school (defined as total # days present/ total # days enrolled for all students)	Met	The ISA rate was 90.9% in the baseline period and 93.5% in the review period
Improvement in attendance for the majority of students who were defined as chronically truant (10 days) in the baseline period	Met	Of the 156 students originally defined as truant, 135 improved their ISA by at least 1 percentage point during the review period, resulting in 86.5% of students (a majority) demonstrating improvement
Maintaining a chronic truancy rate lower than 30%, 35%, or 45% for PK-8 <sup>th</sup> grade, high school, and alternative schools, respectively excluding those already counted as chronically truant in the baseline period	Met	The current truancy rate for all students excluding the 156 originally flagged as truant is 1.6%, well below the threshold of 30%

There were two attendance periods of review to determine whether each of the criteria above was met or not met. The baseline period was from the first day of school through April 4, while the review period was from April 5 to June 5.

The school shared with DC PCSB their attendance challenges, as well as strategies they are implementing to reduce truancy. At the April 24<sup>th</sup> board meeting, Joe Smith, the school's CEO, explained some of the causes of their high truancy rate. A few reasons were medical, including students that did not have their immunizations up to date, or those who missed school for medical reasons and should have had excused note documentation, but did not. They also found there were attendance errors made in the fall that cannot be changed now, thus impacting their attendance rates. Additionally, there was a murder that occurred near the school building which led to decreased school attendance in the month of March. Regarding solutions, the school has put in place measures to improve communication between the attendance officer and parent liaison so they can better work with families and provide assistance when necessary. The school also hosted a meeting with the community to discuss the impact of the recent violence, and how to work together more. Mr. Smith also shared they are working closer with Child and Family Services Agency to determine how that agency can be of more support. The school also developed a more user-friendly form for parents to use as excused absence documentation.



**School Background**

Eagle Academy PCS operates two campuses, Congress Heights which is located in Ward 8, and Capitol Riverfront which is located in Ward 6. The school is currently in its 13<sup>th</sup> year of operation with both campuses serving students in grades PK through three. Eagle Academy PCS's mission is "to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social, and emotional growth in an inclusive learning environment."

**Policy Background**

Pursuant to DC truancy regulations, a truant student is defined as a school-aged student (ages 5-17) with ten or more unexcused absences. DC's truancy calculation is: Any school-aged student who earned ten or more unexcused absences at a single school divided by the number of students ever enrolled (for at least 10 days) at the school that school year.

A school must maintain a truancy rate at or below the thresholds listed below, or may be subject to a Notice of Concern:

- Traditional LEAs serving grades pre-kindergarten ("PK") through 8<sup>th</sup> grade: 30%
- Traditional LEAs serving grades 9<sup>th</sup> through 12<sup>th</sup>: 35%
- LEAs designated as Alternative by DC PCSB: 45%

After DC PCSB staff has notified an LEA it has exceeded the truancy threshold for its type of school, a review period of at least two months will begin in order for the school to work on strategies to improve student attendance, which may lead the DC PCSB Board to lift the Notice of Concern. Schools are able to track their truancy and in-seat attendance rates in Qlik, OSSE's attendance database.

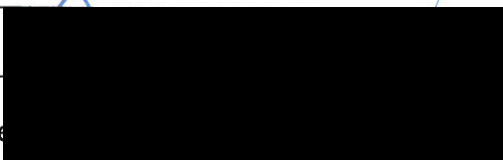
**Attachment A:** April 24<sup>th</sup> board document issuing a Notice of Concern

Date: 6/19/17

PCSB Action:  Approved  Approved with Changes  
 Rejected

Changes to the Original Proposal:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature: 

**Attachment A**

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<p><b>Charter Actions Requiring a Vote</b></p> <input type="checkbox"/> Approve a Charter Application <input type="checkbox"/> Approve a Charter Renewal (15 yrs.) <input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs.) <input type="checkbox"/> Approve a Charter Amendment Request <input type="checkbox"/> Approve a Charter Agreement <input checked="" type="checkbox"/> Give a Charter Notice of Concern <input type="checkbox"/> Lift the Charter Notice of Concern <input type="checkbox"/> Commence Charter Revocation Proceedings <input type="checkbox"/> Revoke a Charter <input type="checkbox"/> Board Action, Other _____	<p><b>Non-Voting Board Items</b></p> <input type="checkbox"/> Public Hearing Item <input type="checkbox"/> Discussion Item <input type="checkbox"/> Read into Record
<p><b>Policies</b></p> <input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment <input type="checkbox"/> Approve a New Policy <input type="checkbox"/> Approve Revisions to an Existing Policy	

**PREPARED BY:** Rashida Young, Senior Manager, Equity and Fidelity

**SUBJECT:** Truancy Policy Notice of Concern: Eagle Academy PCS – Congress Heights

**DATE:** April 24, 2017

---

**Proposal**

The DC Public Charter School Board (“DC PCSB”) staff recommends its Board vote to issue a Notice of Concern to Eagle Academy Public Charter School – Congress Heights (“Eagle Academy PCS”) for passing the truancy threshold according to DC PCSB’s Truancy Policy<sup>2</sup>, based on attendance data collected from the beginning of School Year (“SY”) 2016-17 through April 5, 2017. The Notice of Concern may be lifted by DC PCSB’s Board at the June board meeting if the school meets the attendance thresholds during the review period from April 5<sup>th</sup> to June 5<sup>th</sup>, described in the policy and below.<sup>3</sup>

	<b>Eagle Academy PCS – Congress Heights</b>	<b>Charter Sector Average</b>

<sup>2</sup> Link to policy:

<http://www.dcpsb.org/sites/default/files/Attendance%20and%20Truancy%20Policy%20SIGNED.pdf>

<sup>3</sup> June is the first month following the 2-month period of review which is April to June.

Truancy Rate through 4/5/17	33.7%	15.2%
-----------------------------	-------	-------

The school did not inform DC PCSB of any technical difficulties that may have signaled a data error issue.

### **Policy Background**

Pursuant to DC truancy regulations, a truant student is defined as a school-aged student (ages 5-17) with ten or more unexcused absences. DC's truancy calculation is: Any school-aged student who earned ten or more unexcused absences at a single school divided by the number of students ever enrolled (for at least 10 days) at the school that school year.

A school must maintain a truancy rate at or below the thresholds listed below, or may be subject to a Notice of Concern:

- Traditional LEAs serving grades pre-kindergarten ("PK") through 8<sup>th</sup> grade: 30%
- Traditional LEAs serving grades 9<sup>th</sup> through 12<sup>th</sup>: 35%
- LEAs designated as Alternative by DC PCSB: 45%

After DC PCSB staff has notified an LEA it has exceeded the truancy threshold for its type of school, a review period of at least two months will begin in order for the school to work on strategies to improve student attendance, which may lead the DC PCSB Board to lift the Notice of Concern. Schools are able to track their truancy and in-seat attendance rates in Qlik, OSSE's attendance database. There will be two attendance periods of review, a *baseline* period and *review* period:

- The *baseline* period will cover the time leading up to the notification
- The *review* period will comprise a minimum of two months following notification

The DC PCSB Board may vote to lift a Notice of Concern at any time following the initial two-month review period based upon achieving two out of the three following criteria:

- Improvement<sup>4</sup> in the percentage of In-Seat Attendance for the whole school (defined as total # days present/ total # days enrolled for all students)
- Improvement in attendance for the majority of students who were defined as chronically truant (10 days) in the baseline period.
- Maintaining a chronic truancy rate lower than 30%, 35%, or 45% for PK-8<sup>th</sup> grade, high school, and alternative schools, respectively

---

<sup>4</sup> "Improvement" is defined as any positive movement of greater than or equal to one percentage point.

excluding those already counted as chronically truant in the baseline period.

When considering whether to vote to lift a Notice of Concern, the DC PCSB Board may take into consideration factors such as documented due diligence in areas of school-parent communication, interventions, and best practices.

**School Background**

Eagle Academy PCS – Congress Heights’ In Seat Attendance rate through February 2017 is 91.0%<sup>5</sup>, while the charter sector average is 90.5%. Eagle Academy PCS operates two campuses, Congress Heights which is located in Ward 8, and Capitol Riverfront which is located in Ward 6. The school is currently in its 13<sup>th</sup> year of operation with both campuses serving students in grades PK through three. Eagle Academy PCS’s mission is *“to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social, and emotional growth in an inclusive learning environment.”*

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal:
_____
_____
_____
Signature: _____

<sup>5</sup> This rate reflects un-validated data pulled from PCSB’s Database, the Hub, on 3/24/17

# **Appendix F**

## **Eagle PCS 5-Year Review Report**

**Charter Review Analysis  
Eagle Academy Public Charter School  
Based on the Charter Review Framework**

**Executive Summary**

Eagle Academy Public Charter School has been in existence for six years. Eagle met the academic, non-academic and organizational performance standards. Eagle did not meet the standard for non-academic performance. The 5<sup>th</sup> year Financial Management Analysis cannot be completed until the 2007-2008 audit is submitted to the PCSB. As such, the schools cannot be evaluated on its fiscal performance. However, based on the standards of the Charter Review Framework, the school is a candidate for charter revocation as it failed to meet the non-academic performance standard. The most recent Program Development Review took place last fall and a summary of the results is enclosed. (*See f1.1*)

**Academic**

**Eagle Academy Public Charter School met 3 out of 3 academic performance standards, thus the school meets the standard for academic performance.** The school also attained the majority of their fifth year academic goals by meeting 8 out of 10 academic targets. The two missed targets (increase in the percentage of kindergarten students at proficiency or mastery of math skills and percentage of special needs students who demonstrate progress on their IEP reports) were within 80% of the fifth year target.

**Non-Academic**

**Eagle Academy Public Charter School met 1 out of 4 non-academic performance standards, thus the school does not meet the standard for non-academic performance.** Although Eagle did not meet the re-enrollment standard, the school consistently maintains an enrollment that makes it fiscally viable. Eagle also missed the required 92% attendance target for kindergarten students by one percentage point.

**Organizational – Governance**

**Eagle Academy Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories; thus the school meets this standard for organizational performance.** The board meets monthly to discuss school performance and other issues that affect the school. Minutes are submitted in a timely manner. Board minutes from previous years did not reference discussions and decisions about the challenges that confronted the school; however recent board minutes reflect discussions on school performance and other areas of charter accountability.

**Organizational – Compliance**

**Eagle Academy Public Charter School demonstrated an exemplary level of compliance in all seven categories, and thus meets the standard for organizational/compliance.** The school has demonstrated effective record keeping practices and inventory control procedures that meet accountability guidelines, and has greatly improved its processes for obtaining previous employment and background checks for new employees.

**Organizational – Fiscal Management**

The 5<sup>th</sup> year Financial Management Analysis cannot be completed until the 2007-2008 audit is submitted to the PCSB.

**Charter Review Analysis  
Eagle Academy Public Charter School  
Based on the Charter Review Framework**

*Fig 1.1*

**SUMMARY OF FINDINGS:**

<b>Curriculum and Standards</b>	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	<b>Adequate</b>
a. The school has a clearly defined quality curriculum in place.	<b>Adequate</b>
b. The curriculum aligns with the state and/or national standards.	<b>Adequate</b>
c. The curriculum aligns with school's mission and goals.	<b>Adequate</b>
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	<b>Adequate</b>
a. The school's curriculum is implemented with fidelity.	<b>Proficient</b>
b. Materials are available to support the implementation of the curriculum	<b>Adequate</b>
1.3 There are clear and regular procedures in place to review and update the curriculum.	<b>Limited</b>
<b>Instruction</b>	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	<b>Adequate</b>
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	<b>Proficient</b>
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	<b>Limited</b>
a. The school has strategies in place to meet the needs of English Language Learners.	<b>Limited</b>
b. The school is in compliance with its implementation.	<b>Limited</b>
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	<b>Proficient</b>
a. The school ensures that students with disabilities are served according to IEP objectives.	<b>Proficient</b>
b. The school allocates resources (human or material) to address the needs of students with disabilities.	<b>Proficient</b>
c. The school provides additional services and/ or accommodations for IEPs.	<b>Proficient</b>
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	<b>Proficient</b>
a. Time is made available throughout the year for instructional planning.	<b>Proficient</b>
b. Planning time is used effectively.	<b>Proficient</b>
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	<b>Proficient</b>
2.7 Extra support is in place to support new and struggling teachers and those not designated as "highly qualified".	<b>Proficient</b>

**Charter Review Analysis  
Eagle Academy Public Charter School  
Based on the Charter Review Framework**

**Program Development Review Summary (Continued)**

<b>Assessment</b>	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	<b>Adequate</b>
a. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	<b>Limited</b>
b. Test results are made available regularly	<b>Adequate</b>
c. Test results are provided in a useable format	<b>Adequate</b>
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	<b>Limited</b>
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	<b>Limited</b>
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	<b>Limited</b>
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	<b>Adequate</b>
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	<b>Proficient</b>
<b>School Climate</b>	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	<b>Exemplary</b>
4.2 The school is a safe and orderly learning environment.	<b>Proficient</b>
4.3 Parents/guardians and students are satisfied with the school.	<b>Proficient</b>
<b>Governance and Management</b>	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	<b>Proficient</b>
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	<b>Proficient</b>
5.3 The Board has ensured strong and stable school leadership.	<b>Proficient</b>
<b>School Improvement</b>	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	<b>NA</b>
6.2 Documented progress monitoring of school improvement activities is on-going.	<b>NA</b>



**Charter Review Analysis  
Eagle Academy Public Charter School  
Based on the Charter Review Framework**

---

**ACADEMIC PERFORMANCE**

---

*A school becomes a candidate for Charter Revocation if it fails to meet 2 of the 3 academic standards below:*

**Criterion #1:** The school must attain the majority of the fifth year academic performance targets.

Eagle Academy Public Charter School met 8 out of 10 academic performance targets.

**Overall, Eagle Academy Public Charter School met this criterion.**

**Criterion #2:** The school must show improvement on the majority of academic targets over the two most recent years.

Eagle Academy showed improvement in 5 out of 9 academic targets, performance data was constant on two targets and performance decreased for the remaining two targets.

**Overall, Eagle Academy Public Charter School met this criterion.**

**Criterion #3:** The school must come within 80% of its assessment targets.

Eagle Academy came within 80% of the two fifth year targets that were missed.

**Overall, Eagle Academy Public Charter School met this criterion.**

**OUTCOME:** Eagle Academy Public Charter School met three out of three academic standards; thus, the school meets the standard for academic performance.

**Charter Review Analysis  
Eagle Academy Public Charter School  
Based on the Charter Review Framework**

---

**NON-ACADEMIC PERFORMANCE**

---

*A school becomes a candidate for a Charter Revocation if it fails to meet 2 of the 4 non-academic standards below:*

**Criterion #1:** For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Eagle Academy has five non-academic targets. The school met 3 out of 5 targets. Of the two targets missed, only one (for which no data was reported) did not exceed 80% of the school-wide average.

**Overall, Eagle Academy Public Charter School did not meet this criterion.**

**Criterion #2:** The school must attain the attendance targets set in its accountability plan.

Eagle Academy's annual attendance target was 92% for kindergarten and 87% for pre-school and pre-k. The school had an average attendance rate of 91% for kindergarten which did not meet the target; and 88% for pre-school/pre-k which exceeded the target. Eagle missed the attendance target for kindergarten by 1%.

**Overall, Eagle Academy Public Charter School did not meet this criterion.**

**Criterion #3:** Enrollment levels must be sufficient to sustain the economic viability of the school.

Eagle Academy's enrollment is sufficient to sustain the fiscal viability of the school.

**Overall, Eagle Academy Public Charter School met this criterion.**

**Criterion #4:** Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Although Eagle Academy consistently meets or exceeds its enrollment projections (98% and 100% for the last two years) the school's student re-enrollment rate has been 62% for 2006-07 and 64% for 2007-08 and thus, does not meet the criterion.

**Overall, Eagle Academy Public Charter School does not meet this criterion.**

**OUTCOME: Eagle Academy Public Charter School met 1 of the 4 non-academic performance standards; thus the school did not meet the standard for non-academic performance.**

**Charter Review Analysis  
Eagle Academy Public Charter School  
Based on the Charter Review Framework**

---

**ORGANIZATIONAL PERFORMANCE - GOVERNANCE**

---

**Criterion:** A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3
PCSB Action	2.5
Annual Reporting	3
Adequate Resources	3
Implementation of School Design	4
Leadership	3
Operating within Bylaws	2.5

**OUTCOME:** Eagle Academy Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories; thus the school meets this standard for organizational performance.

**Charter Review Analysis  
Eagle Academy Public Charter School  
Based on the Charter Review Framework**

---

**ORGANIZATIONAL PERFORMANCE - COMPLIANCE**

---

**Criterion:** A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	4
Open Enrollment Process	4
NCLB Requirements	4

**OUTCOME:** Eagle Academy Public Charter School demonstrated an exemplary level of compliance in 7 of 7 categories; thus, the school meets this standard for organizational performance.

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

<b>ACADEMIC PERFORMANCE STANDARDS</b>						
<b>Annual Target</b>	<b>Performance/Data Verified</b>				<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Y</b>	<b>N</b>
1.1 Students will demonstrate proficiency in emergent literacy skills as evidenced by average score of 75-85% on the Brigance Profile in literacy for PS & PK	74%	No data provided	79%	84%	X	
1.2 Students will demonstrate proficiency in numeracy as evidenced by average score of 75-85% on the Brigance Profile for PS & PK	61%	89%	79%	84%	X	
1.3 Students will demonstrate proficiency in emergent literacy skills on the Brigance as evidenced by average score of 80-90% on the Brigance Profile in literacy for kindergarten students.	91%	85%	86%	89%	X	
1.4a Average scores of 80-90% for Kindergarten students on Brigance Profile for numeracy	91%	83%	86%	89%	X	
1.4b 2% annual increase in percentage of kindergarten students at proficiency/mastery level in mathematical skills	82%	85%	85%	77%		X
1.5 85-90% of Pre-S/Pre-K students will demonstrate an average readiness score of 80-90%	61%	89%	90%	90%	X	
1.6 80-90% of Kindergarten students scoring at proficiency/mastery level in literacy/reading	83%	96%	72%	84%	X	
1.7 85-95% of Pre-S/Pre-K students will score proficient on social/emotional adjustment score	86%	96%	98%	91%	X	
1.8 85-95% of Kindergarten students will score proficient on social/emotional adjustment measure.	100%	100%	98%	98%	X	
1.9 75-85% of students receiving special education services will demonstrate adequate yearly progress on IEP progress reports	61%	80%	88%	69%		X
<b>Attained majority of fifth year annual academic performance targets?</b>					<b>X</b>	
<b>Demonstrated improvement on a majority of academic goals over the two most recent years</b>					<b>X</b>	
<b>Came within 80% of its alternative assessment targets</b>					<b>X</b>	

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**Comments:** Eagle PCS serves children from Pre-school through Kindergarten and is not required to administer the DC-CAS assessment. Credit was given for academic performance for showing improvement in meeting the majority of academic targets for the two most recent years, and the targets missed were within 80% of the 5<sup>th</sup> year performance goal.

<b>NON-ACADEMIC PERFORMANCE STANDARDS</b>				
<b>Annual Target</b>	<b>Performance/Data Verified</b>		<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 5</b>	<b>Y</b>	<b>N</b>
2.1a 92% average rate of student attendance for Kindergarten	87%	91%		X
2.1b 85% average rate of student attendance for Pre-S and Pre-K	87%	88%	Y	
2.2 30-50% of parents will participate in at least one event during the school year	78%	No data reported		X
2.3 a 80-90% of parents responding to the Parent Satisfaction Survey will have an average score of 4 or above	97%	99%	X	
2.3b 80-85% of teachers will have an average score of 4 or above on a Staff Satisfaction survey.	82%	84%	X	

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

<b>NON-ACADEMIC PERFORMANCE STANDARDS</b>				
<b>Annual Target</b>	<b>Performance/Data Verified</b>		<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 5</b>	<b>Y</b>	<b>N</b>
School-wide average within 80% of annual targets? <sup>1</sup>				N
Attendance targets met? <sup>2</sup>				N
Enrollment levels sufficient to sustain the economic viability of the school?			Y	
Re-enrollment of eligible students average 75% or higher for the past two years? <sup>3</sup> 2006 – 2007 re-enrollment rate = 62% 2007 – 2008 re-enrollment rate = 64%				N

**Comments:**

Eagle Public Charter School has met three out of five non-academic fifth year targets and one out of four non-academic performance standards.

<sup>1</sup>No data was reported for the parent participation target. Therefore the school missed this performance standard.

<sup>2</sup>The school exceeded the attendance target for Pre-school and Pre-k, but missed the 92 % target for kindergarten by 1%.

<sup>3</sup>Although the school has not met the 75% re-enrollment rate, enrollment for the past two years has been 98% and 100% and supports the economic viability of the school.

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
<p>The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.</p>	<p>The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.</p>	<p>The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.</p>	<p>The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.</p>

**COMMENTS:** The Board of Trustees meets regularly on a monthly basis to discuss school performance and other issues that affect the charter. Minutes from previous years did not reference discussion and decisions about difficulties the school experienced related to lease/space and financial issues with other charter schools. Minutes from the 2007-2008 school year reflected discussions about PCSB reports on school performance as well as other areas of charter accountability. Although a teacher representative has been added to the school's Board of Trustees, the vacancy for a parent representative has not been filled.

**PERFORMANCE LEVEL: 3**



**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

**COMMENTS:** The school has required minimal remediation from the PCSB recently. In its first year of operation (2003-04), the school received two Notices of Concern regarding procurement procedures for failure to submit a contract package. These Notices of Concern were lifted in June 2004. The school was cited again in its second year of operation (2004-05) for a late audit report and failure to comply with GAAP principles for non-profit organizations. This notice was lifted in March 2005. There have been no recent Board Actions against the school.

**PERFORMANCE LEVEL: 2.5**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

**COMMENTS:** There is no copy of the 2004-2005 Annual Report in the PCSB files or at the school. However, the Accountability Plan summary completed in December 2005 reflects verification of data that would have been reported in the 2004-05 Annual Report. There are no additional school reporting issues.

**PERFORMANCE LEVEL: 3**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board and the school’s administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school’s deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school’s board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

**COMMENTS:** Teachers report they have adequate resources for instruction, special needs students are receiving services, and the school has received several grants.

**PERFORMANCE LEVEL: 3**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school’s design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school’s design and/or they have failed to use the design in the management and governance of the school.

**COMMENTS:** PCSB documents (board minutes, correspondence, program reviews) as well as discussions and meetings with the Board and school leadership indicate there is a strong understanding of the school’s design.

**PERFORMANCE LEVEL: 4**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

**COMMENTS:** Changes in school leadership and administration has instituted stability and confidence among staff. Teachers are very much aware of the school's accountability plan.

**PERFORMANCE LEVEL: 3**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

**COMMENTS:** Although the Board is aware of the school's by-laws as reflected in the minutes, it currently has only one parent member on the school's Board of Trustees.

**PERFORMANCE LEVEL: 2.5**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Operational level of implementation and development</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

**COMMENTS:** Eagle's five year compliance record demonstrated an operational level of implementation and development in all seven of the major compliance categories. The school has demonstrated that it can maintain a highly effective system for maintaining an inventory of all school assets and has improved its record of completing background checks for all employees and volunteers.

**PERFORMANCE LEVEL: 4**

**Preliminary Charter Review Analysis – Eagle Academy Public Charter School  
Based on Charter Review Framework**

---

**ACADEMIC PERFORMANCE**

---

*A school becomes a candidate for revocation if it fails to meet 2 of the 3 academic standards below:*

**Criterion #1:** The school must attain the majority of the fourth year academic performance goals.

Eagle Academy Public Charter School has met a majority of the fourth year academic performance goals. The school met 6 of 9 of their annual targets in the fourth year of operations. Principal among those targets/goals included: promoting the emerging literacy and numeracy skills of its preschool through kindergarten-level students. Goals for achieving emergent literacy and numeracy proficiency and/or mastery on the Houghton Mifflin assessment for Kindergarten were not met.

**Overall, Eagle Academy Public Charter School met this criterion.**

**Criterion #2:** The school must show improvement on the majority of academic targets over the two most recent years.

Eagle Academy Public Charter School has not demonstrated improvement on the majority of academic targets over the most recent two years. Specifically, a comparison of SY04-05, SY05-06, and SY 06-07, show that PreSchool/Pre Kindergarten students did not show improvement on either the Brigance Profile for numeracy or literacy. The Kindergarten class did not show improvement on the Learning Accomplishment Profile or on the Houghton Mifflin assessment in the same target areas. Kindergarten students did show improvement on the Brigance Profile for literacy over the two most recent years. Data on special education student proficiency at all levels was either insufficient (SY 05/06) or not verified (SY 06/07) to allow for a comparison of the two years.

**Overall, Eagle Academy Public Charter School did not meet this criterion.**

**Criterion #3:** The school must come within 80% of assessment targets in the 4<sup>th</sup> Year

Eagle Academy Public Charter School came within 80% of its assessment targets for the Pre S and Pre-K students.



**Overall, Eagle Academy Public Charter School met this criterion.**

**OUTCOME: Eagle Academy Public Charter School met 2 of 3 academic standards. Therefore, Eagle Academy Public Charter School met the standards for academic performance.**

**Preliminary Charter Review Analysis – Eagle Academy Public Charter School  
Based on Charter Review Framework**

---

**NON-ACADEMIC PERFORMANCE**

---

*A school becomes a candidate for charter warning if it fails to meet 2 of the 4 non-academic standards below:*

**Criterion #1:** For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Eagle Academy Public Charter School met 5 of 6 non-academic performance targets. The school did not meet its non-academic target relative to attendance. However, it did come within 80% of the attendance target.

**Overall, Eagle Academy Public Charter School met this criterion.**

**Criterion #2:** The school must attain the attendance targets set in its accountability plan.

Eagle Academy Public Charter School met one of two attendance targets. The school met the attendance target for Kindergarten at 92%. The school did not meet the attendance target for Pre-School and Pre-Kindergarten. The attendance rate for Pre-S and Pre-K was 72%.

**Overall, Eagle Academy Public Charter School did not meet this criterion.**

**Criterion #3:** Enrollment levels must be sufficient to sustain the economic viability of the school.

In 2007-2008 Eagle Academy's first quarter enrollment is 294, and is sufficient to economically sustain the school. The 2006-2007 enrollment was 252, and was similarly sufficient to support the economic viability of the school.

**Overall, Eagle Public Charter School met this criterion.**

**Criterion #4:** Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Eagle Academy's re-enrollment rate for the past two years has been 62% (2006-2007), and 65% (2005-2006).

**Overall, Eagle Academy Public Charter School did not meet this criterion.**

**OUTCOME: Eagle Public Charter School met 2 of the 4 non-academic standards, and thus met the standards for non-academic performance.**

# **Appendix G**

## **Eagle PCS 10-Year Review Report**



# **2012-13 Charter Review Report**

## **Ten Year Review**

### **Eagle Academy Public Charter School**

**June 19, 2013**

DC Public Charter School Board  
3333 14th Street, NW, Suite 210  
Washington, DC 20010

(202) 328-2660

[www.dcpsb.org](http://www.dcpsb.org)

**TABLE OF CONTENTS**

RECOMMENDATION .....2  
EXECUTIVE SUMMARY .....2  
GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS.....4  
COMPLIANCE WITH APPLICABLE LAWS.....18  
FISCAL MANAGEMENT AND ECONOMIC VIABILITY.....22

## 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.

<b>Campus</b>	<b>Ward</b>	<b>Year Opened</b>	<b>Grades Served</b>	<b>2012-13 Student Enrollment</b>	<b>2010-11 PMF Performance</b>	<b>2011-12 PMF Performance</b>
Eagle Academy PCS – Wheeler Campus	8 <sup>1</sup>	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.<sup>2</sup> 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”),<sup>3</sup> 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,

<sup>1</sup> The school moved in 2012 from Ward 6.

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

<sup>3</sup> 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.<sup>4</sup> 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.

---

<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup> For purposes of this review, PCSB analyzed the goals included in that accountability plan.<sup>7</sup> 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.

	<b>Goal or Expectation</b>	<b>Met?</b>
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

---

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

<sup>6</sup> 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.

<sup>7</sup> 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.<sup>8</sup>

## 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.<sup>9</sup>

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

<sup>8</sup> See Appendix A.

<sup>9</sup> See Appendix B.

<sup>10</sup> See Appendix A

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

<sup>12</sup> 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.

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

<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2008-09 <sup>16</sup>	80%-90% of Kindergarten students scoring at proficiency/mastery level in literacy/reading.	<b>Yes</b> 92% of students scored at proficiency/mastery level
2009-10 <sup>17</sup>	<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.	<b>Yes</b> 79.9% of students maintained mastery.

<sup>13</sup> See Appendix E, p. 16.

<sup>14</sup> See Appendix E, p. 16.

<sup>15</sup> See Appendix F.

<sup>16</sup> See Appendix A.

<sup>17</sup> 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.

<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2010-11 <sup>18</sup>	75% of second-grade students will score between 70-75% mastery in literacy.	<b>Yes</b> 91% of students demonstrated mastery.
2011-12 <sup>19</sup>	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.	<b>Yes</b> 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.

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

---

<sup>18</sup> See Appendix F.

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

<sup>20</sup> See Appendix F.

<sup>21</sup> 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."<sup>22</sup>

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.<sup>23</sup>

---

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

<sup>23</sup> 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.<sup>24</sup>

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.

<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2008-09 <sup>25</sup>	<ul style="list-style-type: none"> <li>- PK3 and PK4 students would average 75%-85% in numeracy.</li> <li>- Average score of 80-90% in numeracy on Brigance Profile for K students.</li> </ul>	<p style="text-align: center;"><b>Yes</b></p> <p style="text-align: center;">PK3 average score: 84% PK4 average score: 86% K average score: 92%</p>
2009-10 <sup>26</sup>	<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 <sup>27</sup>	80% of pre-kindergarten through first-grade students will score at or above 80% mastery in literacy.	<p style="text-align: center;"><b>No</b></p> <p style="text-align: center;">57% of students scored at least 80% mastery.</p>

<sup>24</sup> 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.

<sup>25</sup> See Appendix A.

<sup>26</sup> See Appendix E.

<sup>27</sup> 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.

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

<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2008-09 <sup>30</sup>	2% annual increase in percentage of kindergarten students at proficiency/mastery level in mathematical skills	<b>Yes</b> 93% of students scored at proficiency/mastery level
2009-10 <sup>31</sup>	<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.<sup>32</sup>

---

<sup>28</sup> See Appendix E, p. 16.

<sup>29</sup> See Appendix E, p. 16.

<sup>30</sup> See Appendix A.

<sup>31</sup> See Appendix E, p. 16.

<sup>32</sup> 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.<sup>33</sup>

**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.<sup>34</sup>

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.

<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2008-09 <sup>35</sup>	85-95% of PK3/PK4/K students will score proficient on social/emotional adjustment measure.	<b>Yes</b> PK3 average score: 94% PK4 average score: 95% K average score: 98%
2009-10 <sup>36</sup>	<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 <sup>37</sup>	80% of second-grade students will score at or above 80% mastery in social-emotional development on the Brigance Developmental Inventory.	<b>No</b> Primary source data were not available at the time of review.

<sup>33</sup> See Appendix I, p. 1.

<sup>34</sup> See Appendix A.

<sup>35</sup> See Appendix A.

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

<sup>37</sup> 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 <sup>38</sup>	65% of first and second-grade students will score at or above average on the SSIS assessment.	<p style="text-align: center;"><b>Yes</b></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.<sup>39</sup>

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.<sup>40</sup>

---

<sup>38</sup> See Appendix G.

<sup>39</sup> See Appendix H, p. 1.

<sup>40</sup> 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 <sup>41</sup>	92% Kindergarten students will attend school.	<b>No</b> 91% Kindergarten attendance
	85% of PK3 and PK4 students will attend school.	<b>Yes</b> PK3 attendance: 87% PK4 attendance: 89%
2009-10 <sup>42</sup>	<i>No target set, but rates were reported by the school</i>	PK3/PK4: 97.6% K: 97.8% 1st: 98.4%
2010-11 <sup>43</sup>	On average, PK3 and PK4 students will attend school 85.% of the days.	<b>Yes</b> The average daily attendance was 99%.
	On average, kindergarten through second-grade students will attend school 92% of the days.	<b>Yes</b> The average daily attendance was 99%.
2011-12 <sup>44</sup>	On average, PK3 and PK4 students will attend school 88% of the days.	<b>Yes</b> The average daily attendance was 94.4%.
	On average, kindergarten through second-grade students will attend school 92% of the days.	<b>Yes</b> The average daily attendance was 92.9%.

---

<sup>41</sup> See Appendix A.

<sup>42</sup> Source: Proactive.

<sup>43</sup> See Appendix F.

<sup>44</sup> 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.<sup>45</sup>

**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**

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

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

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

**Percent of Students Expelled During the School Year**

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

---

<sup>45</sup> See Appendix A.

### Parent Satisfaction Surveys

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

<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2008-09 <sup>46</sup>	80-90% of parents responding to the Parent Satisfaction Survey will have an average score of 4 or above.	<b>Yes</b> 80% of parents responded with a score of 4 or above.
2009-10	<i>No target set by school.</i>	-
2010-11 <sup>47</sup>	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.	<b>Yes</b> 88% of parents surveyed reported being satisfied or highly satisfied.
2011-12 <sup>48</sup>	80% of parents surveyed will report being “satisfied” or “highly satisfied” with the school on the end of year survey.	<b>Yes</b> 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).<sup>49</sup>

---

<sup>46</sup> See Appendix A.

<sup>47</sup> See Appendix F.

<sup>48</sup> See Appendix G.

<sup>49</sup> 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.<sup>50</sup>

## **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).<sup>51</sup>

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.<sup>52</sup>

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.

---

<sup>50</sup> See Appendix I, p. 1.

<sup>51</sup> See Appendix A.

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

<b>Event</b>	<b>Date</b>	<b>Total Attendance</b>
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.<sup>53</sup>

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.<sup>54</sup>

---

<sup>53</sup> See Appendix H, p. 1.

<sup>54</sup> 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.<sup>55</sup> 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...”<sup>56</sup> In 2012-13, PCSB found that Eagle Academy PCS was in full compliance with all applicable laws.<sup>57</sup> 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.<sup>58</sup> 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 process<sup>59</sup> 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

---

<sup>55</sup> SRA § 38.1802.12 (a)(3).

<sup>56</sup> See Appendix A.

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

<sup>58</sup> SRA § 38.1802.04 (c)(4)(A).

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

student records.<sup>60</sup> 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.<sup>61</sup> In 2008-09, Eagle Academy PCS’ paraprofessionals did not meet the HQT requirements.<sup>62</sup> 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.<sup>63</sup> 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.<sup>64</sup> 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 Act<sup>65</sup> and Section 504 of the Rehabilitation Act of 1973.<sup>66</sup> 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.<sup>67</sup>

#### 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

---

<sup>60</sup> 20 U.S.C. § 1232g.

<sup>61</sup> 20 U.S.C. § 6300, *et. seq.*

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

<sup>63</sup> 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.

<sup>64</sup> SRA § 38-1802.05(a).

<sup>65</sup> 20 USC §1413(a)(5).

<sup>66</sup> 20 USC §794.

<sup>67</sup> 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.<sup>68</sup>

In 2011-2012, OSSE conducted an on-site Compliance Monitoring Report, in which it extensively reviewed the school's special education compliance.<sup>69</sup> 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.

---

<sup>68</sup> 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.

<sup>69</sup> 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.<sup>70</sup> 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.<sup>71</sup> Eagle Academy PCS has fulfilled this requirement by reporting this information in its annual reports.<sup>72</sup>

---

<sup>70</sup> SRA §38-1802.04(c)(11)(ix).

<sup>71</sup> SRA §38-1802.04(c)(11)(xi),

<sup>72</sup> 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.<sup>73</sup> 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

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

Net working capital<sup>74</sup> and liquidity ratio<sup>75</sup> 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 <sup>4</sup>	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

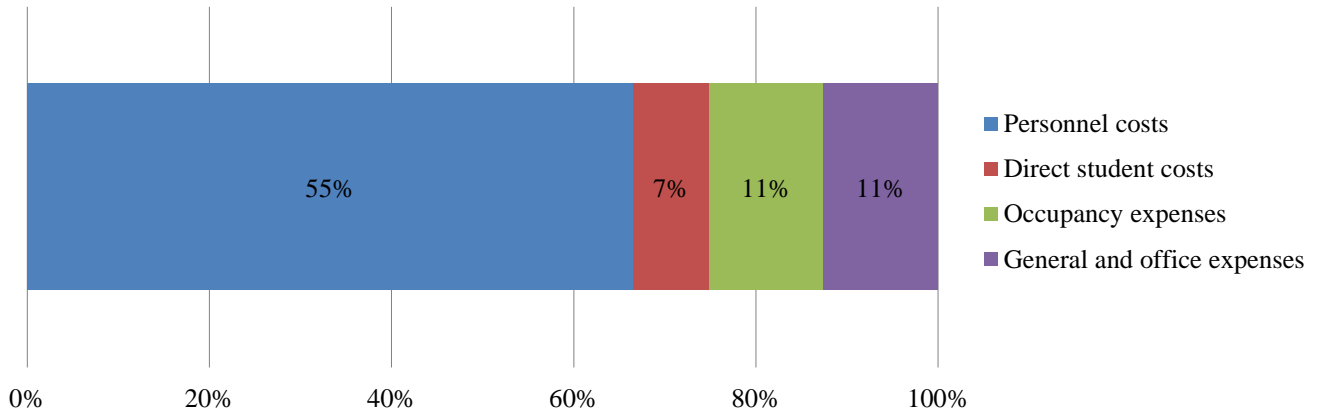
Eagle Academy PCS makes spending decisions appropriate for managing education programs. From FY2008 to FY2012, Eagle Academy PCS’s personnel expenses averaged approximately 55%, which was followed by occupancy expenses at about 11%, general and office expenses at about 11%, and direct student costs at 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.

---

<sup>74</sup> To calculate net working capital, subtract current liabilities from current assets.

<sup>75</sup> To calculate a liquidity ratio, divide current assets by current liabilities.

**EAGLE ACADEMY PCS:  
Expenditures as % of Revenues<sup>76</sup>  
(FY2008 - FY2012 averages)**



<sup>76</sup> 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.

# Appendix A

**Charter Review Analysis –  
Eagle Academy Public Charter School for Public Policy  
Based on Charter Review Framework**

**ACADEMIC PERFORMANCE**

*A school becomes a candidate for Charter Revocation if it fails to meet 2 of the 3 academic standards below:*

Eagle Academy Public Charter School met 8 out of 10 academic performance targets.

**Overall, Eagle Academy Public Charter School met this criterion.**

Eagle Academy showed improvement in 5 out of 9 academic targets, performance data was constant on two targets and performance decreased for the remaining two targets.

**Overall, Eagle Academy Public Charter School met this criterion.**

Eagle Academy came within 80% of the two fifth year targets that were missed.

**Overall, Eagle Academy Public Charter School met this criterion.**

**Charter Review Analysis –  
Eagle Academy Public Charter School for Public Policy  
Based on Charter Review Framework**

**NON-ACADEMIC PERFORMANCE**

*A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:*

Eagle Academy has five non-academic targets. The school met 3 out of 5 targets. Of the two targets missed, only one (for which no data was reported) did not exceed 80% of the school-wide average.

**Overall, Eagle Academy Public Charter School did not meet this criterion.**

Eagle Academy Public Charter School’s annual attendance target was 92% for kindergarten and 87% for pre-school and pre-k. The school had an average attendance rate of 91% for kindergarten which did not meet the target; and 88% for pre-school/pre-k which exceeded the target. Eagle missed the attendance target for kindergarten by 1%.

**Overall, Eagle Academy Public Charter School did not meet this criterion.**

Eagle Academy’s enrollment is sufficient to sustain the fiscal viability of the school.

**Overall, Eagle Academy Public Charter School met this criterion.**

Although Eagle Academy consistently meets or exceeds its enrollment projections (98% and 100% for the last two years) the school’s student re-enrollment rate has been 62% for 2006-07 and 64% for 2007-08 and thus, does not meet the criterion.

**Overall, Eagle Academy Public Charter School does not meet this criterion.**

**ORGANIZATIONAL PERFORMANCE - GOVERNANCE**

<b>Category</b>	<b>Performance Level/Rating</b>
Meetings and Board Structure	3
PCSB Action	2.5
Annual Reporting	3
Adequate Resources	3
Implementation of School Design	4
Leadership	3
Operating within Bylaws	2.5



**Charter Review Analysis –  
Eagle Academy Public Charter School for Public Policy  
Based on Charter Review Framework**

**ORGANIZATIONAL PERFORMANCE - COMPLIANCE**

<b>Category</b>	<b>Performance Level/Rating</b>
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	4
Open Enrollment Process	4
NCLB Requirements	4

**Charter Review Analysis –  
Eagle Academy Public Charter School for Public Policy  
Based on Charter Review Framework**

**Executive Summary**

Eagle Academy public Charter School has been in existence for six years. Eagle met the academic, non-academic and organizational performance standards. Eagle did not meet the standard for non-academic performance. The 5<sup>th</sup> year financial Management Analysis cannot be completed until the 2007-2008 audit is submitted to the PCSB. As such, the schools cannot be evaluated on its fiscal performance. However, based on the standards of the Charter Review Framework, the school is a candidate for charter revocation as it failed to meet the non-academic performance standard. The most recent Program Development Review took place last fall and a summary of the results is enclosed. (*See f 1.1*)

**Academic**

**Eagle Academy public Charter School met 3 out of 3 academic performance standards, thus the school meets the standard for academic performance.** The school has also attained the majority of their fifth year academic goals by meeting 8 out of 10 academic targets. The two missed targets (increase in the percentage of kindergarten students at proficiency or mastery of math skills and percentage of special needs students who demonstrate progress on their IEP reports) were within 80% of the fifth year target.

**Non-Academic**

**Eagle Academy Public Charter School met 1 out of 4 non-academic performance standards, thus the school does not meet the standard for non-academic performance.** Although Eagle did not meet the re-enrollment standard, the school consistently maintains an enrollment that makes it fiscally viable. Eagle also missed the required 92% attendance target for kindergarten students by one percentage point.

**Organizational – Governance**

**Eagle Academy Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories; thus the school meets the standard for organizational performance.** The board meets monthly to discuss school performance and other issues that affect the school. Minutes are submitted in a timely manner. Board minutes from previous years did not reference discussions and decisions about the challenges that confronted the school; however recent board minutes reflect discussions on school performance and other areas of charter accountability.

**Organizational – Compliance**

**Eagle Academy Public Charter School demonstrated an exemplary level of compliance in all seven categories, and thus meets the standard for organizational/compliance.** The school has demonstrated effective record keeping practices and inventory control procedures that meet accountability guidelines, and has greatly improved its processes for obtaining previous employment and background checks for new employees.

**Charter Review Analysis –  
Eagle Academy Public Charter School for Public Policy  
Based on Charter Review Framework**

**Organizational – Fiscal Management**

Based on the information available, PCSB believes that the Eagle Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Its annual budgets are extremely thoughtful and reflect careful planning and financial savvy. However, one of the low points of the FY08 financial audit pertained to the school's exposure to internal controls lapses in its federal award programs. The school must look to improve its internal controls capacities to steer clear of future audit findings and/or federal award violations. As with any not-for-profit organization, the school should also seek to continuously improve its fiscal management structures as well.

**Charter Review Analysis –  
Eagle Academy Public Charter School for Public Policy  
Based on Charter Review Framework**

*Fig 1.1*

**SUMMARY OF FINDINGS:**

<b>Curriculum and Standards</b>	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	<b>Adequate</b>
a. The school has a clearly defined quality curriculum in place.	<b>Adequate</b>
b. The curriculum aligns with the state and/or national standards.	<b>Adequate</b>
c. The curriculum aligns with school's mission and goals.	<b>Adequate</b>
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	<b>Adequate</b>
a. The school's curriculum is implemented with fidelity.	<b>Proficient</b>
b. Materials are available to support the implementation of the curriculum	<b>Adequate</b>
1.3 There are clear and regular procedures in place to review and update the curriculum.	<b>Limited</b>
<b>Instruction</b>	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	<b>Adequate</b>
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	<b>Proficient</b>
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	<b>Limited</b>
a. The school has strategies in place to meet the needs of English Language Learners.	<b>Limited</b>
b. The school is in compliance with its implementation.	<b>Limited</b>
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	<b>Proficient</b>
a. The school ensures that students with disabilities are served according to IEP objectives.	<b>Proficient</b>
b. The school allocates resources (human or material) to address the needs of students with disabilities.	<b>Proficient</b>
c. The school provides additional services and/ or accommodations for IEPs.	<b>Proficient</b>
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	<b>Proficient</b>
a. Time is made available throughout the year for instructional planning.	<b>Proficient</b>
b. Planning time is used effectively.	<b>Proficient</b>
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	<b>Proficient</b>
2.7 Extra support is in place to support new and struggling teachers and those not designated as "highly qualified".	<b>Proficient</b>

**Charter Review Analysis –  
Eagle Academy Public Charter School for Public Policy  
Based on Charter Review Framework**

**Program Development Review Summary (Continued)**

<b>Assessment</b>	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	<b>Adequate</b>
a. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	<b>Limited</b>
b. Test results are made available regularly	<b>Adequate</b>
c. Test results are provided in a useable format	<b>Adequate</b>
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	<b>Limited</b>
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	<b>Limited</b>
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	<b>Limited</b>
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	<b>Adequate</b>
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	<b>Proficient</b>
<b>School Climate</b>	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	<b>Exemplary</b>
4.2 The school is a safe and orderly learning environment.	<b>Proficient</b>
4.3 Parents/guardians and students are satisfied with the school.	<b>Proficient</b>
<b>Governance and Management</b>	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	<b>Proficient</b>
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	<b>Proficient</b>
5.3 The Board has ensured strong and stable school leadership.	<b>Proficient</b>
<b>School Improvement</b>	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	<b>NA</b>
6.2 Documented progress monitoring of school improvement activities is on-going.	<b>NA</b>

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

<b>ACADEMIC PERFORMANCE STANDARDS</b>						
<b>Annual Target</b>	<b>Performance/Data Verified</b>				<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Y</b>	<b>N</b>
1.1 Students will demonstrate proficiency in emergent literacy skills as evidenced by average score of 75-85% on the Brigance Profile in literacy for PS & PK	74%	No data provided	79%	84%	X	
1.2 Students will demonstrate proficiency in numeracy as evidenced by average score of 75-85% on the Brigance Profile for PS & PK	61%	89%	79%	84%	X	
1.3 Students will demonstrate proficiency in emergent literacy skills on the Brigance as evidenced by average score of 80-90% on the Brigance Profile in literacy for kindergarten students.	91%	85%	86%	89%	X	
1.4a Average scores of 80-90% for Kindergarten students on Brigance Profile for numeracy	91%	83%	86%	89%	X	
1.4b 2% annual increase in percentage of kindergarten students at proficiency/mastery level in mathematical skills	82%	85%	85%	77%		X
1.5 85-90% of Pre-S/Pre-K students will demonstrate an average readiness score of 80-90%	61%	89%	90%	90%	X	
1.6 80-90% of Kindergarten students scoring at proficiency/mastery level in literacy/reading	83%	96%	72%	84%	X	
1.7 85-95% of Pre-S/Pre-K students will score proficient on social/emotional adjustment score	86%	96%	98%	91%	X	
1.8 85-95% of Kindergarten students will score proficient on social/emotional adjustment measure.	100%	100%	98%	98%	X	
1.9 75-85% of students receiving special education services will demonstrate adequate yearly progress on IEP progress reports	61%	80%	88%	69%		X
Attained majority of fifth year annual academic performance targets?					X	
Demonstrated improvement on a majority of academic goals over the two most recent years					X	
Came within 80% of its alternative assessment targets					X	

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**Comments:** Eagle PCS serves children from Pre-school through Kindergarten and is not required to administer the DC-CAS assessment. Credit was given for academic performance for showing improvement in meeting the majority of academic targets for the two most recent years, and the targets missed were within 80% of the 5<sup>th</sup> year performance goal.

<b>NON-ACADEMIC PERFORMANCE STANDARDS</b>				
<b>Annual Target</b>	<b>Performance/Data Verified</b>		<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 5</b>	<b>Y</b>	<b>N</b>
2.1a 92% average rate of student attendance for Kindergarten	87%	91%		X
2.1b 85% average rate of student attendance for Pre-S and Pre-K	87%	88%	Y	
2.2 30-50% of parents will participate in at least one event during the school year	78%	No data reported		X
2.3 a 80-90% of parents responding to the Parent Satisfaction Survey will have an average score of 4 or above	97%	99%	X	
2.3b 80-85% of teachers will have an average score of 4 or above on a Staff Satisfaction survey.	82%	84%	X	

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

<b>NON-ACADEMIC PERFORMANCE STANDARDS</b>				
<b>Annual Target</b>	<b>Performance/Data Verified</b>		<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 5</b>	<b>Y</b>	<b>N</b>
School-wide average within 80% of annual targets? <sup>1</sup>				N
Attendance targets met? <sup>2</sup>				N
Enrollment levels sufficient to sustain the economic viability of the school?			Y	
Re-enrollment of eligible students average 75% or higher for the past two years? <sup>3</sup> 2006 – 2007 re-enrollment rate = 62% 2007 – 2008 re-enrollment rate = 64%				N

**Comments:**

Eagle Public Charter School has met three out of five non-academic fifth year targets and one out of four non-academic performance standards.

<sup>1</sup>No data was reported for the parent participation target. Therefore the school missed this performance standard.

<sup>2</sup>The school exceeded the attendance target for Pre-school and Pre-k, but missed the 92 % target for kindergarten by 1%.

<sup>3</sup>Although the school has not met the 75% re-enrollment rate, enrollment for the past two years has been 98% and 100% and supports the economic viability of the school.



**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
<p>The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.</p>	<p>The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.</p>	<p>The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.</p>	<p>The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.</p>

**COMMENTS:** The Board of Trustees meets regularly on a monthly basis to discuss school performance and other issues that affect the charter. Minutes from previous years did not reference discussion and decisions about difficulties the school experienced related to lease/space and financial issues with other charter schools. Minutes from the 2007-2008 school year reflected discussions about PCSB reports on school performance as well as other areas of charter accountability. Although a teacher representative has been added to the school's Board of Trustees, the vacancy for a parent representative has not been filled.

**PERFORMANCE LEVEL: 3**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

**COMMENTS:** The school has required minimal remediation from the PCSB recently. In its first year of operation (2003-04), the school received two Notices of Concern regarding procurement procedures for failure to submit a contract package. These Notices of Concern were lifted in June 2004. The school was cited again in its second year of operation (2004-05) for a late audit report and failure to comply with GAAP principles for non-profit organizations. This notice was lifted in March 2005. There have been no recent Board Actions against the school.

**PERFORMANCE LEVEL: 2.5**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board submits timely Annual Reports that fully describe the school’s performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school’s performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school’s performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school’s performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

**COMMENTS:** There is no copy of the 2004-2005 Annual Report in the PCSB files or at the school. However, the Accountability Plan summary completed in December 2005 reflects verification of data that would have been reported in the 2004-05 Annual Report. There are no additional school reporting issues.

**PERFORMANCE LEVEL: 3**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board and the school’s administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school’s deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school’s board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

**COMMENTS:** Teachers report they have adequate resources for instruction, special needs students are receiving services, and the school has received several grants.

**PERFORMANCE LEVEL: 3**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school’s design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school’s design and/or they have failed to use the design in the management and governance of the school.

**COMMENTS:** PCSB documents (board minutes, correspondence, program reviews) as well as discussions and meetings with the Board and school leadership indicate there is a strong understanding of the school’s design.

**PERFORMANCE LEVEL: 4**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school’s exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school’s existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

**COMMENTS:** Changes in school leadership and administration has instituted stability and confidence among staff. Teachers are very much aware of the school’s accountability plan.

**PERFORMANCE LEVEL: 3**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board’s composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board’s composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board’s composition and operations.

**COMMENTS:** Although the Board is aware of the school’s by-laws as reflected in the minutes, it currently has only one parent member on the school’s Board of Trustees.

**PERFORMANCE LEVEL: 2.5**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Operational level of implementation and development</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

**COMMENTS:** Eagle’s five year compliance record demonstrated an operational level of implementation and development in all seven of the major compliance categories. The school has demonstrated that it can maintain a highly effective system for maintaining an inventory of all school assets and has improved its record of completing background checks for all employees and volunteers.

**PERFORMANCE LEVEL: 4**



**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES**

<b>1. Accounting Policies</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

**COMMENTS:**

**GRADE FOR ACCOUNTING POLICIES:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting</b>				
<b>a. Audited Statements</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor’s recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year’s findings. School develops realistic plan based on auditor’s recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year’s management letter.

**COMMENTS:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting</b>				
<b>b. Budgets and Interim Financials</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school’s financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school’s financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school’s ability to operate as a going-concern.

**COMMENTS:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting</b>				
<b>c. Taxes and Insurance</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

**COMMENTS:**

**GRADE FOR FINANCIAL REPORTING:** a. Audited Statements \_\_\_\_ b. Budgets and Interim Financials \_\_\_\_ c. Taxes and Insurance \_\_\_\_

**OVERALL AVERAGE** \_\_\_\_

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS**

<b>3. Internal Controls</b>				
<b>a. Establishment and Adherence to Internal Controls Policy</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

**COMMENTS:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS**

<b>3. Internal Controls</b>				
<b>b. Procurement</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB’s contracting / procurement requirements.	School is in compliance with PCSB’s contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB’s contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB’s contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB’s contracting / procurement requirements. Management lacks capacity to assure compliance.

**COMMENTS:**

**GRADE FOR INTERNAL CONTROLS: a. Internal Controls Policy \_\_\_ b. Procurement \_\_\_\_**

**OVERALL AVERAGE: \_\_**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT**

<b>4. Transparency of Financial Management</b>				
<b>a. Annual Budgets</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board’s approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

**COMMENTS:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT**

<b>4. Transparency of Financial Management</b>				
<b>b. Management Organizations</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB’s request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

**COMMENTS:**



**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT**

<b>4. Transparency of Financial Management</b>				
<b>c. Related Party Transactions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB’s guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB’s request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

**COMMENTS:**

**GRADE FOR TRANSPARENCY: a. Annual Budgets \_\_\_ b. Management Organizations \_\_\_\_\_ c. Related Party Transactions**

**OVERALL AVERAGE \_\_\_\_\_**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>a. Balanced Budget</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget or has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

**COMMENTS:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>b. Debt Capacity</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Policies were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Policies were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

**COMMENTS:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>c. Appropriate Spending Decisions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

**COMMENTS:**

**Fifth Year Review - Accountability Plan Performance Analysis**  
**School: Eagle Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>d. Investment Decisions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

**COMMENTS:**

**GRADE FOR FISCAL PRUDENCE:** a. Balanced Budget \_\_\_ b. Debt Capacity \_c. Appropriate Spending \_  
d. Investment Decisions \_\_\_

**OVERALL AVERAGE** \_\_\_\_\_

# Appendix B

## Focus on 3<sup>rd</sup> Grade Performance

### Interventions During the 2012-2013 School Year

During the 2011-2012 school year, 3<sup>rd</sup> graders at Eagle Academy PCS took the DC CAS for the first time and students scored at 25% proficient or advanced in Math and at 40% proficient in ELA. Upon receiving these scores, Eagle Academy immediately mobilized to put significant supports in place to improve 3<sup>rd</sup> grade performance. Currently, Eagle Academy's teachers and leaders are offering an array of supports to close learning gaps and continue pushing student achievement in the weeks leading up to the DC CAS.

These supports include but are not limited to:

- The implementation of enVisionMATH, a common-core aligned math curriculum that incorporates not only drill mastery but also critical thinking, in grades K-3.
- Entering into a partnership with the Achievement Network ("ANet"), a high-quality interim assessment provider, to administer four DC-CAS-aligned ELA and Math assessments per year to second and third grade. ANet also provided teachers and leaders with significant coaching on Common-Core aligned data-driven instruction.
- Student-friendly school culture programming to increase engagement such as SOAR sweatbands, celebrations for demonstrating targeted academic behaviors, an upcoming PREP Rally for 3<sup>rd</sup> grade students, DC CAS parent meetings, and in-classroom celebrations for students who have shown academic improvement.
- Hiring a TenSquare consultant, and former school leader in NY, for 15 hours a week to support the 3<sup>rd</sup> grade with ELA instruction, short text analysis, DC CAS aligned question stems, writing, and culture initiatives
- Implementing co-teaching in all three third grade classes with an increased focus on differentiating instruction for below-grade level students. Co-teaching professional development was offered at the launch of this staffing structure.
- Outside evaluation with CLASS and ELLCO twice a year (pre and post).
- Four hours of after-school tutoring for all bubble students.
- Strategic and focused support for teachers on how to teach students to analyze short texts modeled after those that appear on the DC CAS.
- Extensive exposure to different text genres that may appear on the DC CAS.
- Weekly quizzes to track student progress toward meeting DC CAS assessed standards.
- Clear and concrete strategies to build critical reading and writing skills.
- Special "SOAR Work" time each day to practice ELA skills.
- Focused identification of Math skills that students need to improve and targeted re-teaching of these skills.
- Videotaping support for all teachers (PreK-3 – Grade 3) to encourage reflective teaching practices.
- Additional technology for all teachers and students (PreK-3 – Grade 3) including iPads, Netbooks, Computer Stations, Smartboards or Promethean Boards.
- Technology-based reading program (Lexia) and math program (iXL) for all students.

- Full-time support staff including six instructional coaches, a STEM coach, two speech and language pathologists, one occupational/physical therapist, two school psychologists.

Eagle Academy PCS recently hired a new principal, Jeffrey Cline, who will oversee this program and will be accountable for its successful implementation at the 3400 Wheeler Road, SE campus. Mr. Cline has over 12 years experience as a principal in Fort Wayne, Indiana. He has a Masters degree in Elementary Education and a Certificate in Elementary Administration and Supervision. He has a strong track record for turning around urban elementary schools.

### **Predictive Data**

With these key supports in place, Eagle Academy PCS has seen some promising predictive data points for improved performance on the 2013 DC CAS as described below:

- Consistent improvement in ANet scores as follows:

#### **Percentage of 3<sup>rd</sup> Grade Students at 60% correct or higher on ANet Interims**

	Interim 1	Interim 2	Interim 3	Interim 4
ELA: Eagle	12	22	35	29
ELA: The Network	17	32	43	37
Math: Eagle	8	35	41	53
Math: The Network	29	37	35	48

As shown above, Eagle Academy’s scores have increased with every ANet administration (except for ELA Interim 4 in which the entire network dipped by 6%). It is important to note that the 60%-as-proficient benchmark is higher than the benchmark ANet has found to be correlated with proficiency on DC CAS. Most likely, therefore, a higher percentage of Eagle Academy’s students will reach proficiency than those listed in the table above.

- After ANet administration 4, the team calculated that if students who reached the 60% benchmark and students who were “on the bubble” of passing reach proficiency, the school will achieve a proficiency percent of 51% in ELA and 71% in Math, which is significantly higher than last year’s scores.
- Strong ANet performance in second grade. Eagle Academy’s teachers who are participating in ANet are learning critical skills to incorporate data-driven instruction into their classrooms, thereby ensuring that the second-graders are better-prepared for 3<sup>rd</sup> grade DC CAS than ever before. As the academically strong second graders enter third grade in fall, 2013, they will have a stronger academic base for DC CAS success in the spring.

#### **Percentage of 2<sup>nd</sup> Grade Students at 60% correct or higher on ANet Interim**

	Interim 1	Interim 2	Interim 3	Interim 4
ELA: Eagle 2 <sup>nd</sup>	25	45	41	57
Math: Eagle 2 <sup>nd</sup>	43	35	69	73



# Appendix C

**District of Columbia Public Charter School Board**

**Application**

**Submitted on June 4, 2001**

**by**

**Eagle Academy Public Charter School Board of Trustees**

# District of Columbia Public Charter School Board

## Contents

<b>Executive Summary</b> .....	<b>4</b>
<b>A. Educational Plan</b> .....	<b>6</b>
1. Mission and Purposes of Proposed Public Charter School	6
2. Academic Design	14
3. Student Performance	55
4. Support for Learning	56
<b>B. Business Plan</b> .....	<b>61</b>
1. Planning and Establishment	61
2. Governance and Management	63
3. Finance	65
4. Facilities	67
5. Recruiting and Marketing	67
<b>C. Plan of Operation</b> .....	<b>69</b>
1. Student Policies and Procedures	69
2. Human Resource Information	74
3. Arrangements for meeting District and Federal Requirements	80
4. Implementation of the Charter	82
<b>D. Public Charter School Accountability Plan</b> .....	<b>84</b>
<b>E. Certifications</b> .....	<b>91</b>
<b>F. Budget</b> .....	<b>91</b>
<b>Appendix A: Curriculum</b> .....	<b>95</b>
<b>Appendix B: Board Biographies</b> .....	<b>119</b>
<b>Appendix C: Board Documents</b> .....	<b>120</b>
<b>Appendix D: Forms</b> .....	<b>122</b>
Assurances Form	
Public Charter School Two-Year Operating Budget Worksheet	
Public Charter School Five-Year Estimated Budget Worksheet	
Monthly Cash Flow Projection	

**Applicant Information Sheet**

**Application to Become a Public Charter School in the District of Columbia**

Submitted to: District of Columbia Public Charter School Board  
1436 U Street, N.W., Suite 401  
Washington, DC 20009

**1. Request for Approval:** This application is a request for approval to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995.

**2. Applicant Information:**

Name of Proposed Public Charter School: Eagle Academy Public Charter School

Name of Entity Applying for Charter Status: Eagle Academy Public Charter School

Address: 7515 Hill Burne Drive, Landover, MD 20785

Contact Person Cassandra Wms. Pinkney

Daytime Telephone 202-442-8787

Email address

Address 7515 Hill Burne Drive, Landover, MD 20785

Name of Person Authorized to Negotiate Cassandra Wms. Pinkney

Authorized Signature  Date 6/1/01

**3. Type of Application (Check One):**

Conversion of an Existing Public School      If conversion, name the school being  
Conversion of an Existing Private School      converted. Do you wish to retain the  
 New Public Charter School                      existing school site? \_ Yes \_ No

**4. Projected Age Range and Number of Students Expected to Enroll:**

a. In 2002-2003      From age 3 to grade 1: Number of students 232

b. At Full Capacity      From age 3 to grade 1: Number of students 1088

**5. Proposed 2001-2002 Budget Total: \$**

**6. LEA Status:** Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of IDEA and Section 504 of the Rehabilitation Act of 1973?  
Yes \_ No X

## **Executive Summary**

### **Eagle Academy Public Charter School**

Eagle Academy Public Charter School (PCS) will serve children from the age of three (Pre-School) through Grade 1. According to the United States Census Bureau's 2000 Census Report, there are approximately 30,000 children ages three through seven in the District of Columbia. The three and four year olds are not in public school nor are there enough pre-school programs to accommodate the children who want to be in school. Most of these children are not involved in any formal educational structure.

The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

The philosophy of Eagle Academy Public Charter School is that each child develops at her/his own pace and the educational program must support the student's learning when the student is ready. How quickly a student learns something is not indicative of how capable a student is. Students who master the fundamentals of reading and mathematics and learn to enjoy their ability to solve problems will succeed in school academically. Students must also learn to work with others effectively and to participate positively in building a school community. Each student must also learn to appreciate himself or herself as an individual.

Eagle Academy PCS will develop eight Eagle Academy Centers of approximately 116 students at each location during the first five years. All classrooms will be inclusive with the exception of one classroom per center that will be reserved for non-categorical children whose IEP requires a separate distinct program. Eagle Academy PCS will work with Howard University Medical School, Health Services for Children with Special Needs (HSCSN), the Charter School Consortium (FOCUS), and the Charter School Special Education Consortium to identify appropriate places to locate Eagle Academy centers. Eagle Academy PCS hopes to work with DCPS also but has not yet explored a cooperative relationship. For the 2002 to 2003 school year, Eagle Academy PCS will open one Eagle Academy Center on Minnesota Avenue in Ward 7 and another Eagle Academy Center west of the Anacostia River in a location yet to be determined.

The student population Eagle Academy PCS will serve is primarily low-income<sup>1</sup>. DCPS has 68% of its population on free or reduced lunch. Charter schools have approximately 69%. Eagle Academy PCS expects approximately 75% of its students to be in this category. The percentage of Limited English Proficiency (LEP) students in charter schools significantly exceeds the percentage in DCPS. Eagle Academy DCPS will have approximately 20% of its student population in the LEP category<sup>2</sup>.

Special education students with physical disabilities from age 3 (pre-school) through Grade 1 have difficulty finding placements in the public school system that can accommodate or will accommodate their special medical needs. Dr. Margaret Mastal, Director of Grants and Research for Health Services for Children with Special Needs (HSCSN), reports that there are not enough spaces in the public schools to accommodate special education children with medical needs in this age range. Most of these students should be in an inclusive classroom.

Dr. Mary Tierney, Director of Medicine and Public Health at the American Public Health Association and formerly Chairperson of the Pediatrics Department of DC General Hospital,

---

<sup>1</sup> Jeffrey R. Henig, et al. "Making a choice, making a difference? An evaluation of charter schools in the District of Columbia." The Center for Washington Area Studies, The George Washington University, 1999.

<sup>2</sup> *Ibid.*

reports that early childhood (age 3 through Grade 1) special education students with medical needs are often kept from inclusive placements in regular public schools because the school staff does not know how to facilitate the medical need.

Devine White, Coordinator of Prenatal/Pediatric Care at Howard University Hospital, wanted a charter school for young children because she knows the importance of early intervention. Ms. White directs Project ROSE, which is a medical early intervention program in all of the hospitals in the District. She works closely with young families and has found a significant need for early childhood education rather than day care. She knows a number of families whose children are not special needs but who would benefit from a strong early childhood education program.

Eagle Academy PCS will provide services to meet the medical needs of these children and also provide them with inclusive classrooms in which to learn.

Increasing evidence supports the benefits of beginning children's education early. Children who do not learn to read well have at least one major characteristic in common, lack of phonemic awareness. Each child may have additional personal issues, but lack of phonemic awareness is the one characteristic that each non-reader possesses. All good readers have phonemic awareness. The higher the reading level or skill, the greater the phonemic awareness.

There is evidence to support a lack of awareness of numeric functions as one of the characteristics of people who do not perform well at mathematics. Students who understand the concrete correspondence of numbers and the way numbers interact are good mathematics students. The foundation for understanding numeric functions begins early and must be learned before the student can progress.

Eagle Academy will use a curriculum and instructional program that involves active learning and allows for students to have different levels of readiness. The curriculum and instructional program selected is Academic Play, which is new and developed for use in inclusive classrooms for this age group. Academic Play encourages children to learn fundamental facts and skills through play. The activities are developmentally appropriate and can be tailored to each student's level so that each student is experiencing genuine accomplishment.

By having a repetitive skill and knowledge curriculum with opportunities for in-depth exploration, Eagle Academy PCS students can be assured of learning the reading skills repertoire essential for school success. The mathematics program is similarly constructed. Students do not think of themselves as learning to read or learning to do mathematics, they think they are participating in a thematic play activity that requires students to learn math and reading to have fun. All content areas are included in the curriculum: science, literature, social studies, language arts and mathematics.

Academic Play also requires parents to participate. Parents must be ready to sing with their children, read to their children, count with their children, identify colors, listen, and support their child. Each teacher will work with the parents to achieve the parent support the child needs.

## A. Educational Plan

### 1. Mission and Purposes of the Proposed Public Charter School

#### a. Educational Needs of the Target Student Population:

Eagle Academy Public Charter School (PCS) will serve children from the age of three (Pre-School) through Grade 1. According to the United States Census Bureau's 2000 Census Report, there are approximately 30,000 children ages three through seven in the District of Columbia. There are very few three and four year olds in public school nor are there enough pre-school programs to accommodate the children who want to be in school. Most of these children are not involved in any formal educational structure.

There is a large body of research whose findings support that early intervention through a pre-school program increases student academic performance in middle and high school for children from low-income families, urban and rural. The latest studies from Chicago, Illinois and California reinforce the importance of formal educational programs for children beginning at age three. To maximize the intervention effect, the intervention should be as early as possible. Several medical studies show that intervening before and after birth with mother and infant had enormous effects on student academic achievement, child health, and family stability. The Eagle Academy Public Charter School will offer an educational program that includes a seamless coordination of services for children already engaged in intervention programs. Eagle Academy PCS will also follow each of its students who finish first grade at the school for at least two more years.

Eagle Academy PCS will develop eight separate school locations of approximately 132 students each. Each school will be established in an area that has a documented need for pre-school education through grade 1 and a need for inclusive classrooms to accommodate special needs children. Each Eagle Academy Center will have one classroom set aside for non-categorical special education children. All other classrooms will be inclusive. Eagle Academy PCS will work with Howard University Hospital, Health Services for Children with Special Needs (HSCSN), the Charter School Consortium (FOCUS), and the Charter School Special Education Consortium to identify appropriate places to locate Eagle Academy Centers. Eagle Academy PCS hopes to work with DCPS also but has not yet explored a cooperative relationship. For the 2002 to 2003 school year, Eagle Academy PCS will open one Eagle Academy Center on Minnesota Avenue in Ward 7 and another Eagle Academy Center west of the Anacostia River in a location yet to be determined. All children in the District of Columbia will be recruited to attend Eagle Academy PCS and the Centers will be located to serve the entire District. Ward 7 has the highest infant mortality rate in the District and the second highest Low birth weight for infants. (Ward 8 has the highest.) Ward 7 is also threatened with destabilization of many of its families because of the closing of DC General Hospital. Many families are employed directly and indirectly by the hospital.

The student population Eagle Academy PCS will serve is primarily low-income<sup>3</sup>. DCPS has

---

<sup>3</sup> Jeffrey R. Henig et al., "Making a choice, making a difference? An evaluation of charter schools in the District of Columbia." The Center for Washington Area Studies, The George Washington University, 1999.

68% of its population on free or reduced lunch. Charter schools have approximately 69%. The younger the population is, the higher the percentage of students on free or reduced lunch. Eagle Academy PCS expects approximately 75% of its students to be in this category. The percentage of Limited English Proficiency (LEP) students in charter schools significantly exceeds the percentage in DCPS. Eagle Academy PCS anticipates that approximately 20% of its student population will be in the LEP category<sup>1</sup>.

Students in the District from low-income families begin school without the academic, social, and psychomotor readiness skills necessary to succeed. They have not had the opportunities for developmental enrichment available to many other children. By any assessment measure District kindergartners begin below grade level when they start school. The families of these children have the least amount of means to support themselves. Large numbers of children come from single parent families. The parent(s) must often work long hours to pay for basic necessities. The children begin life with low birth weight, which often translates into special needs.

Special education students with physical disabilities from age 3 (pre-school) through Grade 1 have difficulty finding placements in the public school system that can accommodate or will accommodate their special medical needs. Dr. Margaret Mastal, Director of Grants and Research for Health Services for Children with Special Needs (HSCSN), reports that there are not enough spaces in the public schools to accommodate special education children with medical needs. These children are often accommodated in inappropriate placements that can service the special medical needs. Most of these students should be in an inclusive classroom.

Dr. Mary Tierney, Director of Medicine and Public Health at the American Public Health Association and formerly Chairperson of the Pediatrics Department of DC General Hospital, reports that early childhood (age 3 through Grade 1) special education students with medical needs are often kept from inclusive placements in regular public schools because the school staff does not know how to facilitate the medical need. When confronted with medical needs of students, school staff worry about legal issues surrounding the medical need rather than what would be needed to service the medical need. As the issue is raised from one level of administration to the next, the student sits without service. HSCSN and similar groups are providing placements that can accommodate the medical disability, but the age group is often younger (HSCSN typically serves children from 0 to 2 years old) and the education is not inclusive.

Davene White, Coordinator of Prenatal/Pediatric Care at Howard University Hospital, wanted a charter school for young children because she knows the importance of early intervention. Ms. White directs Project ROSE, which is a medical early intervention program in all of the hospitals in the District and is funded by the District's Department of Health. She works closely with young families and has found a significant need for early childhood education rather than day care. She knows a number of families whose children are not special needs but who would benefit from a strong early childhood education program.

Eagle Academy PCS will provide services to accommodate the medical support the special needs children require to learn in an inclusive classroom. Eagle Academy PCS will coordinate its efforts with Howard University Hospital to ensure that medical staff, primarily nurses, are available to service the student's needs and to train school staff regarding the medical needs of the children. Eagle Academy PCS health staff will work with families and medical agencies to

---

<sup>1</sup> Ibid.



support the services these students need.

Increasing evidence supports the benefits of beginning children's education early. Children who do not learn to read well have at least one major characteristic in common, lack of phonemic awareness. Each child may have additional personal issues, but lack of phonemic awareness is the one characteristic that each non-reader possesses. All good readers have phonemic awareness. The higher the reading level or skill, the greater the phonemic awareness.

There is evidence to support a lack of awareness of numeric functions as one of the characteristics of people who do not perform well at mathematics. Students who understand the concrete correspondence of numbers and the way numbers interact are good mathematics students. The foundation for understanding numeric functions begins early and must be learned before the student can progress.

Students entering the District of Columbia Public School Systems, traditional and charter, are behind the national average kindergarten age group when they enter. As students progress through the traditional DCPS system, they continue to lag behind. Education Week cited the District of Columbia as providing the second most financial support for their students among the 50 states and DC, but pointed out that the DCPS was last in reading and mathematics test scores for fourth, eighth, and eleventh grade students.

Eagle Academy PCS will use a curriculum and instructional program that involves active learning and allows for students to have different levels of readiness. The curriculum and instructional program selected is Academic Play, which is new and developed for use in inclusive classrooms for this age group. Academic Play is based upon 30 years of work with pre-school, pre-kindergarten, and kindergarten children in inclusive classrooms. The curriculum is thematic and allows children to master the various academic skills and knowledge within the context of thematic structured play. Children move at their own rate. If they are not ready to learn a particular concept this week or this month, it will be re-introduced later in the program so that the child masters the concept or skill when the child is ready.

Academic Play encourages children to learn fundamental facts and skills through play. Learning the alphabet by singing the alphabet song is fairly typical. During or after learning the song, the children must be able to associate the letter in the song with sight recognition of the letter. Some children may learn this in a few weeks, some children may learn this over two years. The curriculum is structured so that children have many opportunities in learning activities to acquire the knowledge and skill. The activities are developmentally appropriate and can be tailored to each student's level so that each student is experiencing genuine accomplishment. Each student is recognized for his/her accomplishments. The system of recognition allows students who have different rates of growth to be successful together in the same classroom. The staff knows that rapid academic skill acquisition at this age is not indicative of how well the child will perform later nor is it indicative of how intelligent the child is.

By having a repetitive skill and knowledge curriculum with opportunities for in-depth exploration, Eagle Academy PCS students can be assured of learning the reading skills repertoire essential for school success. The mathematics program is similarly constructed. Students do not think of themselves as learning to read or learning to do mathematics, they think they are participating in a thematic play activity that requires students to learn math and reading to have fun. All content areas are included in the curriculum: science, literature, social studies, language arts and mathematics.

Academic Play has also included an extra year of pre-kindergarten for children who are not

ready for kindergarten. The extra year is needed for many children who are not socially ready to enter kindergarten or may not be academically ready to enter kindergarten. A rubric for assessing when students may move from pre-kindergarten to kindergarten (graduate) is being developed. Each child placed in the Advanced Pre-Kindergarten program will have an educational program designed to meet the specific developmental needs of the child.

Academic Play also requires parents to participate. Parents must be ready to sing with their children, read to their children, count with their children, identify colors, listen, and support their child. Each teacher will work with the parents to achieve the parent support the child needs.

Small schools work better for young children. Each Eagle Academy Center will have approximately 132 students. Eagle Academy PCS will grow with the addition of each Eagle Academy Center. Two will be opened in the first year and two in the second year. By opening four centers in two years, Eagle Academy PCS will provide the educational programs and services that the children need and gain experience in operating the charter. Eagle Academy PCS will also have the experience and "track record" to seek NAEYC accreditation.

Eagle Academy PCS will open two more in the fourth year and will open the final two in the fifth year. We want our children to have excellent facilities. Our understanding of the facilities situation of other charter schools and our discussions regarding financing capabilities within the District leads the Board of Trustees to believe that the slower development of facilities is the best strategy for having the opportunity to establish excellent facilities and to acquire financing for these facilities.

**b. Mission and Philosophy:**

The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

The philosophy of Eagle Academy Public Charter School is that each child develops at her/his own pace and the educational program must support the student's learning when the student is ready. How quickly a student learns something is not indicative of how capable a student is. The educational program must create opportunities for each child to develop at his/her own pace however rapid or slow that pace may be. Students who master the fundamentals of reading and mathematics and learn to enjoy their ability to solve problems will succeed in school academically. Students must also learn to work with others effectively and to participate positively in building a school community. Each student must also learn to appreciate himself or herself as an individual. All of this can take place in the context of structured play and problem solving activities. Students with special needs must be part of the regular school community. Education requires that regular education and special education students learn to work together and appreciate each other's differences.

**b. Educational Focus:**

Eagle Academy Public Charter School has an educational focus: early childhood learning. This requires Eagle Academy PCS to be thematic; every week is a different theme that is for the whole school. Pre-Schoolers and first graders will study at age-appropriate levels but using the same theme. The other educational focus of the school is inclusive education. Students with disabilities can often outgrow apparent problems with the correct support at school and at home.

Students with disabilities can learn to grow educationally and to interact appropriately with peers. This allows the student with the disability to learn to accept the disability while continuing to accept the challenge of growing and learning.

**d. Goals:**

**Academic Goals:**

1. Students will achieve the District of Columbia Standards for Pre-School, Pre-Kindergarten, Kindergarten, and Grade One.
2. Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.
3. Students will demonstrate appropriate developmental achievement on the District-wide assessment used by the District of Columbia Public Schools for all cognitive, social, and psychomotor skills.
4. Students eligible to take the district-wide assessment will have average test scores above District of Columbia Public Schools' averages.
5. All students will read at least at grade level by the end of First Grade.
6. All students will pass all courses every year.
7. All students will be able to integrate the various content areas with one another.
8. Students will develop an appreciation for cultural differences as demonstrated by planning and participation in at least three multicultural events each year in the school community and/or local community.
9. Students will demonstrate respect for cultural differences in their daily lives in their school community and the external community as observed and recorded by the instructional staff and parents.
10. Students will develop an informed aesthetic appreciation and participate in at least one of the fine and performing arts.
11. All students achieving the above standards includes Limited English Proficiency and classified students.

**Pre-School (3 Year Old) Academic Goals:**

1. Students will learn to speak in sentences talking to peers, to teachers and other adults, to a group (e.g., circle time, show and tell), and will use proper pronunciation of consonant sounds appropriate for the age level (i.e., speech development charts).
2. Students will recognize the shapes of letters that form the alphabet and know that the alphabet is composed of letters.
3. Students will be able to identify the four basic shapes: circle, square, rectangle, and triangle.
4. Students will be able to recognize and name the numerals 1 through 10 and know the ordinal numbers, first, second, third and last.
5. Students will learn to recognize a calendar: day, week, and month.
6. Students will learn the seasons and the change of seasons in terms of how nature changes and how we change our dress to match.

7. Identify and name colors: red, orange, yellow, green, blue, purple, black, brown, white, and pink.
8. Students will understand relationships: size - small/large, big/little; Tactile: hard/soft, smooth/rough.
9. Students will develop skills to listen, work cooperatively in a group, wait their turn, and socialize effectively with other children and adults.
10. Students will develop the skills to sequence items, identify relationships, and build upon previous knowledge.
11. Students will participate in multicultural activities in the classroom and express enjoyment with practices and/or foods that are culturally diverse.
12. Students will express a desire to work with other children with whom they are different in some aspect.

**Pre-Kindergarten (4 Year Old) Academic Goals:**

1. Students will learn to use proper pronunciation of consonant sounds appropriate for the age level (i.e., speech development charts), dictate stories, label items, and rhyme words, phrases, and sentences.
2. Students will recognize and name the upper and lower case letters of the alphabet.
3. Students will recognize their own printed name, first and last, identify the letters in the name, and where appropriate (small motor skills readiness) properly print the first name.
4. Students will be able to identify the six basic shapes: circle, square, rectangle, triangle, rhombus, and ellipse.
5. Students will be able to recognize, name, and print the numerals 1 through 20 and know the ordinal numbers, first, second, third, fourth, fifth, and last.
6. Students will learn to count the days of a week, months in the year, the seasons, and four national holidays.
7. Students will learn the seasons and the change of seasons in terms of how nature changes and how we change our dress to match.
8. Identify and name colors: red, orange, yellow, green, blue, purple, black, brown, white, and pink.
9. Students will understand relationships: size -- small, medium, large, smaller, smallest, bigger, largest, short, tall, shorter, etc; and opposites: over/under, above/below, in/out, etc.
10. Students will develop skills to listen, work cooperatively in a group, wait their turn, and socialize effectively with other children and adults.
11. Students will develop the skills to sequence items, identify relationships, and build upon previous knowledge.
12. Students will participate in multicultural activities in the classroom and express enjoyment with practices and/or foods that are culturally diverse.
13. Students will express a desire to work with other children with whom they are different in some aspect.

**Kindergarten Academic Goals:**

1. The students read at least five, age-appropriate books or book equivalents each year.
2. The student reads and comprehends informational materials to develop understanding and produces pictorial or oral work.

3. The student reads aloud, accurately (in the range of 60-70%), familiar material, and in a way that makes meaning clear to listeners.
4. The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student initiates new topics, asks relevant questions; responds to questions with appropriate elaboration.
5. The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; actively solicits another person's comment or opinion; offers own opinion; responds appropriately to comments and questions; volunteers contributions;
6. The student prepares and delivers an individual presentation.
7. The student demonstrates an understanding of basic rules of the English language in oral work.
10. The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes.
11. The student demonstrates understanding of a mathematical concept by using it to solve problems e.g., adds and subtracts whole numbers.
12. The student produces evidence that demonstrates understanding of geometry and measurement concepts.
13. The student demonstrates logical reasoning in mathematics.
14. The student produces evidence that demonstrates understanding of properties of objects and material.
15. The student produces evidence that demonstrates understanding of characteristics of organisms.
16. The student produces evidence that demonstrates understanding of properties of earth materials.
17. The student produces evidence that demonstrates understanding of objects in the sky.
18. The students demonstrates knowledge of the history of their family and school community;
19. The student will demonstrate skills in differentiating value choices in daily events.

**Grade One Academic Goals:**

1. The students read at least twenty-five, age-appropriate books or book equivalents each year.
2. The student reads and comprehends informational materials to develop understanding and produces written (pictorial allowed) or oral work.
3. The student reads aloud, accurately (in the range of 85-90%), familiar material, and in a way that makes meaning clear to listeners.
4. The student write a report or a narrative that responds to a book and a personal idea.
5. The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student initiates, asks questions; responds; uses language cues; confirms understanding by paraphrasing the adult's directions or suggestions.
6. The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; solicits another person's comment; offers own opinion; volunteers contributions; gives reasons in support of opinions.
7. The student prepares and delivers an individual presentation.
8. The student demonstrates a basic understanding of the rules of the English language in written and oral work.

9. The student analyzes and subsequently revises work.
10. The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes.
11. The student produces evidence that demonstrates understanding of arithmetic and number concepts: Adds and subtracts whole numbers
12. The student demonstrates an understanding of the base ten place value systems and uses this knowledge to solve arithmetic tasks:
13. The student estimates, approximates, or uses exact numbers, as appropriate, in calculations.
14. The student describes and compares quantities by using concrete and real world models of simple fractions.
15. Describes and compares quantities by using whole number up to 50.
16. The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student.
17. The student demonstrates logical reasoning throughout work in mathematics, i.e., concepts and skills, problem solving, and projects.
18. The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions and by representing the concept in multiple ways (through words or pictures).
19. The student produces evidence that demonstrates understanding of properties of objects and material.
20. The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions.
21. The student produces evidence that demonstrates understanding of: characteristics of organisms.
22. The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding
23. The student demonstrates competence with the tools and technologies of science
24. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States, District of Columbia and Tri-State Region.

**Non-Academic Goals (Age 3-Grade 1):**

1. The attendance rate for all students will exceed 90%.
2. All special needs students will be evaluated and have an IEP written within 90 days of being identified.
3. All students will develop positive values that will be applied to their personal and educational lives.
4. All students will develop work habits that will support their educational growth, and their effective engagement with peers, family, school community, and broader community.
5. Students will have high expectations for themselves.
6. Students will demonstrate respect for themselves, their peers, families, and community.
7. Students will learn to take responsibility for themselves and for their actions.
8. Students will learn to work and play with those who are culturally different.
9. Students will learn to share, respect others' possessions, and be part of a group.
10. Students will grow emotionally: develop self-restraint, express feelings, adjust to

transition and change, develop a sense of humor, and establish independence.

11. Students will demonstrate appropriate large muscle development and small muscle development.
12. Students will learn to listen to adults, to peers, and to follow directions.

**Organizational Goals (Age 3-Grade 1):**

1. The School will implement the Academic Play whole school design;
2. The School will maintain the structure and integrity of the Academic Play Program throughout the year;
3. The school will implement a content integrated curriculum that allows students to transfer learning from one content area to another.
4. The School will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15.
5. The school will have an active, participating parent association before the opening of school.
6. Each teacher will make a minimum of two home visits to each student during the school year.

**Governance Goals (Age 3-Grade 1):**

1. The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.
2. The Board will certify that there are at least two parent members on the Board of Trustees.
3. The Board will implement an effective, efficient administrative structure for the operation and growth of the school.
4. The Board will establish policies that will enable the school to achieve its goals.
5. The Board will approve policies and procedures for financial management.
6. The Board will approve policies and procedures for educational management.
7. The Board will engage in appropriate contracts to ensure the successful implementation of Academic Play, quality professional development for staff, early identification of learning and physical disabilities of students, and the supportive materials and resources necessary for the success of the school's staff and students.

**2. Academic Design**

**a. Student Content and Performance Standards:**

**Academic Standards (Age 3-Grade 1):**

The Board reviewed curriculum school designs for early childhood programs. The Board reviewed the literature and narrowed the decision to Academic Play.

Academic Play curriculum focuses on the concepts and skills that students must master to be successful in future academic programs. The Academic Play program is based on developing students' cognitive, affective, and psychomotor abilities. The Academic Play program contains the intended learning outcomes for children<sup>5</sup> (the curriculum); the physical design of the classrooms and school facility; the instructional practices for achieving the goals and objectives to reach the standards; the support materials needed for the program; and a reference list of the

---

<sup>5</sup> Johnson, Mauritz. 1986. Curriculum Development for Effective Schools, University of Chicago Press.  
Eagle Academy Public Charter School 6/1/01

places to order all materials. Each week has a theme for the entire school. All learning revolves around the weekly theme.

Limited English Proficient (LEP) students will be expected to achieve the same standards as all other students. The Eagle Academy PCS will use a language immersion program to enable students to achieve mastery of English quickly. All students will remain together for the morning program. In the afternoon, the Limited English Proficient students will engage in intensive ESL classes focused around the regular academic program. The multi-cultural component of the curriculum of the school will help the student's values and sustain their own culture while mastering spoken and written Standard English.

Every classroom will be inclusive. Academic Play is designed to allow each child to develop at his/her own pace. Developmental rates vary greatly in early childhood. The curricular structure supports the varied development of children without labeling children. Teachers track the skill performance in a student portfolio and can decide when a particular child is ready to master a previously taught skill. With the weekly thematic approach, the introduction of different challenges for different students can be accomplished seamlessly.

Academic Play requires the involvement of parents. Parents will have homework to do with their children each night. Parents will be required to read to their child, listen to the child's recount of the day's events, help a child learn a song, sing some rote learning songs with the child, support the one-to-one correspondence of objects and numbers, and provide similar support daily. The school sends home a daily report to the parents. A similar form will allow the parent to send a daily report to the teacher.

The precise steps for achieving the following standards are as follows:

1. Establish and adopt clear, achievable standards.
2. Hire staff committed to those standards.
3. Train staff in the pedagogical practices to facilitate student achievement.
4. Train staff in the appropriate school climate practices to achieve those standards.
5. Orient and train parents regarding the schools standards, daily instructional practices including homework, the extended day, and the extended school year.
6. Keep parents informed on a regular basis regarding the progress of their child(ren) and the progress of the school staff in achieving the standards.
7. Ensure the administrative staff is "paying attention to details" to ensure the climate and pedagogical practices are being implemented appropriately.
8. Select appropriate texts, software, support material, and field trips to achieve the standards.
9. Establish the appropriate fiscal and administrative processes to support the school.
10. Establish weekly academic feedback in the forms of portfolio assessments that are developed and maintained by the teacher and shared with the Head Teacher.
11. Ensure that there is clear, constant communication between and among all staff working with the students and that this information is coordinated so that the parents know what is happening to the student and why.
12. Conduct rigorous accountability audit twice per year to assess progress and to identify areas of strength and areas that need improvement.

Each of the above steps is explained in detail in this application. The application will serve as the resource guide for implementing the charter and will serve as the basis for conducting the accountability plan.

Special education students will be expected to attain the same performance standards as the



regular education population. Special education students will need additional support and more time to match these standards, but all special needs students except the most severely handicapped will be expected to perform at high levels of achievement. The Eagle Academy PCS will implement an inclusion program with a resource room to support the special education students. The Board intends to contract with Educational Support Systems to conduct all assessments and specialized support services for students and to implement an immersion training program for all teachers.

#### Early Childhood Education Program

Eagle Academy PCS intends to work with Academic Play in field-testing their program. The Academic Play curriculum requires that the discrete subject matters be integrated for the students and that the instructional program integrate the pedagogy into the students' natural learning processes. The following sections are segregated so that the adult reader can be assured that each child will receive a challenging academic program, which will encourage the child to learn at a very high level. The implementation of the program integrates all of these areas throughout the day for each child.

To begin the Pre-School and the Pre-Kindergarten Program, Eagle Academy PCS will use the Standards developed by the District of Columbia Public Schools. Where DCPS Standards are not available, Eagle Academy PCS has consulted content area sources such as the National Council of Teachers of English National Standards to use. The Board has also used Standards and Curriculum from national early childhood resources. The following standards for mathematics, science, reading, and social studies are adapted and adopted from the District of Columbia Public Schools for Pre-Kindergarten (see Appendix A for Performance, Essential Skills, and Technological Skills as they relate to standards):

#### Mathematics:

1. Number and Operation: The student interprets multiple uses and forms of numbers and how they relate to each other, fluently uses computational tools and strategies, estimates when appropriate, and solves real-life problems.
2. Patterns, Functions and Algebra: The student generalizes patterns and functional relationships, uses symbols to represent mathematical situations, analyzes change in real and abstract situations, and solves real-life and career-related problems.
3. Data Analysis, Statistics, and Probability: The student collects, organizes, represents, evaluates and interprets data; makes a prediction based on data, applies basic understandings of chance and probability, and solves real-life and career-related problems.
4. Measurement: The student selects and uses appropriate tools and units for systems of measurement, applies a variety of techniques to determine measurements, and solves real-life and career-related problems.
5. Geometry and Spatial Sense: The student analyzes characteristics of two- and three-dimensional geometric objects, uses visual and spatial reasoning to analyze mathematical situations, and solves real-life and career-related problems.

#### Reading/English/Language Arts

1. Language as Meaning Making: Students comprehend and compose a wide range of written, oral and visual texts.

2. Language as Literature: Students respond in many ways to a rich variety of literary texts and relate texts to life.
3. Language for Research and Inquiry: Students use language and symbol systems (e.g., timelines, maps, graphs, and charts) to define problems and organize information.
4. Language for Social Communication: Students use language in a variety of social contexts, participate in a number of language communities, and understand the social and cultural influences on text.

#### Science

1. Life Science: Observe, investigate, describe and classify living things; explain life cycles, diversity, adaptations, structure and function of cells and systems reproduction, heredity, interdependence, behavior, flow of energy and matter and changes over time.
2. Physical Science: Observe, investigate, describe and explain the structure, properties and changes in properties of matter; forms of energy, its transfer actions, interactions and conservation; motions and forces; chemical reactions; interactions of energy and matter.
3. Earth and Space Sciences: Observe, investigate, describe and explain the properties, structure, and origin of the earth system, the solar system and the universe.
4. Earth and Space Sciences: Observe, investigate, describe and explain changes in the earth and sky with time, energy in the earth system and geochemical cycles.

#### Social Studies

1. Students will understand and provide examples of various family units
2. Students will know the personal safety rules and be able to demonstrate them.
3. Student will understand himself in relation to family, community, world in which he/she lives.
  1. History: Identify key terms associated with family and describe ways that family members, and teachers influence students' daily lives.
  3. Civics: Identify major activities and customs associated with family and how those activities enrich each person's life.
  4. Associate the classroom as a form of family
  5. Geography: Extend the concept of interrelatedness with location of classroom to a neighborhood, to a city, and to the world at an age appropriate level.

#### Art:

1. Colors: The student identifies multiple colors and how they relate to each other, fluently uses combination of colors to represent ideas or objects, and applies to various media.
2. Tools: The student uses a variety of art tools (crayons, finger paint, paste, scissors, various forms of sparkles, pre-printed objects) to express relationships.
3. Media: The student expresses ideas in two dimensional and three dimensional media.
4. Relationship: The student selects and uses appropriate tools and units from other content areas as part of the art process; the student uses art as a way to understand and express other content areas.
5. Multicultural: The student selects and uses appropriate tools and materials to express understanding of and/or enjoyment of another cultural.

#### Music

1. Sequence, Story, and Memorization: The student will learn to sing new songs from memory through repetition and will choose appropriate times to engage in song activity.
2. Rhythm: The student will keep rhythm through clapping, bouncing, tapping, playing

instrument, and maintaining the appropriate beat to the words sung.

3. Instruments: The student will learn to use a variety of percussion instruments and ringing instruments to express emotions, ideas, or to respond to student and teacher requests.
4. Content Integration: Student will use music as a way to learn to count, identify objects, share socially, speak Standard English, learn history, learn culture(s), and achieve other goals in other content areas.
5. Multicultural: The student selects and uses appropriate instruments and materials to express understanding of and/or enjoyment of another cultural or people who are different from that child.

All children will know the alphabet and be able to associate the symbol of a letter with the pronunciation of the letter; all children will be able to count to 20 and will be able to associate the symbol of numbers from 1-20 with the pronunciation of that number; students will know that numbers can be combined to make new numbers; children will know that living things come in a variety of forms, e.g., insects, bugs, animals, plants, people.

#### **Non-Academic Standards (Pre-School and Pre-Kindergarten):**

The non-academic standards are part of the regular content of the Pre-School and Pre-Kindergarten curriculum and are fundamental to growth in the traditional content areas and to the appropriate development of the child as a good adult citizen. (A sample summary is in Section b. Curriculum.) These standards apply to all students: regular education, LEP, and special needs.

#### **Physical Education**

1. Fine Motor Skills: The student will learn to manipulate a pencil, crayon, small toys, and scissors to achieve pre-set goals; students will learn to print; student will learn to cut vertical and horizontal lines and free style.
2. Gross Motor Skills: The student will learn to do the following: run, jump, hop on each foot, climb, skip, catch a ball, throw a ball, walk a fine line, bounce a ball, walk a balance beam.
3. Attentive skills: The student will learn to sit in a group quietly for 15 to 20 minutes.

#### **Social/Emotional Development**

1. Social Development: The student will learn to share, take turns, learn rules, follow rules, and cooperate with peers and adults.
2. Emotional Development: The student will learn to express feelings appropriately, practice self-control, and demonstrate self-confidence.
3. Self-Help skills: The student will learn to take care of belongings, take care of school property, dress one's self, e.g., buttoning, snapping, zipping, matching button levels.
4. Multicultural skills: The student will learn to form friendships with peers who are different and to trust adults who are different.

#### **Non-Academic Standards (K-Grade 1):**

The non-academic standards are as follows: problem solving, communication techniques, information techniques, learning and self-management tools and techniques. (A sample summary is in Section b. Curriculum.) These standards apply to all students: regular education, LEP, and special needs.

#### **b. Curriculum: (See Appendix A for a sample of each curriculum)**

Overview:

The Eagle Academy Public Charter School, will offer Pre-School through Grade 1 students the Academic Play educational programs in which students will master reading and mathematics early in their academic careers in order to maintain high academic growth in all content areas. Eagle Academy PCS will contract to provide a whole school development program with staff training and grade level materials in English/Language Arts, Mathematics, Science, and Applied Learning to ensure that all students develop mastery of academic and non-academic knowledge, skills and abilities.

The Eagle Academy PCS curriculum is challenging, problem-based, and uses the best practices of successful early childhood programs and practices. The program will engage experienced early childhood consultants to train staff and implement a problem-based, student-centered curriculum. The pre-reading program will develop phonics skills, letter recognition, and letter relationship abilities. The pre-mathematics program will develop number recognition, number association, and letter relationship abilities.

The Eagle Academy PCS will use computers in the educational program. Each classroom will be equipped with three computers and a networked printer.<sup>6</sup>

#### **School Curriculum, Ages 3 & 4**

The Eagle Academy Public Charter School will use a problem-centered, activity based curriculum to develop each student through the student's own interests and observations and to prepare each student to be successful when the child enters the regular school.

#### **Literacy and Language Arts**

The early childhood curriculum is literacy based. Children are read to frequently. There are many books of various types about the room and children are encouraged to look at the books and to handle them. The idea is not that children will read when they are three or four years old but that they will become familiar with and enjoy books as part of their life. Students will anticipate and request that books be read to them. They will mimic reading even though they cannot read. They will learn the flow of words on a page.

All children will know the alphabet and be able to associate the symbol of a letter with the pronunciation of the letter; all children will be able to count to 20 and will be able to associate the symbol of numbers from 1-20 with the pronunciation of that number; students will know that numbers can be combined to make new numbers; children will know that living things come in a variety of forms, e.g., insects bugs, animals, plants, people.

The lessons will be developed from the material with which children are familiar. Teachers will observe the children's interest and activities while they play and interact and use those interests and activities to shape the teachers' pedagogical practices that will engage the children in learning new skills and new content. Teachers will be required to be observant and use the children's expressed interests to move the children toward new patterns of behavior and new interests.

Play is a vital part of a child's life and so it will be at school. Children learn best when they learn at play. Teachers will help children learn to improve their play so that it is more structured and thereby provides more joy and sense of accomplishment to the child. Children will learn the structure to academics, the world, and to life using structured play.

Certain types of material, which will encourage play with those objects, will dominate

---

<sup>6</sup> Northwest Educational Technology Consortium. (April 23, 1997). "Technology plans—resources online." <http://www.netc.org>. Accessed, December 1, 1997.

sections of the room. There will be an area for toys, art material, blocks and building item, books and literacy, and finally, for living, e.g., play kitchen area, pets, growing things.

### Typical Pre-School Day

The students will arrive in the classroom at 8:30 AM. Students will locate and identify storage space for personal belongings and engage in open play. Circle time shall begin at 8:50 AM with children being seated on the carpeted part of the floor in a semi-circle or in the lap of an aid. The children face the display area for nametags, calendar, weather, and basic concepts charts. Circle time begins with attendance, which includes simple math such as counting the number students who are present and figuring out who and how many children are missing. This is followed by activities in which every child participates in the following activities: name recognition, name spelling, calendar activities, weather conditions, the *Pledge of Allegiance*, and the singing of *America*.

The first day of the week, "helper" responsibilities are assigned. Children are encouraged to relate experiences or tell "news" from outside of the classroom during circle time. The children will learn to take turns, share, listen, ask questions, and speak in front of a group. Children will engage in language experience exercises that will continually reinforce the learning of the alphabet. At 9:10 circle time is concluded and "theme, Letter, or Number learning time" commences with the introduction of the topic for the day.

Between 9:40 and 10:00 children will have bathroom time and snack. They will learn behavior expectations for walking in line, good hygiene habits, bathroom "monitor" and snack "helper" responsibilities, counting and measuring supplies, and meal time etiquette (manners). The children gather at assigned seats at desks or tables for a snack which consists of fruit juice and crackers or cookies. Children learn to sit quietly, eat properly, and drink properly. Socially proper manners are taught formally and informally during this session. (During the 9:30 to 10:30 period, students in the English as a second language program will receive 15 minutes of instruction to prepare them for the mathematics activities.)

At 10:00 students will engage in art activities that incorporate the language lesson and writing as well, e.g., how to hold a crayon or pencil. Students will be given both structured and unstructured materials to develop their creativity and also help to shape their small motor skills. Following directions and listening skills are taught and reinforced during this time. Children will learn their colors and the composition of colors over time.

Center time will follow art at 10:30. This time may be combined with art to allow time for children to participate in small groups or one-on-one with the teacher or assistant if necessary for art, while the remainder of the group has center time. During center time the children will learn to play cooperatively with their peers.

At 10:50 the children will exit the classroom for 30 minutes of outdoor play. The outdoor play is preceded by discussion of proper social behavior; e.g. taking turns, sharing, safety, and similar concepts that can be made concrete by playground activities and experiences. During inclement weather, planed activities to encourage large muscle development will take place.

Following outdoor play (11:20 – 11:40), the children gather in a circle on the floor for a formal music lesson. Students may sing a song with the counting numbers or count the number of objects the teacher is holding. The students will then engage in activities that involve one-to-one correspondence or concrete practices that help form the number concept. Children may then move to their desks to color or do other activities that reinforce and practice what they have just

learned. They will form a circle at the end to share their work and help each other internalize the concept. All content areas are interconnected during the "Circle" activities. Children will use art, music, and physical activities to learn reading readiness and mathematics readiness. Everything is interconnected especially at this age. Children are taught transference from one content area to another because all the lessons use the knowledge universe of children upon which children grow their learning and understanding.

The morning will conclude with 20 minutes set aside for a story.

The hour from 12:00 to 1:00 is designated for lunch and outdoor play. Children will learn to become independent by preparing their table place for eating (placing items from their lunch container on the table, storing their containers), cleaning up, and disposing of trash. Proper table manners are stressed. Following lunch the children go outside for unstructured play.

Prior to quiet-time/nap time (1:00-2:15) the children will be toileted.

The children will be awakened by 2:15, toileted, and be given a snack.

At 2:35 the children will participate in activities designed to enhance and reinforce the theme, letter or number for the week. These activities may include cooking, science experiments, games, finger plays and poems, or be designed to encourage abstract thinking.

Children will be encouraged to bring items for *Show and Tell* (3:00-3:30) that will be compliment the theme, letter, or number for the week. An example might be an item that "begins with" the letter of the week. During this time children will develop the social and verbal skills necessary to speak in front of a group and share information. If time allows, the class may participate in a music time designed to allow the children to choose and lead songs previously learned.

Prior to dismissal, the children will be read a story or participate in a literature based experience. This may include "acting out" stories, use of the felt board, and characters or tape-stories.

At 3:50 the children will be directed to gather their personal belongings, put on outer garments, and prepare to leave for the day or move on to the aftercare program.

#### Pre-Kindergarten Sample Curriculum (See Appendix A)

##### Reading and Language Arts

##### *Language as Meaning Making*

##### **Performance Standards**

The student:

1. demonstrates phonemic awareness of orally blending
2. demonstrates print awareness;
3. explores directionality of print;
4. identifies some letters of the alphabet;
5. identifies first name in print;
6. recognizes correspondence of spoken word to printed word;
7. names familiar labels, signs, book titles;
8. recognizes that print conveys a message;
9. turns pages in a book left to right;
10. demonstrates phonemic awareness, orally blending sounds;
11. identifies sounds that are the same and different;
12. names rhyming picture;

13. explores hearing likeness/differences in sounds;
14. uses pictures, letters, and words to communicate meaning;
15. draws/writes to convey a message and attempt to read it back;
16. produces random letters and letter-like forms.

#### **Essential Skills**

The student:

1. names initial and final consonants, vowels, word syllables;
2. recites poems, stories and finger plays;
3. selects books for a variety of purposes (informational, enjoyment or theme related);
4. explores phonetic, sound/symbol correspondence, words and sentence structure to connect language as meaning making;
5. determines cause and effect relationship in text;
6. "reads" and comprehends the equivalent of 30 books;
7. speaks for a variety of purposes (to inform, to express personal opinion, expressively/creatively e.g., poems, finger plays, story retells);
8. names story elements (e.g. characters/events);
9. increases sight vocabulary words;
10. asks and responds to questions with appropriate elaboration;
11. relates correspondence of spoken word to printed word;
12. produces rhymes;
13. draws pictures to convey an idea;
14. writes some letters randomly;
15. uses multiple cues to gain meaning of words.

#### **Technology Integration**

The student:

1. names and uses input devices (e.g., mouse, keyboard, remote control);
2. communicates about technology using developmentally appropriate terms;
3. uses computer software to reinforce and enhance learning letters and sounds.
4. names and uses output devices (e.g., monitor, printer);
5. uses and recognizes the functions of the various keys on the computer;
6. demonstrates appropriate care and handling of technology equipment and software.
7. communicates about technology using developmentally appropriate terms.
8. uses computer software to reinforce and enhance learning letter and sounds
9. names and uses output devices (e.g., monitor, printer)

#### ***Language as Literature***

##### **Performance**

The student:

1. responds to non-fiction, fiction, poetry;
2. identifies recurring themes across works;
3. considers the differences among genres;
4. explains the reasons for a character's actions, taking into account the situation and basic motivation of the character;
5. differentiates between reality and fantasy, fiction/non-fiction.
6. makes inferences and draws conclusions about contexts, events, characters, and settings;

7. relates literary texts to his/her life, or the lives of others, and to retell a story;
8. asks appropriate questions about events, characters, and setting;
9. shows that print conveys meaning.

#### **Standards Essential Skills**

The student:

1. listens to, views, and experiences culturally diverse texts about families;
2. illustrates stories with comprehension;
3. dramatizes stories, finger plays, and poems;
4. predicts story and listens to a variety of genre (fiction, nonfiction, poetry, drama, rhymes, songs);
5. names beginning, middle and end of a story;
6. identifies main ideas;
7. retells in correct sequence;
8. compares texts, poems and stories;
9. demonstrates orientation to book concepts;
10. identify the author;
11. identify the title;
12. identify the illustrator;
13. differentiates between real and make believe.

#### **Technology Integration**

The student:

1. demonstrates a positive attitude towards technology use that supports and enhances reading and writing;
2. identifies various technologies;
3. demonstrates proper care and handling of technology;
4. identify his/her published works using technology;
5. listens to CD-ROM videotape laser disc stories;
6. demonstrates using technology to name, identify, apply listening skills;
7. uses technology to apply
  1. alphabet skills
  2. story reading
  3. story writing

#### ***Language for Research and Inquiry***

##### **Performance Standards**

The student:

1. produces an oral report that expresses ideas that convey meaning;
2. demonstrates the ability to speak in a sentence, shows and tells, personal experiences;
3. speaks; expressively/creatively (e.g., poems, finger plays, story retells);
4. relates ideas and messages (e.g., one-on-one small/large group);
5. uses pictures, letters, and words to communicate meaning;
6. dictates ideas to be written down;
7. draws/writes with a practical intent (e.g., list and labels).

##### **Essential Skills**

The student:

1. generates and expresses ideas in a sentence;



2. describes people, places, things, and actions;
3. interprets picture/story ideas;
4. draws/writes/dictates a story;
5. uses pictures, letters, and words to communicate meaning;
6. draws to convey a message or idea;
7. speaks clearly to be easily understood;
8. speaks in complete sentences with subject/verb agreement;
9. demonstrates oral language skills by providing specific details about specific information using language and symbols.

#### **Technology Integration**

The student:

1. names and uses word processing terms (e.g., cursor, load, save, print);
2. identifies keys on a keyboard which contain letters and numbers;
3. demonstrates proper care and handling of technology.

#### ***Language for Research and Inquiry***

##### **Performance Standards**

The student:

1. demonstrates a basic understanding of the rules of the English language in oral work;
2. dictates orally expressive/creative intent (e.g., picture stories, personal narrative);
3. participates in activities that develop language use, grammar, and sentence construction;
4. identifies and uses conventions of language (decoding and encoding, writing, spelling);
5. constructs and generates sentences orally;
6. dictates language experience stories in own words;
7. identifies and uses vocabulary appropriate for the contexts.

##### **Essential Skills**

The student:

1. uses pictures, words or symbols to describe/name people, places, things, and actions;
2. revises language to make it more effective in communicating the intended message;
3. illustrates with drawings;
4. matches like/same objects;
5. finds the one that is different in an array;
6. matches words and symbols that are same or different.

#### **Technology Integration**

The student:

1. names and uses input devices (e.g., mouse, keyboard, remote control);
2. names and uses output devices (e.g. monitor, printer);
3. uses technology for publication of work.

#### ***Language for Social Communication***

##### **Performance Standards**

The student:

1. participates in one-to-one conference with a teacher, paraprofessional, or adult volunteer. in which the student;
2. responds to questions/comments with appropriate elaboration;
3. demonstrates the ability to speak for a variety of purposes (to inform, persuade, and relate

- to others);
4. initiates new topics in addition to responding to adult-initiated topics;
  5. demonstrates a basic understanding of the rules of English language in written and oral forms and uses language appropriately for varied purposes;
  6. uses language to communicate ideas in a variety of social contexts.

#### **Essential Skills**

The student:

1. follows two or more steps in oral directions and responds appropriately to both verbal and nonverbal cues);
2. generates and responds appropriately to questions;
3. participates in small and large group discussion;
4. connects print to picture to convey meaning;
5. speaks and uses correct word choice or order;
6. speaks in complete sentences;
7. listens and takes turns;
8. connects text and personal experiences;
9. identifies and exhibits appropriate behavior;
10. interacts with others;
11. draws/writes with expressive/creative intent (e.g., picture stories, personal narratives);
12. monitors/self-corrects oral language use;
13. connects texts and personal experiences;
14. uses language to express independent, critical thinking.

#### **Technology Integration**

The student:

1. dictates orally a message that can be transcribed by an adult on the computer;
2. uses developmentally appropriate multimedia resources (e.g., interactive books, educational software) to support learning;
3. works cooperatively and collaboratively with peers;
4. uses the computer to compose, send, retrieve, read, respond to and forward data;
5. uses information from an existing database and developmentally appropriate software.

## MATHEMATICS

### ***Number and Operation***

#### **Performance Standards**

The student

1. counts and recognizes number symbols;
2. describes and compares quantities by using concrete and real world models of whole numbers;
3. describes equal and unequal portions;
4. applies appropriate strategies to solve problems.

#### **Essential Skills**

The student:

1. uses one-to-one correspondence to compare sets of objects;
2. classifies sets of up to 5 objects as "more than", "less than" or "as many as";
3. counts by rote to 20;

4. counts up to 10 objects;
5. recognizes numerals through 10;
6. models equal and unequal parts of wholes using concrete objects.

#### **Technology Integration**

The student:

1. identifies various technologies;
2. demonstrates proper care and handling of technology;
3. demonstrates familiarity with the computer keyboard;
4. begins to use the mouse and/or keypad;
5. demonstrates familiarity with basic calculator keys;

#### **Patterns, Functions and Algebra**

##### **Performance Standards**

The student:

1. recognizes patterns in the environment;
2. builds simple patterns;
3. communicates and reasons mathematically;
4. applies appropriate strategies to solve problems.

##### **Essential Skills**

The student:

1. sorts objects by a single attribute;
2. repeats simple action and object patterns.

##### **Technology Integration**

The student:

1. identifies various technologies;
2. demonstrates proper care and handling of technology;
3. demonstrates familiarity with the computer keyboard;
4. begins to use the mouse and/or keypad;
5. demonstrates familiarity with basic calculator keys.

#### **Data Analysis, Statistics, and Probability**

##### **Performance Standards**

The student:

1. uses concrete graphs to describe data;
2. applies appropriate strategies to solve problems.

##### **Essential Skills**

The student:

1. collects and displays real-life data using concrete graphs;
2. interprets simple, concrete graphs.

##### **Technology Integration**

The student:

1. identifies various technologies;
2. demonstrates proper care and handling of technology;
3. demonstrates familiarity with the computer keyboard;
4. begins to use the mouse and/or keypad;

The student:

1. compares and orders objects from smallest to largest, heaviest to lightest and longest to shortest;
2. identifies and tells the use of a clock, calendar and scales.

### **Technology Integration**

The student:

1. identifies various technologies;
2. demonstrates proper care and handling of technology;
3. demonstrates familiarity with the computer keyboard;
4. begins to use the mouse and/or keypad;
5. demonstrates familiarity with basic calculator keys.

## **SCIENCE**

### ***Life Science: Organisms and Environments***

#### **Performance Standards**

The student:

1. uses senses to explore the local environment; (listens for birds, crickets, etc.; examines leaves, flowers, insects; touches bark of tree, branches, etc.; including use of hand lens)
2. uses and identifies senses used to observe organisms in the classroom and on school grounds. Tells about observations; (teacher, peer, adult)

#### **Characteristics of Organisms**

1. examines friends and family for physical similarities.
2. describes or records information using drawings/photographs, etc.;
3. describes and identifies differences between organisms; (verbal descriptions, drawings, dictated findings)
4. observes and describes the differences between living things in their own environment;
5. examines and cares for classroom pets, insects, and plants etc. Describes or records observations using, drawings/photographs etc.;
6. notices physical differences between these animals and themselves.

#### **Essential Knowledge and Skills**

The student:

1. uses senses to find out about surroundings and her/himself. Knows and identifies different senses;
2. chooses magnifiers to help see things that could not be seen without them;

#### **Characteristics of Organisms**

3. examines physical attributes of people to know that people have different external features, such as the size, shape, and color of hair, skin, and eyes;
4. observes organisms in the classroom over a time and notices that they need water, and food.

#### **Technology**

The student:

1. uses magnifiers to make careful observations of organisms;
2. uses the mouse or touch pad to examine related software;
3. uses computer software programs;
4. uses audio cassettes to listen to scientific information about plants, animals, and the senses;

*Physical Science: Properties of Objects and Materials*

**Performance Standards**

The student:

1. uses senses to explore and tell about properties of objects in the classroom and on school grounds.
2. Observes, investigates, collects, counts, compares, draws, tells about objects observed indoors and outdoors such as trees, leaves, branches, blocks, hats, shoes, water colors, etc.;
3. matches a circle, square, and triangle to similar two and three-dimensional objects:  
Position of Objects and Materials
4. pushes and pulls objects to investigate and describe the movement of objects when pushed or pulled. (carts, cylinders, tubes, books, chairs, etc.);
5. distinguishes real from fanciful attributes given to objects in stories, movies, poems, CD-ROMS, etc.

**Essential Knowledge and Skills**

The student:

1. observes and manipulates objects to know they can be described in terms of their physical properties: (color, size, shape, texture, etc.)  
Position of Objects and Materials
2. investigates moving objects to know that the way to change the position of something is to give it a push or a pull;
3. explains differences in stories that sometimes give things attributes they really do not have.

**Technology Integration**

The student:

1. uses magnifiers to make careful observations of objects;
2. uses computer software programs about objects and the way things move;
3. builds a toy that can be pushed or pulled; (Rolls a marble down a paper ramp to push an object in front of it.)
4. uses audio cassettes to listen to science-related stories about objects and the way things move.

*Earth and Space Sciences: Objects in the Sky*

**Performance Standards**

The student:

1. observes and describes the sun and the moon throughout the school year; (drawing journals of the moon, sundials, shadows)
2. observes the sun and shadow of trees, plants, cars, at different times of the day and at different times of the year;
3. uses non-standard measurement to measure his or her shadow at different times of the day and tells about the change in movement of her/his shadow;

**Changes in Earth and Sky**

1. observes and tells about the weather each day;
2. uses symbols, drawings, letters or words to record daily weather on a calendar;
3. describes clothing worn in different kinds of weather.

## **Essential Knowledge and Skills**

### **Objects in the Sky**

The student:

1. observes the sun and moon throughout the year to know that the sun can be seen only in the daytime, but the moon can be seen sometimes at night and sometimes during the day;

### **Changes in Earth and Sky**

2. observes the weather to know weather changes somewhat from day to day.

## **Technology Integration**

The student:

1. uses the mouse or keypad and the computer keyboard to interact with software related to the sun and the moon;
2. uses CD-ROM-based multimedia software and videos to obtain information about the sun and the moon and weather;
3. uses audio-cassettes to listen to stories related to the sun and the moon, night and day, and weather.

## **SOCIAL STUDIES**

### ***Chronology and Space in Human History***

#### **Performance Standards**

The student:

1. identifies individual differences among family members, classmates, members of community, and people in the global community;
2. displays a positive self concept and self-esteem;
3. reads and constructs simple picture time lines;
4. explains how communities change over time (using pictures, stories, and field trips);
5. measures calendar time by days, weeks, months and years.

#### **Essential Skills**

The student:

1. connects events and people to the here and now (e.g. M. L. King Day, President's Day, July 4th, Thanksgiving);
2. investigates family and friends in relationship to self;
3. identifies similarities and differences among individuals and families;
4. identifies the city in which he/she lives;
5. describes the characteristics of other peoples (e.g. African-American, Native American, Latino, Asian);
6. recognizes changes in relation to his/her own life and growth;
9. charts growth of self and others;
10. names and shows days of week in correct order.

## **Technology Integration**

The student :

1. works cooperatively when using technology;
2. demonstrates appropriate care and handling of technology equipment and software;
3. names and uses input and output devices (e.g., mouse, keyboard, remote control).

### ***Historical Inquiry, Analysis and Judgment***

Eagle Academy Public Charter School 6/1/01

**Performance Standards**

The student:

1. listens to and comprehends simple stories and follows simple directions;
2. distinguishes between fact and fiction;
3. formulates questions about stories, people, places, and events in history.

**Essential Skills**

The student:

1. practices and acquires the habit of listening to and following events of stories;
2. memorizes historical poetry and songs;
3. retells simple stories.

**Technology Integration**

The student:

1. becomes familiar with the keyboard;
2. uses functions of the various keys on the computer.

***Scientific, Technological, and Economic Change*****Performance Standards**

The student:

1. explains basic economic concepts of needs, wants, scarcity, choice, money and division of labor;
2. identifies ways in which peoples lives have changed from long ago to now;
3. exchanges money for goods and services (e.g. plays store).

**Essential Skills**

The student:

1. listens to and retells stories about inventions and discoveries;
2. matches descriptions of work that people do and gives examples;
3. identifies basic needs of people (food, clothing, and shelter) and wants;
4. practices using play money to purchase goods and services.

**Technology Integration**

The student:

1. uses input devices (e.g., mouse, keyboard, remote control) and output devices to operate computers successfully;
2. uses developmentally appropriate multimedia resources (e.g., interactive books, educational software) to support learning;
3. works cooperatively when using technology.

***Social Diversity and Social Change*****Performance Standards**

The student:

1. identifies pictures of people and artifacts of different cultures;
2. describes ways in which people live, work and play;
3. demonstrates an understanding of simple geographic thinking.

**Essential Skills**

The student:

1. takes responsibility for certain classroom chores;
2. takes care of his/her own things (pencils, crayons, clothing, paper);

3. compares likeness and differences in families, ethnic groups, and societies;
4. listens to stories about immigrant children;
5. explains classroom rules and procedures;
6. creates a simple map of the classroom;
7. identifies basic global features (continents and oceans);
8. distinguishes between age appropriate maps and globes;
9. identifies basic directions (north, south, east and west).

#### **Technology Integration**

The student:

1. communicates about technology using developmentally appropriate terms;
2. works cooperatively and collaboratively with peers;
3. uses and recognizes the functions of the various keys on the computer.

#### ***Religious, Ethical, and Philosophical Forces in History***

##### **Performance Standards**

The student:

1. applies the principles of the Golden Rule as expressed in major religions and ethical teaching (family, community, school);
2. formulates ideas of what is appropriate and inappropriate behavior in different situations;
3. illustrates making and changing rules;
4. exhibits acceptable classroom behavior;
5. describes different types of religious practices (e.g., holidays, celebrations).

##### **Essential Skills**

The student:

1. listens to, discusses, and makes up stories and fables, such as Aesop's, in which characters treat one another in fair and unfair ways;
2. identifies examples of honesty, courage, and patriotism;
3. makes judgments of what is "right" and "wrong" behavior in the classroom and on the playground;
4. cooperates with and helps others;
5. makes and follows rules;
6. lists behaviors that are considered good and those that are considered not good.

#### **Technology Integration**

The student:

1. uses input devices (e.g., mouse, keyboard, remote control) and output devices;
2. works cooperatively when using technology;
3. demonstrates appropriate care and handling of technology equipment and software.

#### ***Cultural History: Tradition, Creativity, and Diversity***

##### **Performance Standards**

The student:

1. demonstrates an appreciation of cultural differences;
2. describes features in his/her natural and cultural environment;
3. identifies similarities and differences of habits, patterns of living, and culture (e.g. celebrations, languages, foods, life styles) using simple stories, pictures and narratives.

##### **Essential Skills**



The student:

1. recognizes traditions, values and beliefs (e.g. holidays, family celebrations);
2. recognizes elements of culture through pictures and artifacts;
3. describes self as member of family, ethnic group, cultural groups and communities.

### **Technology Integration**

The student:

1. uses input devices (e.g., mouse, keyboard, remote control) and output devices;
2. works cooperatively when using technology;
3. demonstrates appropriate care and handling of technology equipment and software.

### **School Curriculum Kindergarten:**

The Eagle Academy Public Charter School will use the Academic Play curriculum for its core subjects .

#### **Language Arts Standard**

##### **1. Reading**

Reading is a process, which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. For most kindergartners the "reading" process will be listening to literature being read to them and showing evidence of comprehension by their oral response or by drawing pictures or by circling answers on a response sheet. As they near the end of kindergarten, most kindergartners will be beginning readers and able to read some text in some books. In providing evidence of a responsible interpretation, students may make connection between parts of a text, other experiences and make extensions.

- 1.1. The students read at least five, age-appropriate books or book equivalents by the end of the year. The student must have listened to at least 20 books or book equivalents outside of regular class time. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.
- 1.2. The student reads (and/or listens) and comprehends informational materials to develop understanding and produces written or oral work that:
  1. restates or summarizes information;
  2. relates new information to prior knowledge and experience;
  3. extends ideas;
  4. makes connections to related topics or information.
- 1.3. By the end of the year, the student reads aloud, accurately (in the range of 60-80%), familiar material, and in a way that makes meaning clear to listeners by:
  1. self-correcting;
  2. using a range of cueing systems, e.g., phonics and content clues, to determine pronunciation and meanings;

##### **2. Writing (with alphabet or pictures)**

Writing is a process through which a writer shapes language to communicate effectively.

- 2.1. The student produces a report
- 2.2. The student produces a response to literature.
- 2.3 The student produces a narrative account.

2.4. The student produces a narrative procedure that engages the reader.

### **3.0. Speaking, Listening, and Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, and large audiences and meetings.

3.1 The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

1. initiates new topics in addition to responding to adult-initiated topics;
2. asks relevant questions;
3. responds to questions with appropriate elaboration;
4. uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm sure/unsure/whether...";

3.2 The student participates in group meetings, in which the student:

1. displays appropriate turn-taking behaviors;
2. actively solicits another person's comment or opinion;
3. offers own opinion forcefully without dominating;
4. responds appropriately to comments and questions;
5. volunteers contributions and responds when directly solicited by teacher or discussion leader;
6. gives reasons in support of opinions expressed;
7. clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

### **4.0 Conventions, Grammar and Usage of the English Language**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

4.1 The student demonstrates a basic understanding of the rules of the English language in oral work. The student demonstrates control of:

1. grammar;
2. sentence construction;
3. usage.

### **5.0 Literature**

5.1. The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

1. identifies recurring themes across works;
2. examines the reasons for a character's actions;

### **6.0 English As a Second Language**

6.1. Students demonstrate ability to communicate in their second language. Students will:

1. Use their second language to engage in conversations, express feelings and emotions and exchange opinions and information
2. comprehend and interpret spoken language on diverse topics.

6.2 Student will develop multicultural understandings. Students will:

1. use important cultural traits of various cultures.
2. demonstrate knowledge of various cultural traditions.

## **Mathematics Standards**

### **1.0 Arithmetic and Number Concepts**

The student demonstrates understanding of a mathematical concept by using it to solve problems. All three ways of demonstrating understanding--use, represent, and explain--are required to meet this standard.

The student produces evidence that demonstrates understanding of arithmetic and number concepts:

1.1 Adds and subtracts whole numbers, with and without calculators; that is:

1. adds, i.e., joins things together, increases;
2. subtracts, i.e., takes away, compares, finds the difference;
3. computes answers mentally, e.g.,  $2+5$ ,  $4-3$ ;

1.2 Estimates, approximates, or uses exact numbers.

1.3 Describes and compares quantities by using concrete and real world models of simple fractions:

1. finds simple parts of wholes;
2. recognizes simple fractions, e.g.,  $1/4$  of something;

### **2.0 Geometry and Measurement Concepts**

The student demonstrates understanding of a mathematical concept by using it to solve problems and explaining it to someone else.

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

2.1 Gives and responds to directions about location, e.g., by using words such as "in front of," "right," and "above".

2.2 Visualizes and represents two-dimensional views of simple rectangular three-dimensional shapes, e.g., by showing the front view and side view of a building made of cubes.

2.3 Uses several types of figures (triangles, squares, rectangles, and circle).

2.4 Solves problems by showing relationships between and among figures.

2.5 Extends and creates geometric patterns using pictorial models.

### **3.0 Problem Solving and Reasoning**

The student demonstrates logical reasoning throughout work in mathematics, i.e., concepts and skills, problem solving, and projects; demonstrates problem solving by using mathematical

concepts and skills to solve problems; and solves problems that make demands on all three aspects of the solution process: formulation, implementation, and conclusion.

#### 4.1 Formulation:

1. Given the basic statement of a problem situation:
  - 1) makes the important decisions about the approach, material, and strategies to use;
  - 2) uses previously learned strategies, skills, knowledge, and concepts to make decisions;

#### 4.2 Implementation

1. The student makes the basic choices involved in planning and carrying out a solution:
  1. invents and uses a variety of strategies and approaches to solving problems and uses or learns approaches that other people use, as appropriate;
  2. makes connections among concepts in order to solve problems;

### 5.0 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task:

- 5.1 Adds and subtracts whole numbers correctly:
  1. knows single digit addition and subtraction;
  2. adds and subtract numbers with two digits;
- 5.2 Estimates numerically.
- 5.3 Computes time (in hours and minutes) and money (in dollars and cents).
- 5.4 Uses +, -.

### 6.0 Mathematical Communication

The student uses the language of mathematics, its symbols, to communicate about mathematics by describing mathematical ideas and concepts and explaining reasoning and results:

- 6.1 Uses appropriate mathematical terms, vocabulary, and language, based on prior conceptual work.
- 6.2 Shows mathematical ideas in a variety of ways, including words, numbers, and models.

## Science Standards

### 1.0 Physical Sciences Concepts

The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions and by representing the concept in multiple ways (through words or pictures). Both aspects of understanding, explaining, and representing are required to meet this standard.

The student produces evidence that demonstrates understanding of:

- 1.1 Properties of objects and material, such as similarities and differences in the size, weight,

and color of objects and different states of materials.

1.2 Position and motion of objects and how sound is produced by vibrating objects.

## **2.0 Life Sciences Concepts**

The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions and by representing the concept in multiple ways (through words or pictures, as appropriate). Both aspects of understanding, explaining, and representing are required to meet this standard.

The student produces evidence that demonstrates understanding of:

2.1 Characteristics of organisms.

## **3.0 Earth and Space Science Concepts**

The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions and by representing the concept in multiple ways (through words, diagrams, graphs or charts). Aspects of understanding, explaining, and representing are required to meet this standard.

The student produces evidence that demonstrates understanding of:

3.1 Properties of earth materials, such as water and gases; and the properties of rocks and soils, such as texture, color, and ability to retain water.

3.2 Objects in the sky, such as sun, moon, planets, and other objects that can be observed and described; and the importance of the sun, moon, planets, and other objects that can be observed and described; and the importance of the Sun to provide the light and heat necessary for survival.

## **4.0 Scientific Thinking**

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 to 3, and appropriate methods to investigate the natural world:

4.1 Asks questions about natural phenomena; objects and organisms; and events and discoveries.

4.2 Uses concepts from Science Standards 1 to 3 to explain a variety of observations and phenomena.

4.3 Uses evidence from reliable sources to construct explanations.

4.4 Works individually and in teams to collect and share information and ideas.

## **5.0 Scientific Communication**

The student demonstrates effective scientific communication by clearly describing aspects of the natural world:

5.1 Uses facts to support conclusions.

5.2 Critiques written and oral explanations, and uses data to resolve disagreements.

## **6.0 Scientific Investigation**

The student demonstrates scientific competence by completing observing and making inferences from observations:

- 6.1 An experiment, such as watching ice cubes change to water and then become ice cubes again in the freezer.
- 6.2 A systematic observation.

## **Social Studies Standards**

### **Introduction to History and the Social Sciences**

The standards for kindergarten students include an introduction to the lives of interesting people in history. During the course of their first year in school, students should learn basic concepts involving historical time sequence, geographic direction, and economic choices. They should use maps and globes to identify and locate some of the places and geographic features that are discussed in rich stories of history. Initial citizenship education should include the importance of following rules and respecting the rights of other people. Students should also have opportunities to learn about national symbols. They should learn how individuals acquire the economic goods and services they need and want. They should learn the concepts of self-control, justice, courage, heroism, and leadership.

#### **1.0 History**

1.1 The student will understand that history relates to events and people of other times and places by identifying examples of past events in legends and historical accounts, including Paul Revere's ride and the stories of Johnny Appleseed, Booker T. Washington, and Betsy Ross; identifying examples of interesting Americans through exposure to biographies of important people of the past, including George Washington, Harriet Tubman, Abraham Lincoln, and Davy Crockett; and describing the people and events honored in commemorative holidays, including Columbus Day, Thanksgiving, Independence Day, President's Day, and Lee/Jackson/King Day.

#### **2.0 Geography**

- 2.1 The student will compare and contrast the relative location of people, places, and things by placing objects using near/far, up/down, left/right, behind/in front; and locating land and water on a map using north, east, south, and west.
- 2.2 The student will use simple maps, globes, and other three-dimensional models to become aware of the physical shape of our state and nation; and locate areas referenced in historically based legends and stories.
- 2.3 The student will identify symbols such as community symbols (traffic signs, traffic lights, street and highway markers, etc.); and map symbols (legend references to land, water, roads, and cities).

#### **3.0 Economics**

- 3.1 The student will match simple descriptions of work that people do and the names of those jobs with examples from the local community and historical accounts.
- 3.2 The student will identify basic economic concepts, including the difference between basic needs (food, clothing, and shelter) and wants (luxuries); the practice of exchanging money for goods; and examples of people saving for the future.

#### **4.0 Civics**

- 4.1 The student will demonstrate an understanding that being a good citizen involves important actions by taking turns, sharing, classroom chores, respecting what belongs to others, identifying examples of rules and the consequences of breaking them.
- 4.2 The student will identify traditionally patriotic symbols such as those associated with the District of Columbia.
- 4.3 The student will learn traditionally patriotic activities, including the Pledge of Allegiance and the Star-Spangled Banner.

### **Music Standards**

#### **1.0 Perform**

- 1.1 The student will sing songs and play instruments.
- 1.2 The student will perform rhythm patterns that include sounds and silences.
- 1.3 The student will sing, play, or move at the appropriate time following a vocal/instrumental introduction.
- 1.4 The student will respond to music with appropriate movements.
- 1.5 The student will demonstrate the difference between a singing voice and a speaking voice.
- 1.6 The student will demonstrate steady beat.
- 1.7 Use body percussion, instruments, and movement.
- 1.8 Use children's literature, chant, and song.

#### **2.0 Create**

- 2.1 The student will employ creativity in a variety of music experiences.

#### **3.0 Investigate**

- 3.1 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- 3.2 The student will identify classroom instruments by sight and sound.
- 3.3 The student will distinguish between tone colors.

#### **4.0 Connect**

- 4.1 The student will exhibit respect for the contributions of self and others in a music setting.
- 4.2 The student will demonstrate an understanding of the relationship between music and other disciplines.

## Visual Arts Standards

The standards for kindergarten serve as building blocks for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.

### 1.0 Visual Communication and Production

- 1.1 The student will create works of art that represent personal solutions to art problems.
- 1.2 The student will demonstrate self-expression through creation of works of art.
- 1.3 The student will identify and use colors, textures, line and line characteristics, shape, and patterns.
- 1.4 The student will create a work of art that commemorates a personal or historical event.
- 1.5 The student will make a work of art that depicts a specific animal or plant.
- 1.6 The student will create a self-portrait.
- 1.7 The student will identify objects within the environment that occupy space.
- 1.8 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- 1.9 The student will describe the sequence of steps in the making of a work of art.
- 1.10 The student will manipulate three-dimensional art materials—pinch, pull, squeeze, twist, pound, and roll.
- 1.11 The student will demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing, and stamping.

### 2.0 Cultural Context and Art History

- 2.1 The student will identify people who make art as artists (e.g., painters, sculptors, printmakers, architects, graphic designers).
- 2.2 The student will identify the purposes for creating works of art.
- 2.3 The student will discuss the concept that all cultures create works of art.

### 3.0 Aesthetics

- 3.1 The student will discuss and explain ideas and expressions in personal works of art.
- 3.2 The student will select a preferred work of art from among others and explain why it was chosen.
- 3.3 The student will discuss thoughts, experiences, and feelings expressed in works of art.

## Physical Education Standards

Developing fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. Children will be at various levels of maturity across all skills and should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, the students will begin to learn key movement concepts



that help them perform in a variety of educational games, educational dances, and educational gymnastics. They will learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle.

### **1.0 Skilled Movement**

1.1 The student will demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) for locomotor, non-manipulative, and manipulative skills.

1.2 Demonstrate a minimum of two critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, sliding, and skipping.

1.3 Demonstrate a minimum of two critical elements used in the non-manipulative movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.

1.4 Demonstrate a minimum of two critical elements used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, volley with hand).

1.5 Demonstrate a minimum of two critical elements used in manipulative skills while moving.

1.6 Demonstrate moving to a rhythm, using basic rhythmic patterns.

### **2.0 Movement Principles and Concepts**

2.1 The student will demonstrate use of the movement concepts of *directions, levels, pathways,* and *effort* while performing locomotor skills.

### **3.0 Personal Fitness**

3.1 The student will participate for short-periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration.

### **4.0 Responsible Behaviors**

4.1 The student will use appropriate behaviors and safe practices in physical activity settings.

4.2 Demonstrate good listening skills when learning procedures and receiving instruction.

4.3 Demonstrate ability to share, and be cooperative and safe with others.

### **5.0 Physically Active Lifestyle**

5.1 The student will participate in regular physical activity.

5.2 The student will explain why physical activity is good for health.

## **Health Standards**

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.

## **1.0 Knowledge and Skills**

1.1 The student will explain that the body is a living and growing organism. Key concepts/skills include the importance of making healthy food choices; the effects of drugs and medicines; the five senses and major body parts (e.g., head, eyes, trunk, arms, legs); the need for physical activity.

1.2 The student will explain the concept of being healthy. Key concepts/skills include the impact of positive and negative emotions; personal hygiene practices; germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).

1.3 The student will explain the concept of being safe. Key concepts/skills include the need for rules and practices; the differences between emergency and nonemergency situations; the choices that prevent injuries.

## **2.0 Information Access and Use**

2.1 The student will identify sources of health and safety information. Key concepts/skills include a variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media; individuals, including school nurses, family members, health care personnel, teachers, and public safety officials.

## **3.0 Community Health and Wellness**

3.1 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include the peaceful resolution of conflicts; the importance of sharing information; the student will identify expectations for personal behavior in school and social settings.

## **Grade 1**

The Eagle Academy Public Charter School will use the Academic Play curriculum for its core subjects.

### **Language Arts Standard**

#### **1. Reading**

Reading is a process, which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. Comprehension is usually portrayed by demonstrating an understanding of the text as a whole, identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connection between parts of a text, other experiences and make extensions.

1.1. The students read at least twenty-five, age-appropriate books or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, and textbooks. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

1.2. The student reads and comprehends at least three books (or book equivalents) about one issue or subject, or three books by a single writer, or three books in one genre, and produces evidence of reading that:

1. makes and supports warranted and responsible assertions about the texts;
  2. supports assertions with evidence;
  3. compares themes, characters, and ideas;
  4. makes perceptive and well developed connections;
- 1.3. The student reads and comprehends informational materials to develop understanding and produces written (pictorial allowed) or oral work that:
1. restates or summarizes information;
  2. relates new information to prior knowledge and experience;
  3. extends ideas;
  4. makes connections to related topics or information.
- 1.4. The student reads aloud, accurately (in the range of 85-90%), familiar material, and in a way that makes meaning clear to listeners by:
1. self-correcting when subsequent reading indicates an earlier miscue;
  2. using a range of cueing systems, e.g., phonics and content clues, to determine pronunciation and meanings;
  3. reading with a rhythm, flow, and meter that sounds age-appropriate.

## **2. Writing (with alphabet or pictures)**

Writing is a process through which a writer shapes language to communicate effectively.

- 2.1. The student produces a report
- 2.2. The student produces a response to literature.
- 2.3 The student produces a narrative account.

## **3.0. Speaking, Listening, and Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, and large audiences and meetings.

- 3.1 The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:
1. initiates new topics in addition to responding to adult-initiated topics;
  2. asks relevant questions;
  3. responds to questions with appropriate elaboration;
  4. uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if..." "very likely..." "I'm sure/unsure/whether...";
  5. confirms understanding by paraphrasing the adult's directions or suggestions.
- 3.2 The student participates in group meetings, in which the student:
1. displays appropriate turn-taking behaviors;
  2. actively solicits another person's comment or opinion;
  3. offers own opinion forcefully without dominating;
  4. responds appropriately to comments and questions;
  5. volunteers contributions and responds when directly solicited by teacher or discussion leader;

6. gives reasons in support of opinions expressed;
7. clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

3.3 The student prepares and delivers an individual presentation, in which the student:

1. shapes information to achieve a particular purpose;
2. shapes content and organization;
3. uses notes or other memory aids to structure the presentation;
4. engages the audience with appropriate verbal cues and eye contact;

#### **4.0 Conventions, Grammar and Usage of the English Language**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

4.1 The student demonstrates a basic understanding of the rules of the English language in written and oral work. The student demonstrates control of:

1. grammar;
2. sentence construction;
3. spelling;
4. usage.

4.2 The student analyzes and subsequently revises work. Strategies for revising include:

1. adding or deleting details;
2. adding or deleting explanations;
3. clarifying difficult passages;
4. sharpening the focus;

#### **5.0 Literature**

5.1. The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

1. identifies recurring themes across works;
2. examines the reasons for a character's actions;
3. critiques the degree to which a plot is contrived or realistic;
4. makes inferences and draws conclusions about contexts, events, characters, and settings.

#### **6.0 English As a Second Language**

6.1. Students demonstrate ability to communicate in their second language. Students will:

1. Use their second language to engage in conversations, express feelings and emotions and exchange opinions and information
2. comprehend and interpret written and spoken language on diverse topics.
3. present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

6.2 Student will develop multicultural understandings. Students will:

1. use important cultural traits of various cultures.

2. demonstrate knowledge of various cultural traditions.

6.3 Student will develop mastery of English in every category described above.

### **Mathematics Standards**

#### **1.0 Arithmetic and Number Concepts**

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, symbols, or words, as appropriate), and explaining it to someone else. All three ways of demonstrating understanding--use, represent, and explain--are required to meet this standard.

The student produces evidence that demonstrates understanding of arithmetic and number concepts:

- 1.1 Adds and subtracts whole numbers, with and without calculators; that is:
  1. adds, i.e., joins things together, increases;
  2. subtracts, i.e., takes away, compares, finds the difference;
  3. analyzes problem situations and contexts in order to figure out when to add or subtract;
  4. solves arithmetic problems by relating addition and subtraction;
  5. computes answers mentally, e.g.,  $2 + 5$ ,  $4 - 3$ ;
  6. uses simple concepts of negative numbers, e.g., on a number line, in counting, in temperature.
- 1.2 Demonstrates understanding of the base ten place value systems and uses this knowledge to solve arithmetic tasks:
  1. counts 1, 10, or 100 more than or less than, e.g., 1 less than 80, 10 more than 130, 100 more than 200, 100 less than 400;
- 1.3 Estimates, approximates, or uses exact numbers, as appropriate, in calculations.
- 1.4 Describes and compares quantities by using concrete and real world models of simple fractions:
  1. finds simple parts of wholes;
  2. recognizes simple fractions, e.g.,  $1/4$  of something;
  3. uses beginning proportional reasoning and simple ratios, e.g., "about half of the people."
- 1.5 Describes and compares quantities by using whole number up to 50, that is:
  1. connects ideas of quantities to the real world, e.g., how many people fit in the school's cafeteria;
  2. finds, identifies, and sorts numbers by their properties, e.g., odd, even.

#### **2.0 Geometry and Measurement Concepts**

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, symbols, or words, as appropriate), and explaining it to someone else. All three ways of demonstrating understanding use, represent, and explain are required to meet this standard.

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

- 2.1 Gives and responds to directions about location. e.g., by using words such as “in front of,” “right,” and “above”.
- 2.2 Visualizes and represents two-dimensional views of simple rectangular three-dimensional shapes, e.g., by showing the front view and side view of a building made of cubes.
- 2.3 Uses several types of figures (triangles, squares, rectangles, circle, and spheres).
- 2.4 Solves problems by showing relationships between and among figures.
- 2.5 Extends and creates geometric patterns using concrete and pictorial models.
- 2.6 Selects and uses units, both formal and informal as appropriate, for estimating and measuring quantities such as weight, length, and time.

### **3.0 Problem Solving and Reasoning**

The student demonstrates logical reasoning throughout work in mathematics, i.e., concepts and skills, problem solving, and projects; demonstrates problem solving by using mathematical concepts and skills to solve problems; and solves problems that make demands on all three aspects of the solution process: formulation, implementation, and conclusion.

#### **3.1 Formulation:**

1 Given the basic statement of a problem situation:

- 1) makes the important decisions about the approach, material, and strategies to use;
- 2) uses previously learned strategies, skills, knowledge, and concepts to make decisions;
- 3) uses strategies, such as using manipulative or drawing sketches, to model problems.

#### **3.2 Implementation**

1. The student makes the basic choices involved in planning and carrying out a solution:

1. invents and uses a variety of strategies and approaches to solving problems and uses or learns approaches that other people use, as appropriate;
2. makes connections among concepts in order to solve problems;
3. solves problems in ways that make sense and explains why these ways make sense, e.g., defends the reasoning, explains the solution.

### **4.0 Mathematical Skills and Tools**

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task:

4.1 Adds and subtracts whole numbers correctly:

1. knows single digit addition and subtraction;
2. adds and subtract numbers with two digits;

4.2 Estimates numerically.

4.3 Measures length, height and weight accurately.

4.4 Computes time (in hours and minutes) and money (in dollars and cents).

4.5 Refers to geometric shapes and terms correctly with concrete objects or drawings, including, triangle, square, rectangle, side, edge, face, cube, point, line, and circle.

4.6 Uses +, -.

### **5.0 Mathematical Communication**

The student uses the language of mathematics, its symbols, to communicate about mathematics by describing mathematical ideas and concepts and explaining reasoning and results:

5.1 Uses appropriate mathematical terms, vocabulary, and language, based on prior conceptual work.

5.2 Explains solutions to problems clearly and logically, and supports solutions with evidence, in both oral and written work.

5.3 Comprehends mathematics from reading assignments and from other sources.

## **Science Standards**

### **1.0 Physical Sciences Concepts**

The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions and by representing the concept in multiple ways (through words or pictures). Both aspects of understanding explaining and representing are required to meet this standard.

The student produces evidence that demonstrates understanding of:

1.1 Properties of objects and material, such as similarities and differences in the size, weight, and color of objects and different states of materials.

1.2 Position and motion of objects and how sound is produced by vibrating objects.

1.3 Light, heat, electricity, and magnetism, such as the variation of heat and temperature.

### **2.0 Life Sciences Concepts**

The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions and by representing the concept in multiple ways (through words or pictures, as appropriate). Both aspects of understanding explaining and representing are required to meet this standard.

The student produces evidence that demonstrates understanding of:

2.1 Characteristics of organisms, such as survival and environmental support; the relationship between structure and function; and variations in behavior.

2.2 Life cycles of organisms and that all plants and animals have life cycles.

### **3.0 Earth and Space Science Concepts**

The student demonstrates conceptual understanding by using a concept accurately to explain observations and make predictions. Aspects of understanding, explaining, and representing are required to meet this standard.

The student produces evidence that demonstrates understanding of:

3.1 Properties of earth materials, such as water and gases; and the properties of rocks and soils.

such as texture, color, and ability to retain water.

- 3.2 Objects in the sky, such as sun, moon, planets, and other objects that can be observed and described; and the importance of the sun, moon, planets, and other objects that can be observed and described; and the importance of the Sun to provide the light and heat necessary for survival.
- 3.3 Changes in earth and sky, such as changes caused by weathering; and the patterns of movement of objects in the sky (sun and moon).

#### **4.0 Scientific Thinking**

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 to 3, and appropriate methods to investigate the natural world:

- 4.1 Asks questions about natural phenomena; objects and organisms; and events and discoveries.
- 4.2 Uses concepts from Science Standards 1 to 3 to explain a variety of observations and phenomena.
- 4.3 Uses evidence from reliable sources to construct explanations.
- 4.4 Evaluates different points of view using relevant experiences, observations, and knowledge; and distinguishes between fact and opinion.
- 4.5 Identifies problems; proposes and implements solutions; and evaluates the accuracy, design, and outcomes of investigations.
- 4.6 Works individually and in teams to collect and share information and ideas.

#### **5.0 Scientific Tools and Technologies**

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results, and accomplish tasks effectively:

- 5.1 Uses technology and tools (such as rulers, computers, balances, thermometers, watches, and magnifiers) to gather data and extend the sense.
- 5.2 Acquires information from multiple sources, such as experimentation and print and non-print sources.

#### **6.0 Scientific Communication**

The student demonstrates effective scientific communication by clearly describing aspects of the natural world:

- 6.1 Represents data and results in multiple ways, such as numbers, drawings, and artwork.
- 6.2 Uses facts to support conclusions.

#### **7.0 Scientific Investigation**

The student demonstrates scientific competence by completing projects drawn from the following kinds of investigations:

- 7.1 An experiment.
- 7.2 A systematic observation, such as a field study.
- 7.3 A design, such as building a model or scientific apparatus.



## Social Studies Standards

### Introduction to History and the Social Sciences

The standards for first-grade students include comparisons of everyday life and traditions in different places and times. First-grade students should construct simple maps and globes to identify continents and locate places in the District and around the world related to their comparative studies of life and culture. First graders should also construct time lines; study economic concepts of scarcity, productive resources, and consumption; learn the value of rights and responsibilities; and help to make and enforce class rules. The student should be encouraged to develop good character through stories that teach such virtues as honesty, truthfulness, kindness, self-discipline, and responsibility.

### 1.0 History

- 1.1 The student will compare everyday life in different places and times and recognize that people, places, and things change over time through such comparisons as current school and community with past school and community; and contemporary American life with American life in previous time periods.
- 1.2 The student will understand through biographies and stories the deeds for which our nation honors leaders from the past, including a variety of political, scientific, social, and military leaders, including Benjamin Franklin, George Washington Carver, Jane Addams, and John Paul Jones.
- 1.3 The student will study the life of people and events associated with major holidays such as Thanksgiving and the Pilgrims, Independence Day, Flag Day, Veterans' Day, Memorial Day, etc.
- 1.4 The student will construct time lines to show sequence and change and will identify examples of possible cause and effect.

### 2.0 Geography

- 2.1 The student will locate the local community, the District of Columbia, the United States, the seven continents, and the four oceans on a map and a globe.
- 2.2 The student will construct a simple map of a familiar area incorporating cardinal direction, scale, and map symbols.
- 2.3 The student will describe how climate, location, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- 2.4 The student will use maps, pictures, and stories to compare the geography of the local community with that of other communities in the District of Columbia, the United States, and the world.

### 3.0 Economics

- 3.1 The student will describe the differences between human resources (people at work), natural resources (water, soil, wood, coal, etc.), and capital resources (machines, tools, etc.) used to produce different goods or services.
- 3.2 The student will explain the difference between goods and services and will describe how people are both buyers (consumers) and sellers (producers) of goods and services.
- 3.3 The student will explain that limits on resources require people to make choices about

producing and consuming goods and services.

3.4 The student will simulate the exchange of money for goods and services and will identify ways to save money.

#### **4.0 Civics**

4.1 The student will describe and compare the making of some class rules by direct democracy (e.g., the entire class votes on the rules) and by representative democracy (e.g., the class elects a smaller group to make the rules).

4.2 The student will identify the bodies of elected representatives responsible for making local, District, and United States laws.

4.3 The student will name the President of the United States and recognize national symbols and traditions of the District and the United States such as flags, holidays, and the Pledge of Allegiance.

### **Music Standards**

#### **1.0 Perform**

- 1.1 The student will sing songs and play instruments.
- 1.2 The student will perform rhythm patterns.
- 1.3 The student will respond to music with movement.

#### **2.0 Create**

- 2.1 The student will employ creativity in a variety of music experiences.

#### **3.0 Investigate**

- 3.1 The student will distinguish between melodic rhythm and steady beat by sight and sound.
- 3.2 The student will recognize when music changes from one section to a contrasting section.
- 3.3 The student will recognize and describe sudden changes in expressive qualities of music.
- 3.4 The student will identify high pitches and low pitches.

#### **4.0 Connect**

- 4.1 The student will exhibit respect for the contributions of self and others in a music setting.
- 4.2 The student will demonstrate an understanding of the relationship between music and other disciplines.

### **Visual Arts Standards**

The standards for grade one continue to emphasize that the visual arts are about ideas.

Eagle Academy Public Charter School 6/1/01

Development continues in cognitive, sensory, affective, and motor domains. Standards will continue to emphasize the language of art. Art production will focus on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

### **1.0 Visual Communication and Production**

- 1.1 The student will recognize and discuss various solutions to a single art problem.
- 1.2 The student will use the senses of vision, touch, and hearing as inspirations for works of art.
- 1.3 The student will identify and use primary colors, line and line variations, texture, shape, patterns.
- 1.4 The student will create works of art inspired by spoken and written stories and poems.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will use past experiences and simulated situations as subject matter in works of art.
- 1.7 The student will demonstrate the ability to recognize size relationships.
- 1.8 The student will develop eye/hand coordination by drawing and constructing.
- 1.9 The student will observe and depict plants, animals, and people in a landscape work of art.
- 1.10 The student will demonstrate motor skills by weaving, tearing, and folding.

### **2.0 Cultural Context and Art History**

- 2.1 The student will recognize and describe how art is an integral part of one's own culture.
- 2.2 The student will identify and describe works of art that communicate feelings, ideas, and information.
- 2.3 The student will identify American cultural symbols and events depicted in art.

### **3.0 Aesthetics**

- 3.1 The student will discuss the reasons why works of art have value.
- 3.2 The student will describe and discuss ideas and emotions communicated in works of art.

## **Health Standards**

Students in grade one learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

### **1.0 Knowledge and Skills**

- 1.1 The student will identify the major body systems and explain their connection to personal

health. Key concepts/skills include the cardiovascular system; the digestive system; the skeletal system; the muscular system; the nervous system.

1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include personal hygiene, including care of one's teeth; personal safety behaviors; the harmful effects of misusing medicines and drugs; sleep habits; physical activity and healthy entertainment; proper nutrition.

1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include bus and automobile safety; pedestrian safety; playground safety; fire safety; home safety; water safety; bicycle, in-line skating, skateboard, scooter, and other self-propelled vehicle safety; the need for protective gear.

1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include cooperation with others; adaptation to change; expression of ideas and thoughts to create positive relationships; the differences between positive and negative emotions.

## **2.0 Information Access and Use**

2.1 The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include the role of community health care professionals; the purpose of community health care agencies.

## **3.0 Community Health and Wellness**

3.1 The student will demonstrate responsible personal and social behaviors in the school community. Key concepts/skills include cooperative behavior; respect for others; adherence to school rules; acceptance of responsibility; respect for the property of others.

3.2 The student will explain that his/her personal decisions help contribute to a healthy environment. Key concepts/skills include the proper disposal of trash; the prevention of water pollution; the effects of pollution on drinking water and marine life; water conservation.

### **c. Methods of Instruction:**

The methods of instruction used in Eagle Academy PCS are based on extensive research, which supports each pedagogical practice. There are unique strategies incorporated into the Academic Play program as well. Examples of teaching methods that will be used on a frequent basis in the Early Childhood program are as follows: cooperative learning, collaborative learning, peer tutoring and cross age tutoring, small group and large group instruction, project-based learning, simulations, play, manipulatives, games, and modeling.

The Eagle Academy PCS will use the following structural strategies:

1. Extended day - The day will begin at 8:15 and end at 4:00 with opportunities for tutoring from 4:00-5:00.
2. Intervention Plan - An individual plan will be developed for students experiencing academic needs as well as for those experiencing socio/emotional needs.
3. Lower Student to Teacher Ratio - There will be no more than 20 students to a teacher, class size equals 20:1 at the Kindergarten and Grade one; Pre-Kindergarten is 18:2; and Pre-School is 16:2.
4. Family Involvement - Families will be expected to participate in their child's education

The pre-school program will use the following strategies to implement an activity based academic curriculum program: structured play, free play, drama, games, project-based learning, cooperative learning, puppets, field trips, personal experiences, choral response, songs, manipulatives, small group learning, story telling, language experience, and other strategies that fit within the constructivist model of learning. There is a strong emphasis on phonemic awareness and of phonemic skill development. This is part of the comprehensive reading readiness pedagogical strategies that prepare students for the Academic Play program in Kindergarten.

The LEP students will participate in an immersion program in which they are included in all morning classes with the regular students and then have an intense ESL program in the afternoon with ESL teachers. The Eagle Academy PCS will use a three prong ESL immersion program to enable students to achieve mastery of English quickly. All students will remain together for the morning program. In the afternoon, the Limited English Proficient students will engage in intensive ESL classes focused around the regular academic program. The last hour of the school day is set aside for special work. The multi-cultural component of the school's curriculum will help student's value and sustain their own culture while mastering spoken and written Standard English. The strategies used with LEP are proven, effective strategies that support student learning of English rapidly.

Gifted and talented students will be challenged to achieve their peak performance. The Academic Play system allows students to master performance standards. Students who demonstrate high performance are allowed to move to new learning.

Classified students will be part of an inclusion program. Special education teachers will assist regular classroom teachers and support the classified student's learning.

The research on the above pedagogical practices strongly supports and associates them with high academic achievement among urban students. They are also associated with developing a supportive learning climate for all students. These strategies will support high student achievement and allow the charter to attain its goals.

The methods of instruction in the Early Childhood Program derives from the interests and needs of the child. Children love to play and it is from the children's play that the teachers will structure many lessons that look like play to the casual observer.

Children will pretend and act out a drama or role-play an incident. The teacher will read aloud to the children and the story will allow students to present their experiences to others and to structure them and analyze them so that they make a story others want to hear.

Children will sing. They will learn the alphabet while singing. They will learn to cooperate. They will learn to structure events while singing. They will learn to appreciate themselves and each other.

This type of pedagogical system is usually referred to as constructivist. The learning of the content is derived from the children's experiences. Children's experiences are broadened, allowing, a broader content to be taught.

Children will develop phonemic awareness through play, songs, silly poems, and Dr. Seuss Books. They will develop geometric concepts of set, length, and combination through play and games directed by the teacher. They will learn to take turns and to be patient. They will develop anticipatory sets through these experiences.

**d. Students with Disabilities:**

Eagle Academy PCS will enter a contract with Education Support Services (ESS), a private company that has been approved and recommended by the Charter School Special Education Consortium. ESS will begin working with Eagle Academy PCS prior to the recruitment of students and will recommend methods for identifying students with disabilities early in the process. Students with disabilities will be identified in five ways.

1. Students who are enrolled from a referring agency such as Howard University Hospital program or health Services for children with Special Needs will already have an IEP from these programs. They will be reassessed for their new age level by ESS.
2. When students register for Eagle Academy PCS, parents will complete a form and review it with a staff member that specifically addresses whether they have a child who is already identified as a special needs student. The existing IEP will be retrieved by ESS.
3. The above form will also identify students who may be in need of classification. These students will be informally evaluated by ESS staff to see if they should receive a complete evaluation. Evaluations will begin before school is open.
4. Students will also be identified by staff in interviews and by contacting their previous schools.
5. After students enter school, teachers, administrators and ESS staff will identify students who appear to need a formal evaluation.

Every identified student will be evaluated by ESS and an IEP developed. The principal, classroom teacher, and the ESS child Study Team will work together to help the student achieve and the family to understand the IEP. Staff will be particularly conscious of involving the parents in each step of the process.

Eagle Academy PCS principal will ensure that the IEP developed by ESS is implemented in the classroom.

Regular special education services will be delivered by the classroom teacher in cooperation with a special education teacher and ESS staff. Special services such as speech therapy, occupational therapy, and others will be delivered by ESS.

Nancy Opalak, President of ESS, has agreed to service the school with her standard contract, which covers all the specialized services plus the evaluations.

**e. Strategies for Providing Intensive Academic Support:**

The Board expects that most of our children will be well below grade level standards, which is one of the reasons for selecting Academic Play. Academic Play is designed to engage students in constant developmental processes through play activities. Phonemic awareness, proper pronunciation and enunciation will be stressed with fun songs, rhymes, sayings, and practices.

There is time structured in the afternoon for intensive one-on-one tutoring by teachers and aids. There are two aids for the Kindergarten and Grade One instructional who will provide support so that students who need intensive one-on-one instructional programs can receive them. Each Eagle Academy center will have a full time special education teacher who will work with the instructional staff to ensure that all children who need individualized programs receive them

---

<sup>7</sup> Modified from the New Jersey Goals and standards for English as a Second Language, 1999, NJSDE  
Eagle Academy Public Charter School 6/1/01

whether they are classified or not.

### **3. Student Performance**

#### **a. Student Assessment:**

Academic Play schools use multiple types of assessments: portfolio, observations, and performance. Kindergarten and First Grade students will take the district-wide assessment along with the DCPS students. Academic Play assesses the non-academic goals through observation, performance, and the student portfolio.

Baseline assessment will begin in September. The school will participate in the DCPS fall testing program. Outcomes for the school will be reviewed by the school administrator. Each teacher will receive the scores of each of the teacher's students. Professional staff meetings will be held to help the teacher understand what the scores mean, how they relate to the weekly assessments and their assessments. Teachers will select appropriate strategies and content to improve student performance. The performance results will be tracked by each teacher with a monthly summary of each student given to the school administrator.

Baseline performance for Pre-School and Pre-Kindergarten will be determined by two devices: the tests cited in the Education Plan and the portfolios kept by the teacher, i.e., Child Observation Record and Peabody Picture Vocabulary.

Measurement of students will initially be with the Child Observation Record and Peabody Picture Vocabulary. Teachers will begin building individual student portfolios from the first class.

#### **b. Basis for Promotion and Graduation:**

Students must achieve grade level mastery before the student can move into the next grade's work. For the First Grade students the primary performance criteria are the scores in reading and mathematics. For Kindergarten students they must demonstrate mastery of the academic concepts of the curriculum for the grade level. Beginning reading skills are absolutely required before the student may begin first grade work.

Pre-Kindergartners must have phonemic awareness, that is, know the alphabet and the sounds associated with each letter and 12 of the letter blends before moving to Kindergarten. These students must also demonstrate appropriate maturity as judged by their teachers in consultation with the child's parents.

The basis for promotion and graduation in the pre-school program will be student mastery of the skills and competencies defined in the curriculum for each level. Students must be prepared academically, socially, and emotionally, to enter school. Students must demonstrate specific behaviors or sets of behaviors in each area to be promoted to kindergarten and from kindergarten to first grade.

#### **c. Student Intervention:**

Students who are not reaching grade level performance in mathematics and reading will be identified early through the baseline assessment and teacher observation of performance in the classroom.

Parents are also involved in the educational process of their children. The school will contact the parent or guardian and identify strategies the parent can do at home with their student. For example, students are required to read with an adult at home for 20 minutes each

day. The parent can be taught how to work on specific problems the child might have.

There is no way to predict if a student will become dependent upon remediation. Research shows that students who receive special help frequently, prefer to be given the process for teaching and monitoring themselves. We will incorporate these strategies into each student's program as necessary. If this does happen, the classroom will assemble a team consisting of the parents, the school counselor, and an administrator to decide on a course of action.

Students will also have the summer school program to bring their academic performance up to grade level norms.

#### **4. Support for Learning**

##### **a. Parent Involvement:**

Parents will participate in the governance of the school and in their child(ren)'s education. The education of children at the Eagle Academy PCS is a family program and parents/guardians must be consistently involved in their child's learning. A parent and teacher organization will be formed that will be run by parents. The staff is expected to attend these meetings. The parent officers of this organization will meet monthly with the principal regarding school concerns. This group elects two parent members to the Board of Trustees to represent the parents.

When parents register their child for school, their role in the child's education will be discussed. Parents will be required to attend a meeting with their child's teacher before school begins and at least three more times during the year. During the first meeting, before school opens in the August, parents will be taught the types of things the school expects them to do with their child, e.g., allow the child to read aloud to the parent for 20 minutes each day.

The parent will receive written communication each day from the teacher that provides information on that day's activities. The parent will also receive a checklist of activities to do with the student at home. The parent will check the activities completed and send it to school with the child in the morning.

Parents of LEP students will be advised of the extra programming for their students. If the parents are Limited English Proficient, the school will provide an after school program to work with the parents of the children to improve their English. These will be standard ESL adult classes. There are other schools offering ESL programs, e.g., Carlos Rosario PCS, and parents will be advised of these opportunities as well. If Eagle Academy PCS offers its own adult ESL program, the curriculum and materials will be submitted to the DCPCSB for approval before classes begin.

##### **b. Community Participation:**

Eagle Academy PCS has a high level of community participation. The Board of Trustees already has one parent as a founding member, Shonn Gilkes. Ms. Gilkes has a three year old son who requires medical attention several times each day. He can function well in an inclusive setting with appropriate medical support which does not have to administered by a medical professional. She has not been able to find an appropriate inclusive classroom placement for her child and the DCPS does not offer any.

Dr. Margaret Mastal is Director of Research and Evaluation and the former Chief Operating Officer of Health Services for Children with Special Needs (HSCSN). This group works with a large number of children ages 0 through two who have special medical needs. They focus on providing assistance to the family as well as the child so that the family can function effectively



and inclusively as a unit. Dr. Mastal will help the Eagle Academy PCS extend the same type of family support to the children ages three through six who enter an Eagle Center from HSCSN.

Davene White, Coordinator of Neonatal/Pediatric Care represents a key link with the broader, low-income community who have children ages 0 through three. Ms. White's program works with many organizations and has several centers throughout the District. Ms. White will help the Eagle Academy PCS to link with many of the families who need a strong educational program for their children.

Cassandra Williams-Pinkney is Chairperson of the Eagle Academy PCS and also Director of Early Childhood Special Education Services for District of Columbia Public Schools. Ms. Williams-Pinkney is also a direct link to the community the Eagle Academy PCS desires to serve. She works with parents on a daily basis and also with the professionals within the traditional school system. She knows that there are literally hundreds of special needs children ages three through six in inappropriate educational placements. She also believes there are several thousand children who are not participating in the traditional education system because there is no before or after school care for their children. Several studies have pointed to a drop in enrollment in Head Start because Head Start does not provide before and after school care for children. Many children are being cared for in inappropriate settings or make-do settings. She is founding Eagle Academy PCS to provide public school placements that are appropriate for regular education and special education children.

Eular Robinson is the Clinical Administrator for the Department of Mental Health—Public Care Service Agency. They work with families throughout the District that have mental health problems. The Public Care Service Agency's representation on the Board is because they need appropriate placements for children from these families. The most critical need is for children ages three through six. They need a school that will take an interest in the child's situation and the needs of the family unit. The Eagle Academy PCS is designed to be cooperative in these efforts.

Paul Baldassari at Sun Trust Bank provides a link to the District's financial community. The Board of Trustees will need financial advice and direction particularly in starting the school. Mr. Baldassari has excellent connections within the financial community to seek advice and support for the charter.

As the Board seeks advice to select sites for the growth of the Eagle Academy PCS centers, Board members and/or staff will contact appropriate members Council Representatives, ANC chairpersons, religious leaders, local business leaders, additional social service agencies, and DCPS school officials and local principals. We will be especially vigorous in seeking the involvement of senior citizens in the support of the school, especially before and after school programs.

From these groups, the Board will develop a Community School Advisory group that will meet monthly with the principal. This group's role will be to advise on educational issues, community concerns, and the growth of the school. By developing good lines of communication with the organizations in the community, the School hopes to develop constructive support for the education of our students.

The school will also work with the Children's museum to plan visits and other educational activities. The school administrator and teachers will seek out individuals who will visit classrooms to discuss their job, a show and tell for adults so that children have some sense of career.

**c. School Organization and Culture:**

The Eagle Academy PCS will be organized to support student participation in the school community and to allow students to assume responsibility for their own behavior. Everyone wants to belong to a group. Our students will want to belong to the school community and learn to act in ways that support one another.

Each class is designed so that students will learn to share what they know and learn to learn from each other. The Academic Play program uses student participation as an important tool in the learning community. By learning together in a supportive, active classroom environment, students will learn to share with others until the whole school is linked with the sense of community. By using a common theme each week for the entire school around which students will learn, the teachers, the principal, the support staff, and the students are all bound in one community where they learn and support each other's learning.

The standard for all the school will be excellence. Teachers must learn to be excellent teachers and persons with their students. Students must strive for excellence in their scholarship and in their civic and ethical behavior. Every student will be challenged with age appropriate activities and also achieve age appropriate and readiness appropriate recognition.

The longer school day, the longer school year, the before school and after school support programs, the during school support programs, and summer school convey to each student that we believe they can achieve in every aspect of their life and we will do everything we can to help them. They will learn they are responsible for their own learning and they are responsible to help others learn. We are all part of one caring, sharing, and supporting learning community.

**d. Extracurricular Activities:**

Extra curricular activities for these students will be age appropriate. The Board will not make a decision on extra curricular activities until administrative staff is selected. The Board believes that programs that allow children to link with senior citizens would be very useful. Students could share artwork with seniors as well as performing simple children's songs. In the after school program, children will be offered a program of dance, gymnastics, art, and club activities. For children whose parents are available, there will a once per week after school program where the parents learn effective strategies for supporting their children's learning and developing a supportive home environment. This will be taught by a combination of school staff and cooperating agencies' staff.

Before school programs will focus upon academic readiness including singing and drawing activities that contain an academic theme.

**e. Safety, Order, and Student Discipline:**

Prior to the opening of Eagle Academy PCS, the Board of Trustees will approve a Code of Conduct for the School. The Code of Conduct will set forth the initial policies of the Board and be applicable to students, faculty, staff, and visitors to the school site. Parents and faculty will have input into the Code of Conduct. Parents and teachers will be responsible for the enforcement of the Code. Some policies contained in the Code of Conduct will stem from federal, state, or local laws and regulations and cannot be changed. The majority of policies contained in the Code will, however, reflect the founder's vision as to rules and policies necessary to establish an appropriate academic tone, focus, and environment.

The Code of Conduct will be key to creating an environment conducive to learning at the School. Eagle Academy PCS's Code will clearly define expectations and school discipline

policies, focusing on character behaviors that are keys to success in school and life; e.g., responsibility, perseverance, respect, kindness, truth, citizenship, courage, self-discipline, and fairness. Expectations for appropriate conduct will be taught by relating student actions to character virtues as found in history, literature, and other disciplines. Students will be encouraged to model the character virtues in their every action and thereby to develop the habits that characterize a civil society.

The Code will explicitly describe various means by which the school will recognize appropriate conduct. The founders believe that daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff will be expected to interact with students in a positive manner at all times, and to maintain a high ratio of acknowledging good conduct and performance as contrasted to correcting misbehavior or overly focusing on inadequate performance.

All students, regular education and classified, will have the opportunity to participate in school activities. No school activities are exclusive, they are all built around an inclusive model. The Board will be advised by ESS on problems and issues that may arise in this area. The advice will always be focused on how to make the school's activities fully inclusive.

**f. Professional Development for Teachers, Administrators, and Other School Staff:**

All staff will participate in a minimum of 20 training days per year. All staff will participate in an intensive two-week (10 day) training program prior to the opening of school. The training will focus upon developing a cohesive educational delivery system for the Academic Play program. It is important that teachers understand the Board's expectation of them and the Board's expectation of its students. The teachers will help to form the learning culture of the school community. The teachers must have the same high expectations, the same goals for the students, the same openness to involving parents in the learning process, and the same strong commitment to multiculturalism and diversity in the classroom lessons.

All staff will be trained in the operation and purpose of the academic Play program. Leslie Scafidi, the developer of Academic Play, will train the staff in implementing the program. She will work closely with the administrative team prior to the two weeks of training so that the training program is jointly implemented.

The Executive Director, Center Teacher Leaders, and Special Education Coordinator, will begin training in May and June with visitations to an Academic Play pre-school program that has inclusive classes operating. They will develop the staff training program in July and have it approved by the Board and reviewed by the Academic Play representative. Staff training and professional development will continue throughout the year.

Continual professional development is a prominent feature of Academic Play. Teachers will focus upon two areas: developing and implementing instructional strategies that involve children actively and support individual intellectual growth, and implementing IEPs. The Eagle Academy PCS has set aside funds to encourage teachers to continue their professional development at a college or university.

**g. Structure of the School Day and Year:**

The school calendar will be for 190 days and also a summer school program in July:

EAGLE ACADEMY PUBLIC CHARTER SCHOOL  
2002-2003  
SCHOOL CALENDAR

2002

August 12 – August 23	Teacher Orientation/Staff Development
August 26	First Day of School for Students
September 11 & 18	Staff Development (half days) Children present
September 25	Back to School Night
October 8	Columbus Day Holiday/School Closed
	Staff Development (Day Care available)
October 16 & 23	Staff Development (half days) Children present
November 6	Summary of Student Progress for first 10 weeks
November 11	Veterans' Day Holiday/School Closed
November 6-14	Student Progress Report due to parents at Parent Conference
November 13 & 20	Staff Development (half days) Children present
November 28/29	Thanksgiving Holiday/ School Closed
December 23 & 24	Staff Development (half days) Children present
December 24-31	Winter Break

**2003**

January 1	New Year's Day
January 2	Students return from Winter Break
January 14	M. L. King's Birthday/School Closed (Day Care available)
January 8 & 22	Staff Development (half days) Children present
January 29	Summary of Student Progress for 2nd 10 weeks
February 3-14	Student Progress Report due to parents at Parent Conference
February 19	Staff Development; Children present
February 21	Presidents' Day School Closed (Day Care available)
March 12 & 26	Staff Development (half days) Children present
April 11	Summary of Student Progress for 3rd 10 weeks
April 14-25	Student Progress Report due to parents at Parent Conference
April 16 & 30	Staff Development (half days) Children present

May 7 & 21	Staff Development (half days) Children present
May 27	Memorial Day Holiday/School Closed
June 17, 18, & 19	Staff Development (partial days) Children present
June 17	Graduation Program for 3 and 4 year olds
June 18	Graduation Program for Kindergartners
June 19	Graduation Program for First Graders
June 20	Last day for Students
June 20	Summary of Student Progress for 3rd 10 weeks
June 23-27	Student Progress Report due to parents at Parent Conference (Day Care available)

### Summer School – July 2003

June 30	Summer School Begins
July 4	Independence Day – School closed
August 1	Last Day for students
August 1	Last Day for Teachers
August 4-22	Day Care available 7:00 AM to 6:00 PM

The school will operate from 8:30 to 4:00 each day. The school will be open for a pre-school program at 7 a.m. and will also have an after school program until 6 p.m.

## **B. Business Plan**

### **I. Planning and Establishment**

#### **a. Profile of Founding Group:**

The Founding Board is composed of seven members representing diverse, important interests for the development of a charter school. The Board was developed to ensure experience and knowledge in education, budget, new school issues, governance, and finance.

Cassandra Williams-Pinkney represents the educational profession on the Board. Ms. Williams-Pinkney is the Early Childhood (ages 3-6) Director of Special Education for District of Columbia Public Schools. She has developed and directed early childhood programs and is an experienced administrator. She has helped to recruit instructional staff, developed and implemented budgets, and evaluated early childhood programs.

Paul Baldassari is an officer and financial Advisor at the Sun Trust Bank. He is experienced in working with businesses and has expertise in start-ups. He has served as an advisor to several non-profits and is active in community service.

Shonn Gilkes is a parent of a special needs three year old child who will be a student in the school.

Dr. Margaret Mastal is an experienced, very successful non-profit executive. She brings excellent skills and non-profit experience to the public charter school. Her organization will also serve as a vital recruitment link for children applying to the Eagle Academy PCS. Dr. Mastal has

written and received many grants.

Dr. Mary Tierney has served as a medical executive in hospitals and other non-profit organizations. She brings expert knowledge regarding the developmental needs of children this age as well as business expertise. She has extensive contacts within the medical community and the social service community who service this age group. She has written and received many grants.

Davene White is the Coordinator of Neonatal/Pediatric Care at Howard University Hospital. She is in charge of several clinics throughout the District that service children ages 0 through 3. Ms. White directed a telephone fund raising event for one of her programs that brought in \$75,000 in one day. She is an experienced and successful grant writer. She brings immense expertise regarding the needs of this age group and also extensive contacts in the political, finance, and health community.

Eular Robinson, LICSW, is the Clinical Administrator in the Department of Mental Health – Public Care Service Agency. She is an experienced non-profit administrator and has extensive contacts in the social service community and the political community. She has received many grants.

**b. Planning Process:**

The idea for this charter school began with a conversation among Dr. Margaret Mastal, Dr. Mary Tierney, and Nancy Opalack. They were trying to find a way to provide inclusive classroom placements for special needs children ages 3, 4, 5, and 6. They also were concerned about children in this age group who had medical needs, e.g., catheters, tracheotomies, phlegm expulsion. The public school district is reluctant to accommodate this type of child because they are worried about the medical issues.

The group then brought in Cassandra Williams-Pinkney, Director of Special Education Services for Early Childhood for DCPS. After much discussion, the group decided that a public charter school that could service the specific needs of unique neighborhoods would be the best way to meet these needs.

The group also believed that it was important that they know whether families without special needs children also needed a school for this age group. They read the statistics of how well prepared children are for school who enter kindergarten and discovered that these children were already behind in every category. They invited Davene White to join them because she works with families who have health needs but are not necessarily special needs. Ms. White supported the finding that low-income families need earlier intervention for their children to succeed in school.

One of the group attended the District of Columbia's Charter School Resource Center's Training Sessions and brought all of the information to the Board's regular meetings for discussion. Board members worked to complete the application.

Another Board member also began to attend the FOCUS Charter School consortium meetings.

Cassandra Williams-Pinkney brought on a parent of one of her students who could obtain an appropriate placement, Shonn Gilkes. Ms. Williams-Pinkney also invited a banker who was active in community service organization and very knowledgeable about properties and non-profits financials, Paul Baldassari.

The founding Board also invited Eular Robinson to the Board because of the extensive work

she does with families throughout the District.

The Board also initially met with executives from Child and Family Services who expressed support and requested to be notified of Board meetings. None have attended any meetings and are not considered founding Board members. The Board had an excellent lawyer who moved out of the Metropolitan area. The Board will continue to seek a member from the legal community.

**c. Corporate Structure and Nonprofit Status of the School:**

The Eagle Academy Board of Trustees is incorporated as a non-profit corporation in the District of Columbia. Articles of Incorporation and Bylaws are in Appendix C. The school has prepared a 501©3 application which it expects to submit to the Internal Revenue Service and to be approved.

**2. Governance and Management**

**a. Board of Trustees:**

The present members of the Board of Trustees were selected for their demonstrated interest in education, the professional skills and education they bring to the Board, their demonstrated commitment to the DC community, and their experience as Board members in other large organizations (§2202(9), *DC School Reform Act*).

The Board of Trustees has elected the following officers: Chairperson; Vice-Chairperson; Treasurer; and Secretary.

This is the Founding Board and all members will serve until a permanent Board of Trustees is established within 60 days of the opening of the first year of school. It is expected that all Founding Board members will continue as members of the permanent Board. Members' terms are normally three years but will be staggered so that only three members of the Board terms are up at any one time. The additional parent member will be elected by the parent teacher organization of the school (§2205, *DC School Reform Act*). (See Appendix C)

It is the responsibility of the Board of Trustees to:

1. Approve all policies and procedures of the school.
2. Exercise legal responsibility for all matters pertaining to the school:
3. Approve and supervise all contracts.
4. Ensure that operations of the school are in compliance with all laws and regulations.
5. Encourage the involvement of teachers and parents in the governance, operations, and plans of the charter.
6. Establish fiscal policies and procedures and provide oversight.
7. Develop appropriate communications avenues for administration, staff, parents, and students.
8. Conduct public meetings.
9. Ensure that an accountability system is in place to track the progress of all students and publish a general report annually on the status of the school.

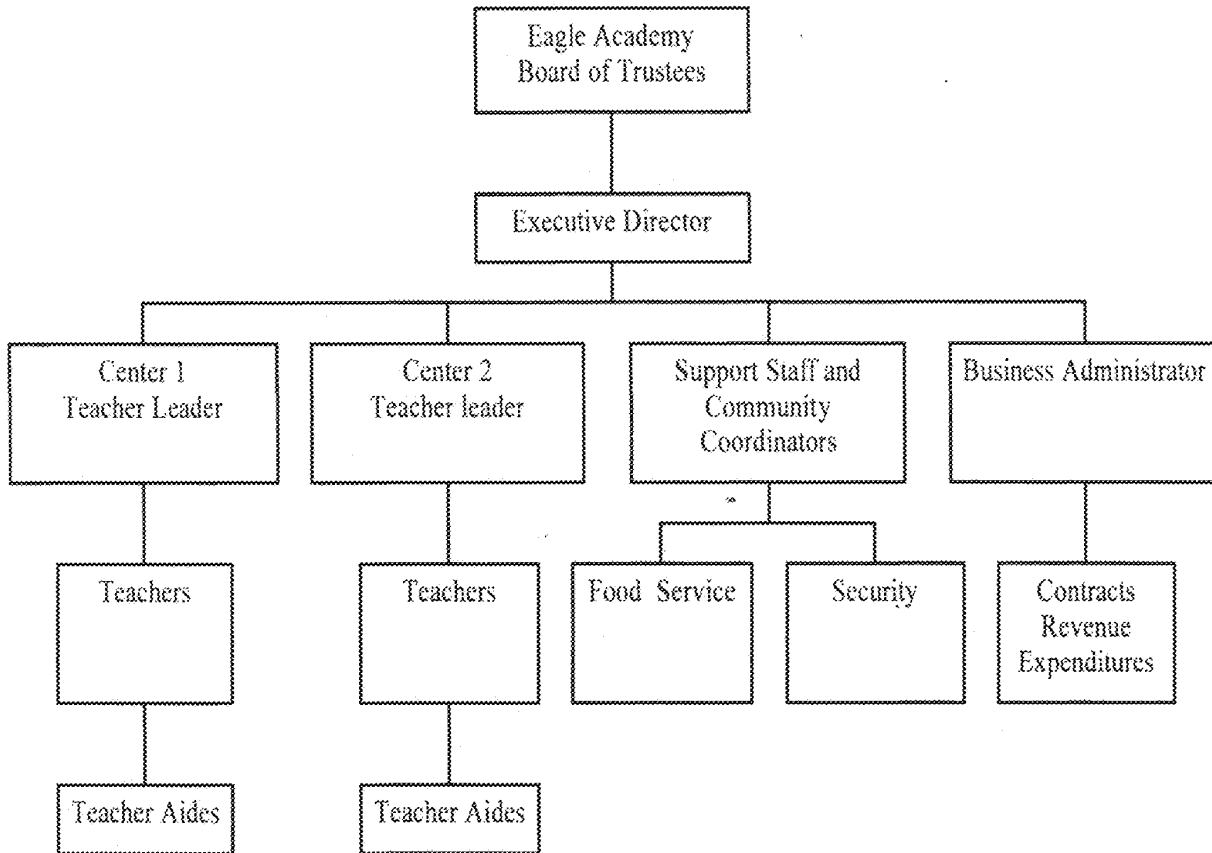
**b. Rules and Policies:**

The Eagle Academy Board of Trustees will set all rules and policies governing the operation of the charter. The Board itself is governed by its Bylaws, which are in Appendix C. In addition the Board will pass individual resolutions that will affect the operation of the charter. For example, the Board wants the community to have access to the facility but the rules are not in place yet. Individual resolutions will cover issues such as emergency procedures, committee

structure, hiring practices, and many other issues.

The process for establishing rules and policies is clearly delineated in the Bylaws. Many examples of rules and policies are in this application. We will use our own experience to devise these policies as well as the experience of other charters.

## Eagle Academy Public Charter School Organization Chart



### c. Administrative Structure:

The administrative structure of the school shows a clear delineation of roles and responsibilities.

The Board is responsible for the school and for establishing policies, procedures, and structures that will facilitate the ends of the school. The Board directly evaluates the Executive Director of the school and the Business Administrator.

The Executive Director reports directly to the Board and is responsible for implementing the



policies, procedures, and structures that the Board has established and ensuring that the school operates to achieve the ends of the Board. The Executive Director shall have the power to sign contracts and to approve all orders at the direction of the Board.

The Business Administrator is responsible for the financial management of the school. This position reports directly to the Executive Director for day-to-day operations and reports directly to the Board of Trustees through monthly or semi-monthly reports or otherwise directed by the Board. The Business Administrator is responsible for the monitoring of and review of all contracts for the Board of Trustees. The Business Administrator shall have the authority to place all orders and to issue checks at the direction of the Board either directly or through the authority of the Executive Director. This position is responsible for establishing the financial systems for the school, conducting internal audits quarterly, and arranging for the annual audit to be conducted by an independent, District based, CPA firm.

The Center Teacher Leader is responsible for the implementation of the Academic Plan and the day-to-day operations of the school. The Center Teacher Leader reports directly to the Executive Director. Each Teacher Leader is responsible for the evaluation of all staff that work in that Teacher Leader's school.

All Center staff report to the Teacher Leader and are responsible for implementing the philosophy and programs of the school.

Parents will form an organization with teachers that will have one of the two parents representing the school on the Board.

A Community Advisory Board will also be formed composed of parents, representatives from the District's business community, and community leaders. They will meet with the Executive Director once per month and have direct access to the Board in one of the monthly meetings. The role of this CAB is twofold: 1) to report to the Board and Executive Director concerns and interests of the community that the school may not be addressing; and 2) to represent and support the school in its relationships with the community. CAB may present opportunities in the community for service by the students that would be beneficial to their educational development. The CAB will facilitate the flow information to the school that allows that administration and Board to plan appropriately. CAB may also present community perceptions that need to be addressed.

**d. School Management Contracts:**

The Eagle Academy PCS Board of Trustees has decided not to become involved with education management companies.

**3. Finance**

**a. Anticipated Sources of Funds:**

The Board expects to receive additional funds from the Title X Planning Grant this year at \$110,000 and an additional Title X at \$70,000 by October of next year. These two grant totals are based on previous charter schools planning grants and planned federal and local budgets.

The Board will also apply for \$10,000 planning grant from the Walton Foundation.

The Board will operate a before and after school program. The Department of Child and Family Services has documented the need for before and after school programs in the District as a whole. One of the problems the regular public schools are encountering as well as the Head Start programs is a demand by parents for before and after school care that has not been provided

to this point. Head Start is losing clientele to private programs that provide before and after school care. An estimated 7,000 more slots are needed. A discussion with Barry Moore, Intake Administrator and with Beverly Williams, Placement Administrator, for Child and Family Services (Receivership) pointed to the need for quality before and after school care particularly for special needs children with inclusive settings. Parents may pay individually or in many cases, the Department of Human Services will pay. This will generate \$539,000 in the first year. The Department believes that the program will be oversubscribed because there is already an unmet need in the District.

The before school and after school programs will be used to provide quality educational experiences for children beyond the school program or in support of the school program.

The Board has built a budget that can operate effectively without external sources. The Board will seek additional funds through the grants process.

**b. Planned Fundraising Efforts:**

The Board expects to receive a Title X Planning Grant for \$110,000 and an additional \$10,000 grant from the Walton Foundation.

The composition of the Board gives hope to receiving some grants from foundations. The Board has identified 16 sources of potential funds to whom the Board intends to apply during the next three months. The Board will continue to identify foundations and other private resources that might help this charter school. Because the charter school has strength on its Board for special needs health issues and also family health issues, the Board believes that health interest foundations may be interested in supporting this charter school, e.g., Robert Wood Johnson Foundation.

**c. Financial Management and Accounting:**

Five of the Board members are expert in the field of financial management of non-profit organizations. They will recommend a CPA firm to help select appropriate financial software package that will allow the Board and its Business Administrator to track expenditures and account balances.

Paul Baldassari who is an expert in finance with Sun Trust Bank will chair this sub-committee of the Board.

**d. Civil Liability and Insurance:**

The Board members will research the insurance issue and recommend appropriate coverage. The Board will have at least the minimum recommended.

**Insurance Coverage**

General Liability	\$2,000,000
Directors and Officers Liability	\$3,000,000
Umbrella Coverage	\$5,000,000
Property/Lease Insurance	100 percent of replacement cost
Boiler and Machinery Insurance	\$1,000,000 (if appropriate)
Auto Liability Insurance	\$1,000,000
Workers Compensation	As required by law

**e. Provision for Audit:**

The Eagle Academy PCS Board of Trustees will conduct annual audits by a Certified Public Accountant of the financial operations of the school. The CPA will be licensed in the District of Columbia. The Board will conduct its business in compliance with Generally Accepted Accounting Practices (GAAP).

Mr. Baldassari's sub-committee will advise the Board on firms that would perform competent work at non-profit prices.

#### **4. Facilities**

##### **a. Identification of Sites:**

The Eagle Academy PCS Board of Trustees has identified Garden Memorial Presbyterian Church on Minnesota Avenue as a possible site for one of its Eagle Academy Centers. The Board is evaluating four other possible sites, two in Ward 5, for its second Center.

##### **b. Site Renovation:**

Garden Memorial Presbyterian church was used as a pre-school center by the United Way for many years. It has been renovated recently to house a charter school for one year. We anticipate that very few renovations will be necessary to house a Center.

##### **c. Financing Plans for Facilities:**

Because the Board intends to lease facilities, extraordinary financing will not be necessary.

##### **d. Building Maintenance:**

The Eagle Academy PCS will select a maintenance firm. The Board will contract with a qualified contractor to conduct inspections and ensure that all applicable codes are met.

#### **5. Recruiting and Marketing**

##### **a. Outreach to the Community:**

Eagle Academy Public Charter School has four members on the Board who represent organizations with extensive programs within the community who serve on the Board because the services of this school, Eagle Academy PCS, are important to their present and recently past clients. Families of children with special needs will have orientation programs established for them through Howard University Hospital, HSCSN, DMH, and DCPS Early Childhood Special Education. Howard University Hospital's Project ROSE is in every hospital in the District and will reach parents seeking the inclusive classrooms.

The Kinship Care Program has also offered to reach its members and clients with the options the Eagle Academy PCS presents. DC Healthy Families Agency has offered to organize its parents for an orientation program. These organizations are willing to work with Eagle Academy PCS to ensure a strong relationship between the families and the Eagle academy PCS staff.

Eagle Academy PCS Board also intends to recruit through faith-based organizations and other charters who do not operate pre-school programs. The Eagle Academy must form relationships with DCPS and other elementary charters to whom our students will go when they finish first grade.

The Eagle Academy PCS Board of Trustees will publicize the school in the local community by having a representative attend local meetings of various community groups, civic and neighborhood associations, CDC's, and other organizations; post notices of the approved charter school in common places and with community organizations, e.g. Boys and Girls clubs, religious buildings, other faith based organizations, senior citizens centers, and the above groups. Signs

and notices that will be in English and Spanish.

The Board intends to invite the community to discuss the charter school. We will hold joint meetings through groups such as the Ward 7 City Council Representative, Advisory Neighborhood Commission, and Business Association in the Wards in which the Centers will be located. We intend to obtain the names of the officers of local PTO's and invite them and their members to meetings about the new charter.

The Board also intends to do a door-to-door campaign in the immediate neighborhood as well as leafleting shopping areas. All printed material will be in English and Spanish. The Board will solicit civic and social groups to help with the publicity. Seniors organizations often have members who enjoy helping reach young people.

The Board will also work with DC newspapers and other media and provide press releases regarding the approval of the charter and each major step of its development. We believe that new charters are newsworthy and there will be particular interest in this charter. The Board will work closely with the Spanish newspaper to ensure that Spanish-speaking people throughout the city know Eagle Academy PCS's programs.

**b. Recruitment of Students:**

The Board will establish registration dates during March, April, and May. Two thousand homes in the immediate neighborhood of the identified Eagle Academy Center (e.g., Minnesota Avenue Garden Memorial Presbyterian Church) will be leafleted with door hangers in which parents are told about the registration dates and provided information on what to do to register their students. The recruitment material and registration information will be in Spanish and English. The Board will solicit the involvement of youth and/or seniors groups to leaflet as a fund raising activity. It will be organized and conducted so that all participants are ensured of their safety.

The Board will hold recruitment sessions with organizations that serve the youth and/or young parents of the community. In addition the Board will announce registration dates and close of registration in broad media outlets so that the public knows. The Board will ensure that the announcements are in Spanish and English.

The official end to registration is April 20.

If the school is oversubscribed, a lottery will be held May 3 to determine who is admitted to the school. The only students eligible for the lottery are those who have completed the application process in full. If three students in one family apply, when one student is admitted, all siblings are also admitted. This policy will hold unless near the end of the lottery all spaces in a grade level are filled. The siblings not admitted will be given first preference should an opening occur.

If the school is not oversubscribed, students will be admitted on a first-completed application basis. When a grade level is filled, no more students will be admitted. The school will continue to accept applications for a waiting list. While urban charter schools experience less student migration than regular public schools, migration is still high enough in urban charter schools to justify a waiting list.

If significantly fewer students apply than anticipated, the effect on the viability of the charter school will be negligible. The school is already designed as a small school. The Academic Play curriculum was chosen because it works well with small class size and small school size. The educational effect may be enhanced and that will serve as a means to attract more students. The

Board will adjust its staffing and space requirements to match the enrollment. The Board will continue to recruit throughout the year. A surplus is built into the budget to account for such an occurrence. In addition, there is a shortage of space in the District of Columbia for parents to place their three and four year olds while they work. There is also a shortage of space for children in before-school and after-school care programs. That program could be expanded to generate funds to offset losses in enrollment. The school intends to operate 12 months per year and by offering day care services in the summer with its open spaces, the school would generate additional funds. In terms of educational programs and in terms of financial viability, the Board is prepared.

The Board does not believe that the school will be under-subscribed.

**c. Future Expansion and Improvements:**

Age/Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Age 3	64	96	128	192	256
Age 4	72	94	144	216	288
Grade K	40	100	120	160	240
Grade 1	40	60	120	160	240
Level 3 SE	16	24	32	48	64
Total	232	374	544	766	1088

The Eagle Academy PCS plans to operate eight Eagle Academy Centers. The present facility plan is to lease space in existing facilities that conform to District requirements. Eagle Academy will continue to lease space for each of its new Eagle Academy Centers. We will also seek partnerships with an existing charter school or with erecting new facilities in which we might lease space. We also intend to discuss facility space with DCPS.

While charter schools are not required to have certified staff, the Board will seek certified teachers for its programs. The Board will continue to participate in the local recruitment programs in the City and at colleges and universities in the region. The Board will require all non-certified teachers to become certified as appropriate.

The Board will already have contracts established for food service, special services, field trips, and other school related operations, which will allow the school to grow with the least amount of disruption. The Board is experienced in the growth of organizations serving youth and will plan appropriate procurement practices for the expansion.

Curriculum consultants will be employed who are expert in early childhood education and Academic Play.

The Board intends to involve the community in the expansion plans and to work closely with the DCPCSB to ensure that the plans are adequate.

**C. Plan of Operation**

**1. Student Policies and Procedures**

**a. Timetable for Registering and Admitting:**

**July 15-October 15:** The Board will publicize the possibility of a charter school. Board representatives will continue to meet with community groups informing them that an

application has been submitted and encouraging and structuring their involvement in the school.

**October 15 – February 1:** The Board will prepare the marketing material to recruit students. The Board will secure the help of local community groups for the door-to-door leafleting. All registration materials including those items to help identify special needs students and students who need to be evaluated for possible classification will be prepared. The selection of temporary help and the training of the help will be planned.

**February 1 –March 1:** The Board will complete final organization of materials and group support. The part-time and volunteer staff will be trained in registration procedures.

**December 1-April 15:** Disseminate information about the Eagle Academy PCS: 1) educational program, 2) the application procedure, 3) the admissions process, 4) location of applications, 5) where and when to register. At least the following resources will be used:

1. Home Leafleting
2. Local Newspapers,
3. Local Radio Stations,
4. Local Public Television,
5. Public School District Notices
6. Direct contact with local PTO officers
7. Posters at Community Centers
8. Meetings held jointly with local civic groups, e.g., CDC, EDC, Neighborhood Association
9. Joint public meeting with City Council Representative
10. Distribution of material through local faith-based organizations
11. Distribution of material through local offices of the Department of Human Services
12. Leafleting at community events; e.g., festival, youth sporting events

**March 1-April 1:** Each application will be reviewed for completeness, eligibility of students, e.g., appropriate grade levels, district residency, documentation

**March 15-April 15:** Notify parents of status of their application: eligibility, date of lottery, date of final notification.

**April 20:** Lottery will be conducted by an independent Accounting firm.

A random lottery process will be activated when the number of eligible applicants exceeds the number of enrollment slots available for a grade level. The lottery will place all eligible applicants, per grade level, into one pool and then select applicants in a non-discriminatory manner. The lottery will be held on April 20, 2002.

**April 25:** Parents are notified of their child's admission or placement on a waiting list.

If the school is not oversubscribed, the recruitment and registration of students will continue until all positions are filled and there is a waiting list.

**b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students:**

**Selection:** The policy of the Eagle Academy PCS Board of Trustees is that the School is open to all students who are residents of the District of Columbia. Students will be admitted on a first-come, first-admitted basis unless the school is oversubscribed in which case a lottery will be

held. There are no admission requirements except for residency in the District of Columbia. There will be no preferential treatment given any student based on intellectual ability or skills, athletic ability, or any factor prohibited by law or regulation.

**Admission and Enrollment:** Students will be admitted when they have furnished acceptable proofs of residency in the District of Columbia as prescribed by statute. Acceptable proofs of residency are specified by the District of Columbia and no other forms may be substituted. All documentation will be verified and photocopied and placed in the student's file. The District will conduct an audit of this file in September. The Board members are experienced in meeting this requirement and all student files will pass the audit. Students will be enrolled following the lottery. If a lottery is necessary, students will be notified as described in the previous section. If no lottery is necessary, students will be informed by mail of their enrollment in the school. They will be assigned a specific classroom.

### **Code Of Conduct**

The Eagle Academy PCS has high expectations for student behavior that exemplifies good citizenship in the school community and the home community. The School community will participate in the refinement and implementation of the policies and procedures initially begun in this document.

The Eagle Academy PCS expects students to respect the rights of others, to participate actively in the process of learning, and to demonstrate care in the use of the school's educational materials and facilities.

Teachers and administrators will write classroom rules in cooperation with parents and students. Students who exemplify good citizenship will be recognized for their positive contribution to the school and community.

A student handbook will be published. The Student Handbook will be sent to every parent and discussed in the parent and teacher organization meeting so that all parents have access to and understand the information.

**Dismissal Policies and Procedures:** the dismissal policies and procedures have not been completed. The policies and procedures will conform to applicable laws and regulations and ensure the student right to due process is secured.

### **Suspension/Expulsion Policy**

The Eagle Academy PCS recognizes that suspension or expulsion from the School is the most severe disciplinary procedure that can be imposed on a student. Students must be given due process in all disciplinary situations but in these instances, the due process procedures must be scrupulously adhered to.

"Suspension" is the temporary exclusion of a student from the Eagle Academy PCS programs. Students may receive in-school suspensions as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be suspended for up to three days by the principal. Longer periods of suspension need to be reviewed with the Board subcommittee on Student Discipline. No special needs student will be suspended until the principal has consulted with the student's special education teacher or the staff of Educational Support Services.

"Expulsion" shall be the permanent exclusion of a student from The Eagle Academy PCS. No student shall be expelled from school without provision for an alternative educational program.

### **Causes for Suspension or Expulsion of Students**

No Eagle Academy PCS student shall be suspended or expelled from school unless that student has materially and substantially interfered with the maintenance of good order in the Eagle Academy PCS or unless it is necessary to protect the students' physical or emotional safety and well-being. Causes for suspension or expulsion include, but are not limited to, any of the following:

#### **Short Term Suspension**

Conduct that constitutes a continuing danger to the physical well-being of other students;

Physical assault on another person;

1. Possession or consumption of alcoholic beverages or drugs while on school premises;
2. Attempt to assault any student or staff member.
3. Willful causing or attempting to cause, substantial damage to the school property;
4. Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
5. Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others;
6. Commit extortion;
7. Commit an act that school officials reasonably conclude warrants disciplinary response;
8. Use obscene or abusive language or gestures;
9. Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments;
10. Make a false bomb threat or pull a false emergency alarm;
11. Possess tobacco or alcohol;
12. Repeatedly commit minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action.

#### **Long Term Suspension or Expulsion**

1. Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or dangerous object of no reasonable use to the student at school<sup>8</sup>;
2. Commit or attempt to commit arson on school property;
3. Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events;
4. Assault any other student or staff member;
5. Intentionally causes physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury;
6. Vandalize school property causing major damage;
7. Commit any act which school officials reasonably conclude warrants a long term suspension;

---

<sup>8</sup> The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by school administrators, however, on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §892 i, and includes firearms and explosives.



8. A student who commits any of the acts listed in Short Term Suspension which would ordinarily result in a short-term suspension may, instead, or in addition, be subject to a long-term suspension at the principal's or Board of Trustees' discretion.

#### **Suspension/Expulsion Procedures**

No student shall be deprived of the right to an education at the Eagle Academy PCS without notice of the charges and an opportunity to be heard in his/her own behalf before the principal or Board of Trustees. Each student shall be afforded an informal hearing before the start of a short term suspension or if circumstances prohibit, as soon as possible after the suspension begins. If a suspension is to last ten (10) days or more, then a full due process hearing will be held. Such a full hearing shall take place not later than twenty-one (21) calendar days.

All parents/guardians of suspended students will be notified by telephone and certified mail at the time the suspension is instituted.

A student may be suspended by the Executive Director, who shall report such action to the Board at its next regular meeting. The suspended student may be reinstated by the principal prior to the next regular meeting of the Eagle Academy PCS Board after the start of the suspension or by the board at such meeting. No suspension of a student by the principal shall continue longer than the second regular meeting of the Eagle Academy PCS Board after the beginning of such a suspension is continued by the action of the Board. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate, continue the suspension, or expel the student. The power to reinstate, continue any suspension reported to it or expel a student shall be vested in the Board.

The name of the student who has been disciplined shall not become apart of the agenda or minutes of a public meeting. A code will be used instead.

If a student is suspended or expelled, the District of Columbia Public Schools will be notified by the Executive Director of The Eagle Academy PCS.

#### **Disciplinary Procedures for Students with Disabilities**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. Discipline of a Classified student will be in accordance with the following:

1. Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Special Education Coordinator and the Child/Study Team(CST) for action;
2. Students for whom the IEP does not include specific disciplinary may be disciplined in accordance with standard school policy relating to each infraction. The Special Education Coordinator and the CST must be notified immediately of any suspension from classes, and will arrange appropriate alternate instruction:
  1. The CST will explore whether the infraction is a result of the disability. If a connection is found, no penalty may be imposed;
  2. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the CST for reconsideration of the student' educational placement.
  3. In considering the placement of the students referred because of disciplinary problems,

Eagle Academy Public Charter School 6/1/01

the CST will follow its policies with respect to parental notification and involvement.

3. The CST shall meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

- .1 the commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- .2 The commission of any infraction which is a result of the student's disability;
- .3 The commission of any infraction by a disabled student that would have involved the principal and resulted in a suspension in excess of five days for regular education student.

**Policies for Enrollment of Non-District Students:**

Eagle Academy PCS does not expect to enroll non-district residents. Eagle Academy PCS will follow District of Columbia guidelines for non-district enrollment and enforce all rules vigorously. If the PCS does not have sufficient enrollment, then it will consider enrolling non-District students at full tuition as set by the District of Columbia.

**2. Human Resource Information**

**a. Key Leadership Roles:**

The following are persons have been selected for the key roles in the development of the charter school:

1. Executive Director: Cassandra Williams-Pinkney will serve at 50% time until June and then begin 100% time. She is a highly experienced educator and has served as a consultant to schools through many organizations in the District including the DCPCSB.
2. Curriculum Leader (2): Cassandra Williams-Pinkney will serve at 50% time until June and then begin 100% time. She is a highly experienced educator and has served as a consultant to schools through many organizations in the District including the DCPCSB.
3. Business Officer, Lynden De Joseph will serve at 25% time until May and then a permanent person will begin 100% time.
4. Legal Counsel, Mose Lewis , Senior partner, will be employed on a contract basis.
5. The staffing to accomplish the work is the staff identified above.

**b. Qualifications of School Staff:**

**Executive Director:** (1) The Executive Director will be the chief school administrator and shall possess a valid chief school administrator's (superintendent) certificate from any one of the 50 states or the District of Columbia or any United States territory or have equivalent experience as an executive in an educational or non-profit organization. In addition, the Executive Director shall possess:

1. Strong academic background
2. Experience in operating an early childhood school program
3. Unselfish with time and effort on the behalf of students
4. Acceptance of accountability for student learning
5. Bachelor's Degree minimum
6. Dedicated to focus on student learning
7. Computer literate with emphasis on using technology to support student achievement
8. Evidence of pursuit of excellence in multiple areas
9. Ability to create a cooperative, collaborative school climate.
10. Experience with inclusion classrooms

**Business Administrator:** (1) The School Business Administrator will have experience as the business administrator of a school system and/or non-profit organization and in establishing financial systems and controls:

1. Minimum three years of experience with a non-profit Board
2. Experience with GAAP
3. Experience with operating procurement systems (school preferred)
4. Unselfish with time and effort on the behalf of the school
5. Acceptance of accountability for financial systems
6. Commitment to continuous professional development
7. Computer literate with emphasis on using technology to support financial systems
8. Evidence of pursuit of excellence in multiple areas

**Center Teacher Leader:** (2) The Center Teacher Leader will be the day-to-day school administrator and shall possess a valid early childhood certificate from any one of the 50 states or the District of Columbia or any United States territory. In addition, the Teacher Leader shall possess:

1. Strong academic background
2. Dedicated to focus on student learning
3. Unselfish with time and effort on the behalf of students
4. Acceptance of accountability for student learning
5. Bachelor's Degree minimum with Early childhood or elementary certification
6. Commitment to continuous professional development
7. Computer literate with emphasis on using technology to support student achievement
8. Evidence of pursuit of excellence in multiple areas
9. Ability to create a cooperative, collaborative school climate.
10. Experience with inclusion classrooms

**Elementary Teachers:** (4) will be employed who meet the following qualifications:

1. Strong academic background
2. Dedicated to focus on student learning
3. Unselfish with time and effort on the behalf of students
4. Acceptance of accountability for student learning
5. Bachelors Degree a minimum, certification preferred
6. Commitment to continuous professional development
7. Computer literate with emphasis on using technology to support student achievement
8. Evidence of pursuit of excellence in multiple areas
9. Willingness to initiate and supervise student activities
10. Successful experience
11. Experience with inclusion classrooms

**Pre-School and Pre-Kindergarten Teachers:** (8) will be employed who meet the following qualifications:

1. Strong academic background, certified at least at the two year level, prefer four year
2. Dedicated to focus on student learning
3. Unselfish with time and effort on the behalf of students
4. Acceptance of accountability for student learning
5. Bachelors Degree or two year certification a minimum

6. Commitment to continuous professional development
7. Computer literate with emphasis on using technology to support student achievement
8. Evidence of pursuit of excellence in multiple areas
9. Willingness to initiate and supervise student activities
10. Successful experience
11. Experience with inclusion classrooms

**Teacher Assistants:** (10) Teacher Assistants will be employed who meet the following qualifications in the classes for three and four year olds:

1. Basic certification as a pre-school aide.
2. Dedicated to focus on student learning
3. Unselfish with time and effort on the behalf of students
4. Acceptance of accountability for student learning
5. Commitment to continuous professional development
6. Willingness to initiate and supervise student activities
7. Successful experience

**Special Education Coordinator (1) Special Education Teachers (4):**

1. Strong academic background, certified
2. Dedicated to focus on student learning
3. Unselfish with time and effort on the behalf of students
4. Acceptance of accountability for student learning
5. Bachelors Degree minimum, Advanced Degrees preferred
6. Commitment to continuous professional development
7. Computer literate with emphasis on using technology to support student achievement
8. Evidence of pursuit of excellence in multiple areas
9. Willingness to initiate and supervise student activities
10. Coordinator will have successful supervisory experience
11. Experience with inclusion classrooms

**ESL Teachers:** (2) ESL teacher will be employed who meets the following qualifications:

1. Strong academic background, certified
2. Dedicated to focus on student learning
3. Unselfish with time and effort on the behalf of students
4. Acceptance of accountability for student learning
5. Bachelors Degree minimum, Advanced Degrees preferred
6. Commitment to continuous professional development
7. Evidence of pursuit of excellence in multiple areas
8. Willingness to initiate and supervise student activities
9. Successful experience
10. Experience with inclusion classrooms
11. Prefer ESL teachers also have some bilingual Spanish
12. Computer literate with emphasis on using technology to support student achievement

**Other Professional Staff:** (2 f/t) Counselor/Social Worker, will be employed who meets these qualifications:

1. Strong academic background, appropriate degree(s) and certification/licensure
2. Dedicated to focus on student development

3. Unselfish with time and effort on the behalf of students and school program
4. Commitment to continuous professional development
5. Evidence of pursuit of excellence in multiple areas
6. Willingness to initiate and supervise student activities
7. Successful experience

**Other Professional Staff:** (2) Nurses, will be employed who meet the following qualifications:

1. Appropriate degree(s) and certification/licensure
2. Dedicated to focus on student development
3. Unselfish with time and effort on the behalf of students and school program
4. Commitment to continuous professional development
5. Evidence of pursuit of excellence in multiple areas
6. Willingness to initiate and supervise student activities
7. Successful experience as a nurse
5. Supervisory experience preferred

**Secretary/Receptionist (2)** will be employed who meets the following qualifications:

1. Hard-working and willing to perform at high standards
2. Dedicated to development and success of a school.
3. Team players
4. Experienced in Microsoft Office
5. At least two years of experience

A system will be established to conduct background checks on all people to be hired by the school. No contracts will be issued until the background check is complete. The background check will consist of the following:

1. Reference checks with a written report on the results with a signature from the person conducting the reference check.
2. DataQuick Corporation will be used to conduct criminal background checks as well as a motor vehicle background check. They are computer searches and take less than 24 hours.

**c. Staffing Plan:**

Recruitment of staff will begin in February 2002. Advertisements will be designed and then placed with the Washington Post, Washington Times, NEA Today's Education, and a distribution to 26 colleges and universities with teacher education programs within a three hour driving radius of Washington, DC. The Executive Director will also arrange with the DC Charter School Resource Center to participate in their March teacher recruitment program for charter schools.

The Board of Trustees will review the applications for Teacher Leader. Joint interviews will be conducted with finalists. The Board will make the final selection in late March or early April. The Teacher Leader will be employed with a full time consulting contract until June. The Teacher Leader will assume responsibility for monitoring the recruitment process already established and for selecting the rest of the staff in consultation with the Executive Director. All selections must receive Board approval and all administrative positions must have an interview with the Board or the Board's Personnel committee.

The executive administrators will jointly design staff recruitment information and materials. The collateral will be approved by the Board of Trustees before printing and distribution. The Board will actively recruit experienced and beginning teachers.

A part-time secretary will be recruited by the Board Chairperson in January and employed as soon as possible for 20 hours per week.

The category of position and the number of staff in each category are listed below as well as their reporting responsibilities:

**Executive Director:** (1) The Executive Director shall be responsible for the operation of the school system. This position is responsible for ensuring that all planning and operations are conducted appropriately and in a timely fashion. The Executive Director will ensure the smooth opening and full enrollment of the Eagle Academy Centers. The Executive Director serves as a voting member of the Board of Trustees.

**Business Administrator:** (1) The Business Administrator shall establish financial systems for all aspects of school operations. This position is responsible for initiating orders for school operations in a timely schedule; monitoring all contracts and ensuring that goods and services are received prior to payment; advising the Board on all financial issues and reporting on the status of school funds at monthly board meetings.

**Center Teacher Leader** (2) responsible for the day-to-day operation of school, supervision of school staff, planning and implementation of Academic Play in the school; development of a cooperative, collaborative school climate; reports to the Executive Director.

**Secretary/Receptionist** (3) responsible for all clerical/secretarial duties; serves as secretarial support; reports to appropriate administrator

**Elementary Classroom Teachers:** (4) responsible for the implementation of the Academic Play instructional program, coordination of activities with the Center Teacher Leader, instruction of a class size of no more than 20 students, and performance of other duties as assigned;

**Pre-School & Pre-K Classroom Teachers:** (8) responsible for the implementation of the Academic Play literacy program, implementation of the activity based, academic instructional program, coordination of activities with the Center Teacher Leader, instruction of a class size of no more than 18 students (4 year olds) or 16 students (3 year olds) as appropriate, supervision of a Teacher's Aid, and performance of other duties as assigned;

**Teacher Aides:** (10) eight (8) assist the Pre-School and Pre-Kindergarten teachers in the classroom, supervise students on the playground and at lunch, supervise in the before school and after school programs as assigned, perform duties as assigned by the designated teacher, report to their designated teacher. Two (2) will assist the K-1 teachers as directed by the Center Teacher Leader and Special Education Coordinator.

**Special Education Coordinator (1), Special Education Teachers (4):** responsible for the implementation of the Academic Play instructional program within their Resource Room programs; team teaching with the Upper Elementary Director and the Primary School Director and the classroom teacher; coordination of Special Education Program with ESS; identification and assessment of students for classification; instruction of no more than 10 students at a time in the Resource Room; team planning for instruction with the classroom teacher and the ESS staff; and performance of other duties as assigned.

**ESL Teachers:** (2) responsible for the implementation of the Academic Play instructional program in ESL classrooms; responsible for the creation of an half day ESL English

Immersion program for ESL students; responsible for identifying and testing potential ESL students;

**Counselor/Social worker:** (2) responsible for developing a counseling program for students and families; maintain case files on active students; assist in the identification and evaluation of students with possible disabilities; visit homes of students; observe in classrooms and provide intervention to support teachers; reports to the principal.

**Nurse (2):** the nurse is responsible for developing and maintaining an area appropriate for students with health problems in school; meets with parents to discuss health issues; develops health education program for use with families; works cooperatively with the counselor and social worker, makes home visits if necessary; supports the Academic Play program in family counseling; reports to the Teacher Leader;

There are a total of 40 full time staff for 232 students. There is a staff: student ratio of approximately 6:1.

**d. Employment Policies:** (See Appendix C)

The Board has not established formal policies regarding the above issues. Some policies will be developed because the law and regulations require it; others will be developed because they make good policy and good business sense. The following is the sense of the Board.

Salaries for all staff will be competitive with the immediate area. Certified teacher's salaries will average \$35,000, which means there will be a balance of experienced and first year and new teachers. Teachers will be hired for twelve months with designated vacation times. All staff are on salary.

All contracts at \$25,000 or more will be noticed in the DC Register for competitive bids. The results and selection are submitted to the DCPCSB for approval.

Newly employed staff and staff dismissals must be approved by the Board of Trustees except in cases of extreme emergency such as an employee threatening someone's life. Those must also eventually be approved by the Board of Trustees, but the Executive Director has the power to remove the employee immediately. Hiring should be done on the basis of the most qualified applicant. Dismissal should only take place when the employee's performance is substandard and the employee has not made significant progress after receiving additional support and training. An employee must be told his/her job is in jeopardy and performance must improve when the administrator has determined that is the case and reported the same to the Board. No employee will be dismissed without being given the opportunity to improve first. (See appendix C for Employment Policies.)

Staff will be evaluated by the school administration. Evaluation will be based upon expected performance especially in terms of student achievement and cooperating with and supporting other staff to perform at their best level.

The budget reflects 20% of total compensation that has been set aside for taxes and benefits. All of the following benefits will be administered through AdminiStaff or a similar human resource services company to be selected. Employees will have a health package partially paid by the Board. A full service of insurance benefits will be made available to the staff. All staff will have single coverage health benefits paid by Eagle Academy PCS. The health benefits will be HMO in type and require a minimal deductible of \$10. A prescription plan is also part of the health package. Again, a minimal amount of \$5 generic and \$10 name brand will be part of the program. It will include benefits for persons with continual health problems such as diabetes. The

Board will also pay for half of the family plan if funds within the 20% limit permit. The exact cost cannot be determined until contracts are issued to employees in June. Age and fluctuating health insurance costs will determine the amount of coverage the Board can afford beyond the single benefit coverage. The amount of Board contribution will increase the longer the employee stays.

Employees will have the opportunity for a 401k plan. The Board will not be able to contribute to the employee's plan until after the fifth year of operation due to financial constraints. The Board will also arrange for disability insurance and dental insurance that the employee may purchase inexpensively. The Board will pay for a life insurance policy for each employee.

Eagle Academy PCS is an equal opportunity employer and will extend its search and selection process to develop a multiethnic, multicultural staff. It is not enough to advertise in the general broad media. The Board must advertise in specialized media and recruit in non-traditional areas. The Board will never discriminate based on race, sex, ethnicity, nor other inappropriate discriminatory practices.

The background criminal checks will reveal if any potential employee has engaged in criminal activity that involves drugs. We will encourage and educate our staff on the dangers of drugs. If a staff member is behaving in a manner that suggests possible drug abuse, the staff member will be advised to find ways to improve and to seek appropriate external help. If that does not occur, the employee will be dismissed for poor performance.

The Board maintains the right to dismiss any employee without cause if it so chooses and will state that in the contract it signs with each employee.

If a job is offered to a current employee of the District of Columbia Public Schools, the Board will comply with all requirements which includes paying the current pension, salary, and health and welfare benefits.

The timetable for establishing these policies is as follows:

1. August - approval of the charter application;
2. August -- initiate the development of policies that effect human resources and the basic operation of the school;
3. December 4, 2002 -- first draft of policies presented to the Board;
4. January 5, 2002 -- modifications and improvements on existing policies;
5. During January, the Board will review policies with DCPCSB;
6. February 5, 2002 -- Board will approve key policies;
7. March 9, 2002 -- the Board will adopt the last of the policies.

**e. Use of Volunteers:**

The Board of Trustees and staff will encourage parents to volunteer as well as community members. Volunteers will be trained by the Executive Director and the Center Teacher Leaders on the goals of the school, strategies for achieving those goals, and the instruction of specific students and the standards they are trying to meet. Volunteers will be especially helpful in the tutoring program before school and after school. This should help achieve the literacy goal of reaching the performance standards.

**3. Arrangements for Meeting District and Federal Requirements**

**a. Health and Safety See §2202(11) and §2204(c)(4). DC School Reform Act.**

The Eagle Academy PCS will comply with all District of Columbia and federal codes,



regulations and laws governing the health and safety of buildings and its occupants including the Americans With Disabilities Act. If a parent, child, school staff member, or other member of the public charter school community has or is suspected of having a reportable communicable disease (as identified by the District of Columbia's Commission of Public Health), the school's Director will be responsible for ensuring that the District of Columbia's Preventive Health Services Administration is notified and that the school staff cooperates fully with said entity. Since over 70% of the Eagle Academy PCS's students will be eligible for a free or reduced price breakfast/lunch under the United States Department of Agriculture's Free Lunch Program (in compliance with the District of Columbia's Public Schools regulations), the charter school will comply with all local and federal regulations for preparing and serving meals.

**b. Safety** (e.g., Compliance of facilities with Americans With Disabilities Act) **and Fire Codes for Buildings** *See DC Code sec. 5-501 et seq.*

The Eagle Academy PCS will comply with all District of Columbia and federal codes, regulations and laws governing the health and safety of buildings and its occupants including the Americans With Disabilities Act. The Board will ensure that all facilities are inspected and given a Certificate of Occupancy before anyone enters the building. The Board will have the buildings inspected regularly by a certified contractor to ensure that the facilities remain in compliance.

**c. Transportation** *See §2208, DC School Reform Act.*

The Eagle Academy PCS will offer transportation services as required in the IEPs of classified students. The Board will not offer transportation services to other students. Students and their families will be notified of the students' eligibility for reduced fares on Metrosystems.

**d. Enrollment Data** *See §2204(c)(12), DC School Reform Act.*

In accordance with the District of Columbia School Reform Act §2204(c)(12) Eagle Academy PCS will provide enrollment data to the District of Columbia's Schools in compliance with Section 3, Article 2 of the 1925 Act.

**e. Maintenance and Dissemination of Student Records:**

In accordance with the District of Columbia School Reform Act Parts B and D, and other applicable Laws, including D.C. Code sec. 31401 et seq. (Compulsory School Attendance); D.C. Code sec. 31-501 et seq. (Immunization of School Students); D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents); D.C. Code sec. 29-501 et seq. (Non-profit Corporations), Eagle Academy PCS will seek the transfer of all student records including IEP's, Title I, and other entitlement programs from each enrolled student's previous school. Eagle Academy PCS will establish and maintain a central database of all school student records and personnel records, ensure the confidentiality of those records, and make those records available to the District of Columbia Public School officials as required by local and federal laws and regulations cited above. The Principal's Office will collect, maintain, and monitor these records.

**f. Compulsory Attendance Laws**

Eagle Academy PCS will monitor the daily attendance rate of each student. Any student whose absence is extended will be contacted at home and the parent(s) invited to a meeting at the school. Any student whose absence is excessive and the parent(s) refuse to cooperate will be pursued as truant and reported to the appropriate agencies including DCPS. Eagle Academy PCS will comply with all local and federal compulsory attendance regulations.

**g. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et**

**seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).**

Eagle Academy PCS will provide special education services as required under Subchapter B of the Individuals with Disabilities Education Act (20U.S.C.1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). Eagle Academy PCS Board of Trustees believes that 20% of its students will be classified with learning disabilities. The school has provided for a thorough and efficient educational response to the special needs of these students. Every student has a Personal Education Plan and classified students will have a tailored IEP as well. Parents and teachers are required to meet four times per year to discuss the child's educational development and discuss home-support activities.

**b. Title I of the Improving America's Schools Act**

Eagle Academy PCS projects that at least 70% of its students will be Title I. Eagle Academy PCS will be classified as a whole school program under Title I. Title I funds may be expended on whole school programs that will improve the performance of Title I students. The Board's business administrator will ensure that the Title I expenditures comply with all fiscal requirements.

**i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia See §2202(11) and 2204(c)(5), DC School Reform Act.**

Eagle Academy PCS will comply with the Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia, section §202(11) and section §2204(c)(5), DC School Reform Act. Public notices will be prominently displayed.

**j. Other:** Describe how the public charter school will meet any other requirements that apply to your particular case but do not appear on this list.  
There are none of which we know.

**4. Implementation of the Charter**

**a. Timetable and Tasks for Implementation of Charter:**

TASK	TIME
Develop School Structure	completed
Approval of Charter Application	August
Publicizing and parent/community involvement	August through January
Policies and Procedures	August through April
Marketing	January through July
Student Recruitment	March through August
Admission and Enrollment	March through August
Site Evaluation	Complete November
Site Selection	Finalize December
Recruitment of administrative staff	January 2002 to March 2002
Executive Director and Business Administrator hired	March
Teacher Leaders hired	April
Recruitment of Instructional staff	January through April
Employment of instructional staff	March through July
Evaluation of potential classified students	March through September

Parent night	February, March, April, May, June, July, August
Close Applications	April 15
Student Lottery	April 20
Notify parents	April 25

**b. Major Contracts Planned:**

1. Academic Play  
Curriculum, Instructional materials, and training support contract.
2. Consulting contract to develop charter
3. Lease for facility
4. Special Education contract  
This contract with Education Support Systems and will be signed March 16, 2002.
5. Food contract

**Procurement of Services**

Activity	March	April	May	June
Insurances	Explore	Select	Secure	
Bldg Lease	Secure			
Textbooks	Select	Price Review	Order	
Supplies	Select	Price Review	Order	
Special Ed.	Bid	Review	Secure	
Food Services	Bid	Review	Secure	
Maintenance	Bid	Review	Review	Secure
Security	Bid	Review	Review	Secure
Library materials	Explore	Select	Bid	Order
Media Center	Explore	Select	Bid	Order
Art Materials			Explore	Order
Music Materials			Explore	Order
Staff Development Consult's		Identify	Select	

**c. Orientation of Parents, Teachers, and Other Community Members:**

Orientation of parents will begin before student selection with descriptions of the school, its philosophy, its goals, and the special academic programs available. After student selection, parents will be invited to meetings with the school staff. They will be given material specific to the grade level and will also receive material on activities to be done at home, the tutoring hours of the school, and the recurring appointments, and the school policy toward openness of parent participation and observation of the classes.

**Community Information and Orientation Schedule:**

To be announced

**Parent Information and Orientation Schedule:**

To be announced

**Parent Orientation Schedule for students already selected:**

July 9/10: Eagle Academy PCS Facility  
July 24/25: Eagle Academy PCS Facility  
August 3/4: Eagle Academy PCS Facility  
August 13/14: Eagle Academy PCS Facility

**Teacher and Other Staff Information and Orientation Schedule:**

June 11: Eagle Academy PCS Facility  
July 9: Eagle Academy PCS Facility  
August 6: Eagle Academy PCS Facility

**Teacher and Other Staff Training Schedule:**

August 12 - 23 : Eagle Academy School Facility  
August 26: School Begins

Staff training was described in detail in the earlier sections. The staff will report to the school two weeks prior to the opening of school. The staff will receive complete training in expectations, practices, and school policies. The staff will be ready to teach the curriculum and with the methodologies when school opens. This training will continue through out the school year.

**d. Services Sought from the District of Columbia Public Schools:** None at this time. We will talk with DCPS regarding leasing facilities in the future.

**D. Public Charter School Accountability Plan**

**1. Goals Against Which the School's Success Will be Judged:**

The Eagle Academy Board of Trustees believes that every school should be held accountable for the education of its students. The Eagle Academy Board commits itself and its resources to implementing an accountability plan that gives a fair and accurate representation of the effect of Eagle Academy's efforts on the students, families, and community we serve. The Board recognizes the District of Columbia Public Charter School Board is the responsible organization for holding the Eagle Academy PCS accountable for its goals as a public charter school and commits itself to cooperate fully with the District of Columbia Public Charter School Board in joint efforts to create a comprehensive accountability plan to assess the implementation and effects of Eagle Academy PCS.

Each school administrator will have a copy of the final, approved charter application along with each Board member. The Executive Director will be responsible for establishing a written system that monitors the implementation of the charter. The Board should know on a monthly basis the status of achieving the implementation of the school's goals and on a quarterly basis receive feedback on the quality of the results. This document and the reports will be made available to DCPCSB.

**Academic Goals:**

The academic goals are tied to the DCPS Standards and the Standards established by the Board of Trustees in this application. The Board reviewed other states' standards, especially New Jersey's standards, which has whole school reform tied to its standards. The standards provide a

basis for an accountability system to which the school must aspire and achieve. The Board reviewed national standards for art, music, and physical education. The Board adopted those national standards even though the standards are broader in scope than the Pre-School through Grade One program for Eagle Academy PCS.

Eagle Academy PCS has both formative and summative procedures with appropriate instrumentation to assess whether we have achieved our goals for the schools. The goals are clear and measurable.

The academic goals for special needs students are equally clear. We expect our LEP students to master English within two years and to become fluent within three years of entering the school. We expect our classified students to achieve grade level within three years of entering the school. Finally, we expect our gifted and talented students to excel and reach standards for advanced grade levels early.

#### **Non-Academic Goals:**

The accountability plan for the non-academic goals shall show the daily, weekly and monthly attendance rates. A monthly report shall be prepared for the Board of Trustees and DCPS. Aggregate reports will also be made quarterly, semi-annually, and annually. Records will be kept of the response of the school staff and Board of Trustees to excessive absence.

Files will be maintained on each student. Students who are referred for special needs evaluation, LEP or learning disabilities, will have a file started that records staff response. A tracking form shall be on the face of each file. The date that each step began and ended will be recorded. A cumulative report will be made to the Board of Trustees monthly, quarterly, semi-annually, and annually. This information will be sent to DCPS and made available to DCPCSB.

Each student will have a portfolio that records student progress in all areas. A key area that does not lend itself to testing is the development of a set of ethics. Student ethical progress will be recorded in anecdotes regarding personal and group behavior. The anecdotal records will be stored in a master file and compiled into an annual report that reviews student progress. A summary will be provided to the Board of Trustees by the Center Teacher Leader at each Center.

Student work habits will be recorded by the teacher and the administrators in their observation of students. This is part of the Academic Play program and will be tabulated in narrative and numeric forms. The school staff will also record student involvement with the broader school community (volunteers for tutoring), with the family, and the home community.

Self-expectation of students will be recorded in two ways: classroom performance and standard assessments where appropriate. Staff will keep records of students who complete homework or attempt homework and in-class assignments consistently and faithfully and students who are irregular. A summary report in this area will be made by each teacher to the principal. The principal will summarize the school information and report to the Board of Trustees in writing.

#### **Organizational Goals:**

The Eagle Academy PCS will employ a Center Teacher Leader at each center who is responsible for implementing the Academic Play program.

The Center Teacher Leader will maintain records of training, teacher observations, coaching sessions, instructional material implementation, pedagogical progress, and school climate. These records will be summarized into monthly reports to the Executive Director and to the Board of Trustees.

Every ten weeks the Board shall receive summarized data on each class's progress based on the formative assessment instruments.

**Governance Goals:**

The accountability system for the Board can be observed in the records of the Board meetings. The records will reflect when and where the meetings were held, whether the public was invited, the agenda, and the actions taken by the Board. The Board will create a Policy and Procedure manual to be distributed to Board members and School administrators. The Board will have 90% attendance records for each Board member and 100% of all the meetings will be appropriately announced.

The Business administrator is responsible for organizing and maintaining the financial policies and procedures portion of the P&P Manual and for recording implementation of those policies and procedures. The Business Administrator will provide the Board a monthly financial report.

The Business Administrator will report on noticing available contracts in the DC Register and on contracts submitted to the DC Control Board.

The efforts to establish a Community Advisory Board (CAB) and a CAB representative's attendance at the Board meeting will be noted in the minutes of the meetings.

**2. Indicators of Performance:**

The first year of education in the school will have a primary focus upon reading and mathematics. The performance of students in other subjects hinges upon their ability to succeed in reading and mathematics. The following benchmarks are established as performance indicators for our success in the first year:

**Pre-School Benchmarks**

Ninety percent (90%) of all students in Kindergarten will recognize their printed name, name the four basic shapes, recognize the numerals 1 through 10, and state relationships. Ninety percent (90%) of all Kindergarten students will speak in sentences, share freely, and follow three step directions accurately.

**Pre-Kindergarten Benchmarks**

Ninety percent (90%) of all students in Kindergarten will recognize and know all the names in their family, address and telephone number; dress self with buttons/zippers; hold a pencil correctly, cut with scissors; draw a person; name upper/lower case letters out of sequence; identify the eight basic colors; identify at random the numbers from 1 through 10; count from 1-100; know body parts; a series of opposites; weather concepts; and time concepts. Ninety-five per cent (95%) of the students will score 90 or better on the Pre-Kindergarten Development and Skills Instrument.

**Kindergarten Benchmarks**

Ninety percent (90%) of all English dominant students in Kindergarten will perform at or near grade level in the district-wide assessment for English Language Arts. Seventy percent (70%) of all eligible ESL and special needs students in Kindergarten will perform at or near grade level in the district-wide assessment. Ninety percent (90%) of all eligible Kindergarten students will perform at or near grade level in the district-wide mathematics examination.

**Grade 1 Benchmarks**

Ninety percent (90%) of all English dominant students in Grade 1 will perform at or near grade

level in the district-wide assessment for English Language Arts. Seventy percent (70%) of all ESL and special needs students in grade 1 will perform at or near grade level in the district-wide assessment. Ninety percent (90%) of all eligible grade 1 students will perform at or near grade level in the district-wide mathematics examination.

Below is a re-listing of the goals and sample indicators of achieving those goals.

**Academic Goals:**

1. Students will achieve the District of Columbia Standards for Pre-School, Pre-Kindergarten, Kindergarten, and Grade One.
2. Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.
3. Students will demonstrate at grade level performance on the district-wide assessment.
4. Students' average test scores on the district-wide assessment will be above District of Columbia Public Schools' averages.
5. All students will read proficiently by the end of grade 1.
6. All students will pass all courses every year.
7. All students will be able to integrate the various content areas with one another.
8. Students will develop an appreciation for cultural differences as demonstrated by planning and participation in at least three multicultural events each year in the school community and/or local community.
9. Students will demonstrate respect for cultural differences in their daily lives in their school community and the external community as observed and recorded by the instructional staff and parents.
10. Students will develop an informed aesthetic appreciation and participate in at least one of the fine and performing arts.
11. All students achieving the above standards includes Limited English Proficiency and classified students.

**Pre-School (3 Year Old) Academic Goals:**

1. Students will learn to speak in sentences talking to peers, to teachers and other adults, to a group (e.g., circle time, show and tell), and will use proper pronunciation of consonant sounds appropriate for the age level (i.e.; speech development charts).
2. Students will recognize the shapes of letters that form the alphabet and know that the alphabet is composed of letters.
3. Students will be able to identify the four basic shapes: circle, square, rectangle, and triangle.
4. Students will be able to recognize and name the numerals 1 through 10 and know the ordinal numbers, first, second, third and last.
5. Students will learn to recognize a calendar: day, week, and month.
6. Students will learn the seasons and the change of seasons in terms of how nature changes and how we change our dress to match.
7. Identify and name colors: red, orange, yellow, green, blue, purple, black, brown, white, and pink.

8. Students will understand relationships: size - small/large, big/little; Tactile: hard/soft, smooth/rough.
9. Students will develop skills to listen, work cooperatively in a group, wait their turn, and socialize effectively with other children and adults.
10. Students will develop the skills to sequence items, identify relationships, and build upon previous knowledge.
11. Students will participate in multicultural activities in the classroom and express enjoyment with practices and/or foods that are culturally diverse.
12. Students will express a desire to work with other children with whom they are different in some aspect.

**Pre-Kindergarten (4 Year Old) Academic Goals:**

1. Students will learn to use proper pronunciation of consonant sounds appropriate for the age level (i.e.: speech development charts), dictate stories, label items, and rhyme words, phrases, and sentences.
2. Students will recognize and name the upper and lower case letters of the alphabet.
3. Students will recognize their own printed name, first and last, identify the letters in the name, and where appropriate (small motor skills readiness) properly print the first name.
4. Students will be able to identify the six basic shapes: circle, square, rectangle, triangle, rhombus, and ellipse.
5. Students will be able to recognize, name, and print the numerals 1 through 20 and know the ordinal numbers, first, second, third, fourth, fifth, and last.
6. Students will learn to count the days of a week, months in the year, the seasons, and four national holidays.
7. Students will learn the seasons and the change of seasons in terms of how nature changes and how we change our dress to match.
8. Identify and name colors: red, orange, yellow, green, blue, purple, black, brown, white, and pink.
9. Students will understand relationships: size – small, medium, large, smaller, smallest, bigger, largest, short, tall, shorter, etc; and opposites: over/under, above/below, in/out, etc.
10. Students will develop skills to listen, work cooperatively in a group, wait their turn, and socialize effectively with other children and adults.
11. Students will develop the skills to sequence items, identify relationships, and build upon previous knowledge.
12. Students will participate in multicultural activities in the classroom and express enjoyment with practices and/or foods that are culturally diverse.
13. Students will express a desire to work with other children with whom they are different in some aspect.

**Non-Academic Goals (Age 3-Grade 1):**

1. The attendance rate for all students will exceed 90%.
2. All special needs students will be evaluated and have an IEP written within 90 days of being identified.
3. All students will develop positive values that will be applied to their personal and educational lives.



4. All students will develop work habits that will support their educational growth, and their effective engagement with peers, family, school community, and broader community.
5. Students will have high expectations for themselves.
6. Students will demonstrate respect for themselves, their peers, families, and community.
7. Students will learn to take responsibility for themselves and for their actions.
8. Students will learn to work and play with those who are culturally different.
9. Students will learn to share, respect others' possessions, and be part of a group.
10. Students will grow emotionally: develop self-restraint, express feelings, adjust to transition and change, develop a sense of humor, and establish independence.
11. Students will demonstrate appropriate large muscle development and small muscle development.
12. Students will learn to listen to adults, to peers, and to follow directions.

**Organizational Goals (Age 3-Grade 1):**

1. The School will implement the Academic Play whole school design;
2. The School will maintain the structure and integrity of the Academic Play Program throughout the year;
3. The school will implement a content integrated curriculum that allows students to transfer learning from one content area to another.
4. The School will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15.
5. The school will have an active, participating parent association before the opening of school.

**Governance Goals (Age 3-Grade 1):**

1. The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.
2. The Board will certify that there are at least two parent members on the Board of Trustees.
3. The Board will implement an effective, efficient administrative structure for the operation and growth of the school.
4. The Board will establish policies that will enable the school to achieve its goals.
5. The Board will approve policies and procedures for the financial management.
6. The Board will approve policies and procedures for the educational management.
7. The Board will engage in appropriate contracts to ensure the successful implementation of Academic Play, quality professional development for staff, early identification of learning and physical disabilities of students, and the supportive materials and resources necessary for the success of the school's staff and students.

The awarding of contracts for special education services, education supplies and equipment, educational furniture, books, and computers will show sufficient progress. All contracts must be noticed in the DC register and approved by the Control Board.

**Pre-School and Pre-Kindergarten**

The academic goals will be considered achieved if 95% of the students perform the following prior to entering kindergarten:

1. Can speak Standard English in responding to a teacher's questioning school without hesitation.

2. Can recite the alphabet, identify each letter, and make the sound(s) the letter represents.
3. Able to identify and respond to 12 basic diphthongs.
4. Able to count to 100 and associate numbers 1 through 20 with corresponding objects.
5. Able to identify colors and geometric shapes.
6. Able to distinguish between plants and animals, and know what is needed to make plants grow and animals grow.
7. The portfolio shows that the student can sit quietly in a group, answer questions, listens to directions, select a book to look at each day, and participates in requesting story time.
8. The following assessment devices will be used in a pre- and post-assessment pattern:  
High/Scope Child Observation Record and Peabody Picture Vocabulary.

**3. Baseline Performance:**

There are four assessment processes that will be used to establish baseline performance.

First, Eagle Academy will obtain each first grade student's test scores from previous years and record those scores in the student's assessment file. This will provide some basis for assessing the student's academic growth at Eagle Academy PCS versus other schools.

Second, Eagle Academy PCS will participate in the district-wide testing program. Every student's Fall scores will be recorded and compared to the student's Spring scores in each assessed content and sub-skill.

Third, Eagle Academy PCS will randomly select a sample of three students from each class and develop a baseline portfolio on where they began and their monthly progress as shown from the portfolios. The teacher will note and describe a sample of work habits of each student that will be maintained in the portfolio.

**4. Measurement:**

Eagle Academy PCS has a consulting budget of \$10,000 to employ an early childhood educational measurement expert from one of the local universities to provide support for the analysis and display of appropriate data. The data will be displayed quantitatively and compared to district-wide norms, national norms and standards, and international standards. A narrative analyzing the qualitative data will accompany the quantitative data.

There are three types of assessments: District-wide, administered twice a year (September & May); High/Scope Child Observation Record and Peabody Picture Vocabulary; and the portfolio system which will keep samples of student work to demonstrate the baseline of a student's progress and then sample to demonstrate if there is improvement. The Portfolio will also be used to assess growth in ethics and the observable work behaviors necessary to achieve academically.

**5. Reporting Performance and Progress:**

Performance and Progress will be reported to parents during the quarterly conferences (every ten weeks) with the teacher and with student progress reports. Students will have narrative progress reports. Annual performance assessments of the school's progress will be mailed home to parents.

An annual School Community Meeting will be held to report the school's progress.

The chartering authority will receive copies of all meetings in a timely fashion. In addition the Board of Trustees will report the results of its assessment system to the chartering authority.

The timetable will be adjusted to meet the concerns and requirements of the chartering authority.

## **E. Certifications**

- 1. To be submitted with the initial application.**
  - a. An *Assurances Form* is located in *Appendix D: Budget and Forms*. The *Assurances Form* must be signed by a duly authorized representative of the applicant and submitted with the application. An application will be considered incomplete if it is not accompanied by an *Assurances Form* signed by an authorized individual.
- 2. To be submitted prior to written notice and publication of Charter approval:**
  - a. A description of the school's insurance coverage plans, including health, general liability, property, and trustees' and employees' liability coverage.
  - b. Copies of the bylaws of the Board of Trustees. (Appendix C)
  - c. Copies of existing contracts for sums equal to or greater than \$10,000. (Appendix C)
  - d. Copies of incorporation documents showing the school's nonprofit status. (Appendix C)
- 3. Final Documentation: To be submitted prior to the commencement of operations/instruction:**
  - a. To verify safety and structural soundness of the school, written documentation of:
    - (1) Inspection by a District of Columbia Government building inspector.
    - (2) Inspection by the District of Columbia Fire Department.
    - (3) Occupancy Permit granted by the District of Columbia Department of Consumer and Regulatory Affairs.
    - (4) Approval from the District of Columbia Department of Consumer and Regulatory Affairs for the use of any explosives or flammable compounds or liquids in connection with courses taught at the school.
    - (5) Evidence of compliance with all other federal and District of Columbia health and safety laws and regulations.
  - b. Résumés for all professional staff and documentation of findings of background checks for all staff.
  - c. Documentation of current insurance coverage for general liability, property, and trustees' and employees' liability coverage.
  - d. Any contract for sums equal to or greater than the sum of \$10,000, not already submitted.
  - e. License as a child development center by the District of Columbia Government, if the school's educational program includes preschool or pre-kindergarten.
  - f. Certificate of Good Standing from the Government of the District of Columbia.
  - g. Copies of the Charter School's (a) pupil personnel policies; (b) employment policies, including equal employment opportunities and maintenance of a drug-free workplace; (c) policies for governance and operation of the school; and (d) informal complaint resolution policies.

## **F. Budget (See Appendix D)**

- 1. Pre-opening Expenses (Appendix D)**
- 2. Two-Year Operating Budget (Appendix D)**

### **Budget Narrative**

The Revenues are based upon estimated payments in each category. The November 2000 District of Columbia Budget was referenced in order to establish the best estimates on revenue allocations in each category. The Budget does not project an increase for 2001 when the school will actually open. The entitlements are an average expected per pupil amount. The Title X

Planning Grant is for the second year figure that will be the school's first operating year. The LEP and Special Education estimates are based on district-wide population statistics and school enrollment statistics.

The number of students in each classification shows growth from FY01 to FY02. We open with just one kindergarten, one first grade, two classes for 3 year-olds, and two classes of 4 year-olds at each Eagle Center. In FY02 the two 4 year-old classes will move forward to Kindergarten in the original two Centers. Each original Eagle Center must add one kindergarten class. In FY03, each original Eagle Center must add an additional Grade 1. This growth pattern will be repeated in each new center as it opens.

The Per Pupil Charter Payments show that we expect to have 136 three and four year olds and 80 kindergartners and first graders. The 16 special education students will all be at least level 3 and possibly level 4. For budget purposes we assumed they would be in the K-1 range. The Board will know who these students are and their age ranges when students are accepted into the program.

The revenue for the before school and after school program is based upon existing demand. All of our cooperating programs listed in the narrative believe that enrollment will be higher than projected in the Budget. We used the 175 student figure because the Board does not want to overestimate its revenues. As each parent registers for school, they will also register for the before school and after school care program. The Board will then have a relatively accurate number for budget purposes prior to school opening. Please note that four weeks of full time day-care have been included in the budget to cover times during the year when school is not in session but parents still need the coverage. We will use our own staff as much as possible so that children continue to receive a strong program.

**Personnel Salaries and Benefits:** Everyone is paid on a twelve-month basis. Administration is expected to work those twelve months with no extra compensation: Executive Director, Business Administrator, Teacher Leader, Special Education Coordinator, and Clerical. The following staff receive Summer Pay: Teachers, Aids, Counselors, and Nurses.

Each Pre-School and Pre-Kindergarten teacher will have a teacher aide. The other teacher aides will be assigned to work with teachers K-1 and also serve as substitutes for when a teacher is absent. They will have a certificate from the District of Columbia to work in a Pre-School or they may have a two year certificate in Early Childhood Education. They will be encouraged to take on the part-time jobs in the Before School and After School programs.

There is an average of one aid per 20 children in the Before and After School program plus one administrator part-time. The aides' positions will be first open to staff and then parents. The administrator will be a teacher from the school or one of the administrators. Compensation in all cases will be additional.

There is one Special Education Coordinator who is certified in the field, has experience, and preferably has an advanced degree. This person is responsible for the identification and scheduling of students and for coordinating with ESS. This person must ensure that all student records are kept appropriately and are recorded with DCPS.

The four Special Education teachers will be appropriately certified, deliver instructional services in the resource room, participate with ESS and the CST, and facilitate inclusion with the regular classroom teachers.

The two ESL teachers will be responsible for implementing an immersion program in the afternoon and for teaching the afternoon academic content. The ESL teachers will float among

the regular classes helping teachers who have large populations of ESL students in the morning. All are responsible for maintaining student records and recording student progress.

The technology coordinator will install and train others to operate the software for the financial operation of the school, the record keeping operation of the school, the academic operation of the school, and then serve as a trainer for the academic staff with instructional software.

The counselor will work with students and families that need counseling. The counselor is expected to work with parents in the home, attend appropriate school/parent conferences, and work with social service agencies in the community as well as work with ESS and classroom teachers.

The nurse is full-time and will work with the CST and special education coordinator.

The secretary is responsible for keeping the office operation of the school functioning and helping parents and visitors.

Academic Play estimates that the basic contract at \$10,000, and with additional training will come to a total of \$20,000.

The Board has added 3% to the salary costs in the Benefits column so that we can work with AdminiStaff or a similar group to provide full health coverage (including eye, dental, disability) to our teachers at a reasonable cost plus special benefits such as a credit union membership.

**Direct Student Costs:** Textbooks are estimated at \$300/student for K-1. Pre-School and Pre-K will need many books in their room but not text books. We have allowed \$150/student for various materials including those recommended by Academic Play.

Student Supplies and Materials is \$300 per student for the year. This includes the paper, tape and other essential supplies for the classroom. It does not include technology.

Library and Media Center is a lump sum figure to partially develop the library. Libraries are expensive and cannot be completely furnished in one year. This will allow the teachers to select literature and software that is specialized.

There is an allowance for 3 computers in each classroom, linked together, and the purchase of some software. Other instructional equipment includes various projectors, screens, and production equipment such as laminators.

Classroom furnishings include all FF&E. Twenty-five hundred dollars is allocated for each classroom, for a total of 14 classrooms.

Student assessment materials include costs for district-wide assessments and other assessment instruments.

Contracted Instructional Services is for special education and is with Educational Support Systems, Inc. They charge 10% of the school population at \$2,900 per child and provide full service, IEP evaluations and therapists.

Miscellaneous student costs includes field trips and other activities not covered under other categories.

**Occupancy:** The Board chose rent payments as the safest way to calculate space occupancy costs at \$10,000 per month per Eagle Academy Center. This would include the cost of renovations. Maintenance, repairs, and utilities will be included in the rent.

**Office Expenses:**

The supplies and materials are primarily for administrative uses. Equipment rental and maintenance is primarily for the photocopy machine and is to be used by administration and for marketing. Printing and Copying includes the production of a monthly school newsletter for

parents and the community. Postage and shipping includes the cost of mailing information to parents and businesses to market the school.

**General Expenses:**

The insurance allocation is based upon existing insurance contracts for all items listed. Food service will provide every student with a free lunch instead of a reduced lunch. The administration fee is for the DCPCSB. The Capital Reserve account is to accumulate funds for new or replacement capital expenditures that may arise from time-to-time. The Emergency Reserve Fund is to capture a percentage of the budget to be used for unanticipated expenses. While the budget does not show these latter two funds as cumulative, they will be kept in a separate account, with the intent being to accumulate the funds to be used when the Board of Trustees deems appropriate. The Board fund is to facilitate the conduct of Board business and to allow Board members to attend professional conferences for the Charter.

**3. Estimated Five-Year Budget Projections (Appendix D)**

**4. Cash Flow Projection for Year 1 (Appendix D)**

Theme: Welcome to School	Circle	Theme/Alphabet/Numbers	Bathroom and Snack	Art	Centers	Playground/Large Muscle
Time: AM/PM						
Week:						
M	Welcome, locate name identifying coat hook, assist with name spelling, place personal items in storage area, open play	Discuss circle time, routine, behavior expectations, manners, attendance, name recognition, spelling, calendar, counting, weather, introduction, flag, salute, "America" "Helper" chart and responsibilities	School is a place to learn and play, there are teachers and children in each room. Tour school	Discuss bathroom procedure, walking in line, behavior expectations, good hygiene habits, bathroom marker "helper" responsibilities	Distribute small supply basket pencil, set of crayons, scissor, glue stick to each child. Discuss care of these items and purpose. Encourage children to imagine what we might create with these tools. Give each a manila sheet and scraps of construction paper, open art project	Housekeeping Books - re. starting school, family, friends Blocks Writing Puzzles - re. school, family, friends, color, shapes Manipulatives - ex. fitting shapes in openings house/contents
T	same	Attendance, come recognition, spelling, calendar, counting, weather, flag salute, "America"	Snack "helper" responsibilities counting/measuring supplies introduce snack song, "How It's Time for Us" manners	Draw and color a picture of your friends and/or fun activity	same	same
U			Bathroom and Snack routines			
E						
S						
D						
A						
Y						
W	same	Rules help us to be safe and guide us - ask for suggestions introduce behavior expectations - apply to each activity Discuss consideration for others, quiet times, cooperation, sharing	same	Discuss use of pencil, safe handling and demonstrate proper pencil grip. On newsprint sheet demonstrate "top to bottom" vertical lines - children are to follow. "left to right" horizontal lines - some for children, large "round" shapes - some for children, "curvy lines" - some for children, "snakes" - some for children, "snakes" - some for children, "snakes" - some for children, "snakes" - some for children		
E						
D						
N						
Y						
S						
D						
O						
A						
Y						
T	same	We will learn the alphabet letters, numbers and discover many things about the world around us - give examples, explain show alphabet worksheets, discuss routine Explain upper and lower case letters, have children locate examples in room	same			
H						
V						
B						
R						
S						
D						
A						
V						
F	same	School is a new and exciting experience - a place to have fun and meet new friends Encourage children to discuss activities they would enjoy in school Discuss importance of learning Play game "Who is Missing" to encourage learning class member names	same			
E						
L						
D						
A						
V						

Note: Show and Tell notice to be sent home announcing "Show and Tell Day" for each child (designate three (3) children each day)

Music	Story	Lunch/Playground	Quiet time/nap	Recess/Meal	Reinforcement	Show and Tell/Music	Story
If Your Happy The More We Get Together The Wheels On The Bus Old Posie Man Wash, Wash, Wash Your Hands	First Day Of School	Review bathroom procedure hygiene before eating Demonstrate lunch procedure (placing lunch items on table, lunch container on floor beside seat), trash can location/clean-up Inclusion weather circle games	Show 20-30 minute video (rated G only) or read quiet- time story	Same as A.M.	Children sit in a circle, teacher calls out a name and rolls the ball to that child. (This child repeats the process. Teacher is to assist with names)	Explain show and tell procedure and discuss ideas for appropriate items (no weapons, fighting or violent action figures and toys). Encourage children to search for Show and Tell items that will complement the weekly theme/letter/number, sharing the activity with their family	The Berenstain Bears Go To School
	Timothy Goes to School	Lunch/Playground Routine	same	same	Name writing on newspaper. Begin with first letter, mother, then go on to next	show and tell (designated children)	Busy School
	What's It Like To Be A Teacher?	same	same	same	Same - Who is Missing? Children hide eyes, then leaves room or is hidden under sheet	same	The Fireman's New Clothes
	I Like School!	same	same	same	same as Tuesday	same	Need
	SCHOOL BUS	same	same	same	Make play dough 2 c flour 1/4 c oil 3/4 c salt 1/2 c water food coloring milk dry ingred, add oil, add water child rolls into ball, pokes finger hole, squish color in hole, squeeze to spread	same	All Ready For School!



6. Students will learn to put marks on paper
7. Students will learn to speak Standard English

#### **Pre-School Listening**

1. Students will be expected to demonstrate age-appropriate listening time (approximately 15-20 minutes).
2. Students will listen without interrupting
3. Students will repeat three items in order
4. Students will follow simple one and two-step directions

#### **Pre-School Mathematics**

1. Students will know the value of the numbers 1 through 10.
2. Students will recite the numbers 1-10 without prompting
3. Students will be able to sequence numbers from 1-10.
4. Students will know big/little size relationships.
5. Students will know the four basic shapes: circle, square, rectangle, triangle.
6. Students will be able to do simple mathematics operation, add and subtract, i.e., attendance

#### **Pre-School Science**

1. Students will be able to describe daily weather
2. Students will be able to describe rough/smooth; hard/soft, wet/dry.

#### **Pre-school Social Studies**

1. Students will understand and provide examples of various family units
2. Students will know the personal safety rules and be able to demonstrate them.
3. Student will understand himself in relation to family, community, world in which he/she lives.

#### **Pre-School Socialization**

1. Students will take pride in one's self
2. Student will express feelings in words
3. Students will learn to work effectively with adults
4. Students will show respect for other's possessions
5. Students will separate comfortably from parent/guardian
6. Students will demonstrate responsibility for maintaining their room.

#### **Pre-School Safety**

1. Students will learn safety practices to protect self
2. Students will learn safety practices when around others
3. Where to receive help
4. Students will learn to follow class rules
5. Students will learn to follow playground rules

#### **Pre-School Art**

1. Students will express self with various media;
2. Students will learn to hold instruments;

3. Students will share art projects with adults/parents.
4. Students will develop the ability to follow and carry out a series of directions.

#### **Pre-School Music**

1. Students will listen to music;
2. Student will sing;
3. Students will learn to appreciate other cultures through music;
4. Students will enjoy themselves singing.

### **Pre-Kindergarten Curriculum**

#### **Pre-Kindergarten Reading**

1. Students will learn to value literature.
2. Students will develop an appreciation for and enjoyment of the oral reading of literature.
  1. Students will request that books be read to them by the teacher or another adult.
  2. Students will select books and pretend to be reading them.
  3. Students will request that parents read to them at home.
3. Students will listen attentively when being told a story.
4. Students will develop pre-reading skills through language experience
  1. Students will help develop stories with the teacher
  2. Students will tell each other stories
  3. Students will tell stories from memory.
5. Students will be able to tell a story from a field trip
  1. Identify beginning
  2. Develop middle
  3. State end
6. Student will know the letters of the alphabet
  1. Students will recite the names of the letters and the corresponding sound.
  2. Students will state the name of the letter when prompted with a visual cue and verbal question.
  3. Students will recite the alphabet when asked with the visual letters apparent
  4. Students will recite the letters of the alphabet without prompting
  5. Students will state the sounds the letters make.
7. Students will sing a variety of songs
  1. Students will sing songs as a repetition of the teacher's cues
  2. Students will sing songs from memory
  3. Students will create their own songs with a beginning, a middle, and an end.
8. Students will develop pre-reading skills that will prepare them for beginning reading.
9. Students will learn the relationship of the letters of the alphabet, words, sentences, and story.

#### **Pre-Kindergarten Technology**

1. Students will use technology to learn
2. Students will master the input devices
  1. Mouse
  2. Keyboard

3. CD-ROM
  4. Floppy disk
  5. On-off switch
3. Students will use a variety of software for reading, writing, mathematics, and art

#### **Pre-Kindergarten Speaking**

1. Students will learn to speak Standard English
2. Students will respond to verbal cue corrections
  1. Enunciation
  2. Diction
  3. Grammar
  4. Volume
3. Students will engage in appropriate conversation using Standard English
  1. Peer
  2. Adult
  3. Group
  4. Responding in class
4. Vocabulary development
  1. Students will learn new words from teacher and family
  2. Students will invent their own words
  3. Students will use words in appropriate sentences

#### **Pre-Kindergarten Writing**

1. Students will learn to hold properly a writing instrument
2. Students will learn to make marks on paper
3. Students will learn to identify objects by making marks on appropriate images

#### **Pre-Kindergarten Mathematics**

1. Students will recite the names of the numbers 1-100 when the numbers are stated for the student
2. Students will state the name of the numbers from 1-20 when prompted with a visual cue and verbal question.
3. Students will recite the number when asked with the visual letters apparent
4. Students will recite the numbers 1-20 without prompting
5. Students will associate the numbers 1-20 with the proper object grouping
6. Students will be able to sequence numbers from 1-20.
7. Students will be able to combine objects and state the new number the combined objects make.
8. Students will be able to do simple addition and subtraction.

#### **Pre-Kindergarten Science**

1. Students will know the basic properties of earth, water, and fire
2. Students will be able to describe daily weather
3. Students will be able to describe the texture of various objects

4. Students will be able to classify living things
  1. Animals
  2. Plants
  3. "Bugs" (insects)
5. Students will know basic astronomy (Sun, Moon, Stars)

#### **Pre-Kindergarten Social Studies**

1. Students will understand and provide examples of various family units
2. Students will be able to identify their neighborhood
3. Students will know in what community they live
4. Students will know in what town or city they live
6. Students will know and meet their community helpers
7. Students will know the personal safety rules and be able to demonstrate them.
8. Students will understand the relationships among self, family, neighborhood, community, and town.
9. Students will demonstrate memorization of his/her address and telephone number.

#### **Socialization**

1. Students will understand the concept of self and begin to take pride in one's self
2. Students will understand the concept of others and show respect for others
3. Students will learn to work effectively with adults
4. Students will learn to work cooperatively with others
5. Students will build skills toward reward deferment

#### **Pre-Kindergarten Safety**

1. Students will learn safety practices to protect self
2. Students will learn safety practices when around others
3. Where to receive help
4. Students will be able to identify dangerous situations
5. Students will be able to identify dangerous objects
6. Students will learn to follow class rules
7. Students will learn to follow playground rules

#### **Pre-kindergarten Art**

1. Students will express self with various media;
2. Student will organize material on paper;
3. Students will learn to hold and apply art instruments;
4. Students will share art projects with each other and adults/parents;
5. Students will identify with art.

#### **Pre-kindergarten Music**

1. Students will respond rhythmically while listening to music;
2. Student will learn control vocal cords and to sing;
3. Students will learn to keep a beat;
4. Students will learn to appreciate other cultures through music;

5. Students will enjoy themselves singing.

## English/Language Arts<sup>10</sup>

### KINDERGARTEN

#### Listening

##### 1. Listening Comprehension

1. Develops new concepts and acquires new information through listening and relates it to prior knowledge
2. Follows one-step and two-step directions presented orally.
3. Acquires new information and develops new concepts through the spoken word;
4. Develops new concepts and acquires new information through listening and relates it to prior knowledge;
5. Recognizes and identifies listening as an activity which provides information and pleasure;
6. Uses appropriate strategies to determine the meaning of a word;
7. Recognizes and identifies the elements of story;
8. Recognizes and identifies relationships.

##### 2. Listening Linguistic Understandings

1. Chooses listening as a leisure time activity;
2. Recognizes the relationship between words and their referents
3. Recognizes and identifies the meaning conveyed by the following:
  - .1 Facial expressions
  - .2 Gestures
  - .3 Tone
  - .4 Emphasis
  - .5 Intonation
  - .6 Pitch
4. Chooses to participate as a listener in conversations with peers and adults

##### 3. Listening Literary Understandings

1. Recognizes personal preferences in listening to material presented orally
2. Listens to the various literary forms when read aloud
3. Recognizes the work of well-known authors

##### 4. Listening Study Strategies

1. Recognizes and identifies the difference between listening as a participant in a conversation and listening to learn
2. Listens attentively in a group setting to a variety of materials
3. Participates effectively in discussion
4. Respects another's right to contribute

---

<sup>10</sup> This curriculum was adapted from several sources in New York, Pennsylvania, and individual school districts that are using the Academic Play Program

## KINDERGARTEN

### Speaking

#### 1. Speaking Comprehension

1. Speaks to meet personal needs;
2. Chooses to participate in conversations with peers and familiar adults;
3. Shares information and concepts;
4. Recognizes the effect of words on an audience;
5. Establishes the purpose of oral communication

#### 2. Speaking Linguistic Understandings

1. Chooses to participate as a speaker in informal conversation with peers;
2. Begins to use language appropriately in social settings;
3. Uses appropriate language conventions and increases store of meaning;
4. Demonstrates knowledge of the relationship between words, their referents and substitutes;
5. Uses appropriate techniques to assist in conveying meaning.

#### 3. Speaking Study Strategies and Word Analysis

1. Engages in appropriate and varied behaviors to communicate meaning;
2. Begins to participate effectively in discussions;
3. Increases speaking vocabulary.

## KINDERGARTEN

### Reading

#### 1. Reading Comprehension

1. recognizes print conveys meaning
2. constructs meaning using prior knowledge, experience, and language
3. recognizes the usefulness of reading
4. grasps the meaning of illustrations
5. listens again if necessary to be able to comprehend
6. responds
7. shares concepts, information, experiences, and feelings gained from listening
8. identifies author's purpose
9. identifies differences between narrative and informational text
10. grasps relationships
11. recognizes elements of story grammar in a familiar story
12. retells a story from pictures
13. retells a familiar story student has heard
14. begins to recognize environmental print

#### 2. Reading Linguistic Understandings

1. develops the concept of word, sentence and directs attention to printed page
2. demonstrates an awareness of print directionality
3. demonstrates an awareness that language has a variety of patterns
4. recognizes letters represent sounds & relationship between letter/sounds

6. categorizes words by meanings

### **3. Reading Literacy Understandings**

1. recognizes personal preferences in the selection of books.
2. chooses reading as a leisure time activity
3. begins to recognize work of well-known authors and illustrators

### **4. Reading Study Strategies**

1. recognizes informational text can present new information
2. listens effectively with teacher support
3. uses pictures to grasp new information

### **5. Reading Word Analysis**

1. anticipates words in a sentence and identifies similar word forms
2. begins to recognize printed forms of known words, e.g., own name
3. identifies upper and lower case letter by name
4. begins to develop phonemic awareness
5. begins to recognize common words in familiar stories

## **KINDERGARTEN**

### **Writing**

#### **1. Writing Comprehension**

1. Recognizes that personal writing represents personal thoughts in print.
2. Begins to engage in the writing process
3. Thinks about experience and prior knowledge and uses them in writing
4. Establishes the purpose, topic, and form of writing:
5. Uses the expressive voice to write about self, thoughts, and feelings

#### **2. Writing Linguistic Understanding**

1. Demonstrates an awareness of print directionality
2. Begins to associate left to right sequences of written words with sequence of spoken words

#### **3. Writing Literacy Understanding**

1. Writes to meet personal needs
2. Chooses writing as a leisure time activity
3. Writes on a daily basis

#### **4. Writing Word Analysis**

1. Uses invented spelling to convey meaning
2. Writes own first name

## **FIRST GRADES**

### **Listening**

Eagle Academy Public Charter School 6/1/01

### **1. Listening Comprehension**

1. Recognizes the difference between listening and hearing
2. Acquires new information and develops new concepts through the spoken word and relates to prior knowledge
3. Follows four step directions presented orally
4. Knows the purpose of the speaker
7. Recognizes and identifies relationships in a story
8. Follows two or three step directions
9. Develops new concepts and acquires new information through listening

### **2. Listener Linguistic Understandings**

1. Recognizes appropriate language conventions
2. Recognizes and identifies words often have more than one meaning and function differently in a sentence
3. Recognizes the relationship between words and their referents
4. Listens to meet personal needs
5. Chooses to participate as a listener in conversation with peers and adults

### **3. Listening Literacy Understandings**

1. Recognizes personal preferences in listening to material presented orally
2. Recognizes types of stories read aloud
3. Recognizes the work of well-known authors

### **4. Listening Study Strategies**

1. Listens attentively in a group setting to a variety of materials
2. Participates effectively in discussions

## **FIRST GRADE**

### **1. Speaking Comprehension**

1. Uses the appropriate elements of story grammar
2. Speaks to meet personal needs
3. Chooses to participate in informal conversation with peers and familiar adults
4. Shares information and concepts orally
5. Recognizes the effect of spoken words on the audience
6. Establishes the purpose of oral communication
7. Uses narrative and informational text appropriately to convey a message

### **2. Speaking Linguistic Understandings**

1. Chooses to participate as a speaker in informal conversation with peers
2. Uses language appropriately in social settings
3. Uses appropriate language conventions
4. Increases student's store of language meaning and patterns
5. Uses appropriate techniques to assist in conveying meaning



### **3. Speaking Literacy appreciation**

1. Recognizes personal preferences in what student chooses to share orally
2. Is able to recite
3. Participates effectively in discussions
4. Directs attention to student's spoken text
5. Increases speaking vocabulary

## **FIRST GRADE**

### **Reading**

#### **1. Reading Comprehension**

1. recognizes print conveys meaning
  - .1 constructs meaning
  - .2 recognizes reading as an enjoyable activity
2. interprets the meaning of illustrations
3. recognizes the relationship between the text and the illustrations
  - .1 engages in all stages of the reading process
  - .2 re-engage in predicting, interpreting, confirming
  - .3 shares concepts, information, experiences, and feelings
4. Identifies the author's purpose
  - .1 identifies the differences between narrative and expository text
  - .2 grasps relationships
5. Recognizes elements of story grammar

#### **2. Reading Linguistic Understanding**

1. Develops the concept of the following:
  - .1 Recognizes that language has variety
  - .2 Recognizes the relationships between sounds and symbols
  - .3 Categorizes words by meaning
2. Increases student's store of language meaning

#### **3. Reading Literary Understandings**

1. Chooses books as a leisure time activity
2. Reads daily
3. Listens to and/or recites
4. recognizes the work of well-known authors and illustrators

#### **4. Reading Study Strategies**

1. Interprets illustrations to gain new information
2. Begins to recognize the difference between hearing and listening
3. Listens effectively with teacher support
4. Follows simple written two step directions

#### **5. Reading Word Analysis**

1. Anticipates words in a sentence
2. Identifies like word forms

3. Recognizes printed forms of known words
4. Recognizes and identifies common words in unfamiliar stories

## **FIRST GRADE Writing**

### **1. Writing Comprehension**

1. Recognizes writing represents personal thoughts in print
2. Shares information in written form
3. Engages in the writing process
4. Establishes the purpose, topic, and form of student's writing
5. Uses experiences in writing

### **2. Writing Linguistic Understanding**

1. Forms letters legibly to convey meaning
2. Demonstrates where print begins and ends on a page
3. Demonstrates an awareness of print directionality
4. Associates left to right sequences of written words with sequences of spoken words
5. Maintains appropriate place on page

### **3. Writing Literary Understandings**

1. Writes to meet personal needs
2. Chooses marking on paper to tell a story or express a concept as a leisure time activity
3. Writes on a daily basis

### **4. Writing Study Strategies**

1. Uses library for own purposes
2. Organizes written text to express meaning
3. Applies knowledge of the relevance of parts of a book to the text

### **5. Writing Word Analysis**

1. Uses invented spelling to convey meaning
2. Uses standard spellings of familiar words
3. Uses words that are part of speaking and hearing vocabularies to construct meaning
4. Increase written vocabulary

## **Social Studies Kindergarten**

### **Introduction to History and the Social Sciences**

The standards for kindergarten students include an introduction to the lives of interesting people in history. During the course of their first year in school, students should learn basic concepts involving historical time sequence, geographic direction, and economic choices. They should use maps and globes to identify and locate some of the places and geographic features that are discussed in rich stories of history. Initial citizenship education should include the importance of following rules and respecting the rights of other people. Students should also have opportunities

to learn about national symbols. They should learn how individuals acquire the economic goods and services they need and want. They should learn the concepts of self-control, justice, courage, heroism, and leadership.

### **1.0 History**

1.1 The student will understand that history relates to events and people of other times and places by identifying examples of past events in legends and historical accounts, including Paul Revere's ride and the stories of Johnny Appleseed, Booker T. Washington, and Betsy Ross; identifying examples of interesting Americans through exposure to biographies of important people of the past, including George Washington, Harriet Tubman, Abraham Lincoln, and Davy Crockett; and describing the people and events honored in commemorative holidays, including Columbus Day, Thanksgiving, Independence Day, President's Day, and Lee/Jackson/King Day.

### **2.0 Geography**

2.1 The student will compare and contrast the relative location of people, places, and things by placing objects using near/far, up/down, left/right, behind/in front; and locating land and water on a map using north, east, south, and west.

2.2 The student will use simple maps, globes, and other three-dimensional models to become aware of the physical shape of our state and nation; and locate areas referenced in historically based legends and stories.

2.3 The student will identify symbols such as community symbols (traffic signs, traffic lights, street and highway markers, etc.); and map symbols (legend references to land, water, roads, and cities).

### **3.0 Economics**

3.1 The student will match simple descriptions of work that people do and the names of those jobs with examples from the local community and historical accounts.

3.2 The student will identify basic economic concepts, including the difference between basic needs (food, clothing, and shelter) and wants (luxuries); the practice of exchanging money for goods; and examples of people saving for the future.

### **4.0 Civics**

4.1 The student will demonstrate an understanding that being a good citizen involves important actions by taking turns and sharing; taking responsibility for certain classroom chores; taking care of his/her own things (pencils, clothing, papers, books) and respecting what belongs to others; identifying examples of honesty, courage, patriotism, and other admirable character traits seen in American history; and identifying examples of rules and the consequences of breaking them.

4.2 The student will identify traditionally patriotic symbols such as those associated with America including the flag, the bald eagle, monuments, etc.; and those associated with the District including the flag.

4.3 The student will learn traditionally patriotic activities, including the Pledge of Allegiance and the Star-Spangled Banner.

## Grade 1

### **Introduction to History and the Social Sciences**

The standards for first-grade students include comparisons of everyday life and traditions in different places and times. First-grade students should construct simple maps and globes to identify continents and locate places in the District and around the world related to their comparative studies of life and culture. First graders should also construct time lines; study economic concepts of scarcity, productive resources, and consumption; learn the value of rights and responsibilities; and help to make and enforce class rules. The student should be encouraged to develop good character through stories that teach such virtues as honesty, truthfulness, kindness, self-discipline, and responsibility.

### **1.0 History**

1.1 The student will compare everyday life in different places and times and recognize that people, places, and things change over time through such comparisons as current school and community with past school and community; and contemporary American life with American life in previous time periods.

1.2 The student will understand through biographies and stories the deeds for which our nation honors leaders from the past, including a variety of political, scientific, social, and military leaders, including Benjamin Franklin, George Washington Carver, Jane Addams, and John Paul Jones.

1.3 The student will study the life of people and events associated with major holidays such as Thanksgiving and the Pilgrims, Independence Day, Flag Day, Veterans' Day, Memorial Day, etc.

1.4 The student will construct time lines to show sequence and change and will identify examples of possible cause and effect.

### **2.0 Geography**

2.1 The student will locate the local community, the District, the United States, the seven continents, and the four oceans on a map and a globe.

2.2 The student will construct a simple map of a familiar area incorporating cardinal direction, scale, and map symbols.

2.3 The student will describe how climate, location, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

2.4 The student will use maps, pictures, and stories to compare the geography of the local community with that of other communities in the District, the United States, and the world.

### **3.0 Economics**

3.1 The student will describe the differences between human resources (people at work), natural resources (water, soil, wood, coal, etc.), and capital resources (machines, tools, etc.) used to produce different goods or services.

3.2 The student will explain the difference between goods and services and will describe how people are both buyers (consumers) and sellers (producers) of goods and services.

3.3 The student will explain that limits on resources require people to make choices about producing and consuming goods and services.

3.4 The student will simulate the exchange of money for goods and services and will identify

ways to save money.

#### **4.0 Civics**

4.1 The student will describe and compare the making of some class rules by direct democracy (e.g., the entire class votes on the rules) and by representative democracy (e.g., the class elects a smaller group to make the rules).

4.2 The student will identify the bodies of elected representatives responsible for making local, District, and United States laws.

4.3 The student will name the President of the United States and recognize national symbols and traditions of the District and the United States such as flags, holidays, and the Pledge of Allegiance.

### **Mathematics Curriculum Kindergarten**

#### **Numeration**

1. Students will be able to count to 100.
2. Students will be able to identify numeric symbols and name the number.
3. Students will be to sequence numbers from 0 to 100.

#### **Operations**

1. Students will understand and be able to demonstrate with concrete objects the concepts of addition and subtraction.
2. Students will use concrete objects to add numbers between one and ten.
3. Students will use concrete objects to subtract numbers between one and ten.
4. Students will be able to count with money up to \$1.

#### **Geometry and Spatial Sense**

1. Students will know the three basic shapes and be able to combine objects based on those shapes
2. Students will be able to organize objects by shapes.
3. Students will be able to form sets of objects by shapes, size, length, and width.
4. Students will erect structures that are stable and state why they are stable.

#### **Algebraic Expressions**

1. Students will be able to sort concrete objects into appropriate sets
2. Students will develop relationships between and among combinable objects
3. Students will be able to develop relationships between and among non-combinable objects
4. Students will be able to express the idea of an unknown when discussing the outcome of concrete combinations

### **Grade 1**

#### **Number Sense and Numeration**

1. Students will understand whole numbers by exploring number relationships using concrete materials;
2. Students will understand numerals, ordinals, and the corresponding words, and demonstrate the ability to print them;
3. Students will understand the concept of order by sequencing events;
4. Students will compare and order whole numbers using concrete materials and drawings to

develop number meanings;

5. Students will represent fractions using concrete materials;
6. Students will understand and explain basic operations (addition and subtraction) of whole numbers by modeling and discussing a variety of problem situations;
7. Students will develop proficiency in adding one-digit whole numbers;
8. Students will solve simple problems involving counting, joining, and taking one group away from another and describe and explain the strategies used;
9. Students will estimate quantity in everyday life;
10. Students will use a calculator to explore counting and to solve problems beyond the required pencil-and-paper skills.

#### **Measurement:**

1. Students will demonstrate an understanding of and ability to apply measurement terms: height, length, width, time (hour, half-hour), money (pennies, nickels, dimes), temperature;
2. Students will identify relationships between and among measurement concepts;
3. Students will solve problems related to their day-to-day environment using concrete experiences of measurement and estimation;
4. Students will compare the areas of shapes using non-standard units;
5. Students will estimate, measure, and record the capacity of containers and the mass of familiar objects using non-standard units, and compare the measures.

#### **Patterning and Algebra**

1. Students will explore patterns and pattern rules;
2. Students will identify relationships between and among patterns;
3. Students will describe, draw, and make models of patterns using actions, objects, diagrams, and words;
4. Students will use a calculator and a computer application to explore patterns;
5. Students will recognize similarities and differences in a variety of attributes;
6. Students will talk about a pattern rule;
7. Students will given a rule expressed in informal language, extend a pattern;
8. Students will use one attribute to create a pattern;
9. Students will compare patterns using objects, pictures, actions, and words;
10. Students will identify counting patterns in hundreds charts;

#### **Geometry and Spatial Sense:**

1. Students will describe and classify three-dimensional figures and two-dimensional shapes using concrete materials and drawings;
2. Students will build three-dimensional objects and models;
3. Students will understand basic concepts in transformational geometry using concrete materials and drawings.

#### **Data Management and Probability**

1. Students will collect, organize, and describe data using concrete materials and drawings;
2. Students will interpret displays of data using concrete materials & discuss the data;
3. Students will demonstrate an understanding of probability and demonstrate the ability to apply

probability in familiar day-to-day situations.

### **Collecting, Organizing, and Analyzing Data**

1. Students will record data on charts or grids given by the teacher using various recording methods drawing pictures, placing stickers;
2. Students will conduct an inquiry using appropriate methods;
3. Students will organize materials on concrete graphs and pictographs using one-to-one correspondence;
4. Students will pose questions about data gathered, for example, why do so many students use backpacks?;
5. Students will read and discuss data from graphs ;
6. Students will compare, sort, and classify concrete objects according to attributes.

### **Probability**

1. Students will identify relationships between objects by stating shared attributes
2. Students will demonstrate understanding that an event may or may not occur
3. Students will use events from meaningful experiences to discuss probability
4. Students will generate yes/no questions for a given topic
5. Students will collect first-hand data by counting objects, conducting surveys, measuring, and performing simple experiments

## **Science Curriculum Kindergarten**

### **Life Systems: Living Things**

1. Students will distinguish between animals and plants
2. Students will identify the characteristics animals and plants;
3. Students will demonstrate awareness that animals and plants depend on the environment to meet basic needs

### **Research**

1. Students will identify the location and function of each sense organ;
2. Students will describe the ways in which a favorite animal walks
3. Students will identify three common characteristics of humans and a favorite animal;

### **External Environment**

1. Students will compare three needs of humans with three needs of a favorite animal;
2. Students will compare ways in which humans and other animals use their senses to meet their needs;
4. Students will describe the foods they eat;
5. Students will identify ways they can remain healthy.

### **Energy and Control: Energy in Our Lives**

1. Students will state two uses of energy in daily life;
2. Students will state two ways in which the sun helps us live;

3. Students will recognize that sun is the principal source of energy used on earth;
5. Students will identify food as source of energy for themselves;
6. Students will identify everyday uses of energy;

#### **Earth and Space Systems: Daily and Seasonal Cycles**

1. Students will describe changes that occur to make the four seasons;
2. Students will investigate how those changes effect their daily life;
3. Students will describe how living things adapt to seasonal changes;
4. Students will identify the sun as a source of heat and light;
5. Students will compare the different characteristics of the four seasons;

### **Grade 1**

#### **Life Systems: Living Things**

1. Students will demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water);
2. Students will investigate the characteristics and needs of animals and plants;
3. Students will demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.

#### **Research**

1. Students will identify major parts of the human body and describe their functions;
2. Students will identify the location and function of each sense organ;
3. Students will classify characteristics of animals and plants by using the senses;
4. Students will describe the different ways in which animals move;
5. Students will identify and describe common characteristics of humans and other animals that they have observed, and identify variations in these characteristics;
6. Students will select and use appropriate tools to increase the capacity to observe;
7. Students will use appropriate vocabulary in describing their investigations;
8. Students will record relevant observations, findings, and measurements.

#### **External Environment**

1. Students will compare basic needs of humans with needs of other living things;
2. Students will compare ways in which humans and other animals use their senses to meet their needs;
3. Students will describe ways in which people adapt to the loss or limitation of sensory or physical ability;
4. Students will describe a balanced diet;
5. Students will identify ways individuals can maintain a healthy environment.

#### **Matter and Materials**

1. Students will distinguish between objects and materials;
2. Students will investigate the properties of materials and make appropriate use of materials when designing and making objects;
3. Students will describe the function of specific materials in manufactured objects that they and others use in daily life;



4. Students will identify each of the senses and demonstrate understanding of how they help us recognize and use a variety of material;
5. Students will identify properties of materials that are important to the purpose and function of the objects that are made from them;
6. Students will describe ways in which materials can be changed to alter their appearance, smell, and texture.

#### **Energy and Control: Energy in Our Lives**

1. Students will demonstrate an understanding of the uses of energy in daily life;
2. Students will investigate some common devices and systems that use energy and ways in which these can be controlled;
3. Students will describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved;
4. Students will recognize that sun is the principal source of energy used on earth;
5. Students will identify food as a source of energy for themselves and other life forms;
6. Students will identify everyday uses of energy;
7. Students will describe how our senses of touch, hearing, and sight help us to control energy-using devices in the home, school, and community.

#### **Structures and Mechanisms: Everyday Structures**

1. Students will show awareness that structures have distinctive characteristics;
2. Students will design and make structures that meet a specific need;
3. Students will demonstrate understanding of the characteristics of different structures and of ways in which they are made;
4. Students will explain the function of different structures;
5. Students will identify how form and function differ in different structures;
6. Students will classify structures in their environment by features and functions;
7. Students will identify geometric shapes in ordinary structures;
8. Students will describe patterns that are produced by the repetition of specific shapes or motifs in differing materials and objects.

#### **Earth and Space Systems: Daily and Seasonal Cycles**

1. Students will demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect living things;
2. Students will investigate changes that occur in a daily cycle and in a seasonal cycle;
3. Students will describe how living things, including humans, adapt to and prepare for daily and seasonal changes.
4. Students will identify the sun as a source of heat and light;
5. Students will compare the different characteristics of the four seasons;
6. Students will use units of time related to the earth's cycles;
7. Students will describe changes in heat and light from the sun over time.

### **Music**

#### **Kindergarten**

##### **1. Valuing Music**

1. Enjoy singing, moving to music, and playing instruments alone and with others
2. Begin to share positive feedback with others about making music
3. Enjoy singing songs and song games
2. Singing
  1. Utilize the singing voice, as distinct from the speaking voice
  2. Begin matching pitch in one's own range
  3. Sing with steady tempo and rhythmic accuracy
  4. Sing with appropriate expression
3. Instruments
  1. Play instruments with an awareness of beat, tempo (fast-slow), dynamics (loud-soft), and pitch (high-low)
  2. Play unpitched rhythm instruments and body percussion sounds (e.g.: clap hands, snap fingers, stomp feet)
  3. Echo short rhythms
4. Creating
  1. Improvise sound patterns and songs with classroom instruments
5. Notation
  1. Use a simple vocabulary of music terms to describe sounds
  2. Know that music can be written and read
  3. Read and write basic rhythms in notation
6. Listening
  1. Listen with concentrated attention to short selections of a variety of music
  2. Recognize and describe obvious musical contrasts
  3. Indicate an aural recognition of high and low pitches
  4. Identify patterns of simple forms (for example: AB)
  5. Provide positive feedback to student performers
7. Theory
  1. Hum the "resting tone" of a piece after hearing, singing, or playing it
  2. Move appropriately to the beat of a piece
8. History
  1. Name the fine arts (i.e., art, dance, music, theater)
  2. Demonstrate an awareness of music as a part of everyday life
  3. Demonstrate the knowledge that people have made music throughout history

### **Grade 1**

1. Valuing Music
  1. Realize the importance of music in everyday life
  2. Feel a sense of respect for music and its creation and performance
  3. Enjoy using music as a means of personal expression
2. Singing
  1. Sing a tune alone or with a group using a clear, free tone
  2. Sing from memory a varied repertoire of folk and composed songs
  3. Sing with appropriate feeling and musical expression
  4. Sing a part in a round with rhythm and pitch accuracy while maintaining a steady tempo

5. Sing a simple ostinato with a familiar song
  6. Sing alone or in a group in a healthy manner (for example: good posture, proper breath support, appropriate range)
3. Instruments
    1. Play short pieces consisting of traditional and nontraditional sounds
    2. Play on a melodic instrument an accompaniment to a song
    3. Play one's own created piece on a classroom instrument
  4. Creating
    1. Create short melodies
    2. Create by singing, clapping or with unpitched percussion instruments simple rhythm patterns
    3. Improvise rhythmic movement to various styles of music
  5. Notation
    1. Understand that notation can represent melodic direction and duration
    2. Read and write more complex rhythms
  6. Listening
    1. Listen with concentrated attention to longer selections of a variety of music
    2. Listen to and recognize repeated and contrasting phrases, slow and fast tempos, double and triple meters, and major and minor modes
    3. Indicate aural recognition of high and low pitches by making directional hand movements that follow the pitch of melodic lines
    4. Recognize aurally the timbre of basic families
    5. Identify the patterns of simple forms (for example: AB, ABA, Binary, Rondo)
    6. Provide specific positive feedback to student performers using musical terms
  7. Theory
    1. Hum the "resting tone" at any point in a piece after hearing, singing, playing it
    2. Demonstrate ability to keep a steady beat to a song or ostinato
  8. History
    1. Give examples of the fine arts (i.e., art, dance, music, theater)
    2. Continue to demonstrate an awareness of music as a part of everyday life
    3. Demonstrate the knowledge that music has differed at different times in history
    4. Listen to the music of composers from different periods of time

## Visual Arts

### Kindergarten

1. Drawing
  1. Students will produce two- and three-dimensional works of art to communicate ideas;
  2. Students will identify a variety of art tools, materials, and techniques, and demonstrate understanding of their proper and safe use;
  3. Students will describe different kinds of lines;
  4. Students will identify the horizon line;
2. Design
  1. Students will use the elements of design when producing and responding to art;

2. Students will identify the elements of design in familiar environments;
  3. Students will make artistic choices in their work, using at least one of the elements of design: line, color, shape, and texture;
  4. Students will identify and use the principle of pattern design.
3. Painting
    1. Students will recognize and name the primary colors of pigment;
    2. Students will use correctly vocabulary and art terminology, age appropriate;
    3. Students will observe general subject categories and motifs: landscapes, still life, portraits, shelters, and seasonal.
  4. Sculpture
    1. Students will distinguish between geometric and organic shapes and forms;
    2. Students will describe the texture of various familiar objects;
    3. Students will produce two- and three-dimensional works of art that communicate thoughts and feelings;
  5. Graphic Design
    1. Students will identify, in a plan, the subject matter and the tools and materials they will use to produce an artwork;
  6. Printmaking
    1. Students will identify and examine simple monoprints.
  7. Art History and Appreciation
    1. Students will view artwork from various times and cultures.
    2. Students will understand that people have visually recorded images of their experiences and ideas.

### Visual Arts - Grade 1

1. Drawing
  1. Draw utilizing a variety of materials (pencils, crayon, markers, oil crayons, and chalk), techniques and processes.
  2. Draw from memory, imagination, or observation.
  3. Communicate ideas, experiences, and stories through drawing.
  4. Use materials and tools in a safe and responsible manner.
  5. Students will recognize and name the primary colors of pigment;
  6. Students will describe different kinds of lines;
  7. Students will use correctly vocabulary and art terminology, age appropriate;
2. Design
  1. Identify and use the elements of design: line, color, shape, texture, form, and space.
  2. Identify and use the principles of design: pattern, unity, emphasis, balance, variety, proportion, and rhythm.
  3. Students will identify the elements of design in familiar environments;
  4. Students will make artistic choices in their work, using at least one of the elements of design specified for this grade;
  5. Students will identify, in a plan, the subject matter and the tools and materials they will use to produce an art work.
3. Painting
  1. Students will use a variety of non-toxic paints, using a variety of tools: brushes, sponges,

- fingers, and found objects.
  - 2. Students will communicate ideas, experiences, and stories through painting.
  - 3. Students will learn general subject categories and motifs: landscape, still life, portraits, shelters, and seasonal.
  - 4. Students will identify a variety of art tools, materials, and techniques, and demonstrate understanding of their proper and safe use.
4. Sculpture
- 1. Students will recognize sculpture as a three-dimensional art form;
  - 2. Students will differentiate between sculpture and two-dimensional art;
  - 3. Recognize sculpture as a means of expressing ideas, thoughts and feelings;
  - 4. Students will produce two- and three-dimensional works of art that communicate thoughts and feelings;
  - 5. Students will describe the texture of various familiar objects.
5. Ceramics
- 1. Students will put hand-modeling clay into a composition using simple tools and techniques
6. Graphic Design
- 1. Students will learn that graphics are an art form to communicate an idea.
7. Printmaking
- 1. Students will demonstrate the concept of printmaking by manipulating and designing a variety of materials.
  - 2. Students will express individual ideas, thought and feelings through printmaking.
8. Art History and Appreciation
- 1. Students will view artwork from modern and historic times and cultures in relation to history and cultural perspectives.
  - 2. Students will understand that people have visually recorded experiences and ideas throughout time.
  - 3. Students will learn to value creative work by self, peers and others.

## **Physical Education**

### **Kindergarten**

- 1. Physical Fitness
  - 1. Actively participate in physical fitness exercises and activities.
  - 2. Recognize that physical fitness activities are good for personal well-being and are a component of healthy living.
  - 3. Identify physiological changes in the body during physical activity.
  - 4. Sustain moderate physical activity in appropriate physical fitness games and activities.
- 2. Movement Skills
  - 1. Perform basic locomotor skills such as walking, running, skipping, sliding, hopping, and galloping.
  - 2. Perform forward, backward, and sideways movement.
  - 3. Identify body parts such as head, eyes, nose, ears, toes, feet, stomach, arms, and back.
  - 4. Express body awareness and the body's relationship to space.
  - 5. Travel in a large group without bumping into others or falling.
  - 6. Travel and maintain balance in a variety of relationships with objects and others.

3. Sport Skills, Lifetime Games, and Recreation
  1. Recognize that skill development requires practice.
  2. Apply motor skills and knowledge of rules as they apply to low organized games.
  3. Participate in games, sports, rhythms and outdoor pursuits based on individual interest and capabilities.
  4. Participate alone and with others, and look forward to physical education lessons at school and home.
- 4 Personal Values and Social Experiences
  1. Demonstrate desirable social characteristics while participating in physical education activities.
  2. Show affective cooperation with partners and small groups to accomplish an assigned task or to achieve a goal.
  3. Identify feelings that result from participation in physical activities.
  4. Participate with self control in directed and non-directed physical activities.
- 5 Safety Skills and Attitudes
  1. Show safety and performance skills in locomotor, balance, manipulative, and coordination activities.
  2. State guidelines and behaviors for the safe use of equipment and space available.
  3. Show consideration of others in physical activity settings because of safety.

### **First Grade Physical Education**

1. Physical Fitness
  1. Actively participate in appropriate physical fitness exercises and activities.
  2. Demonstrate an appropriate development of strength, endurance, flexibility and cardiovascular endurance in physical fitness activities.
  3. Know that physical fitness is a component of healthful living, and demonstrate an efficiency to maximize physical fitness capacities through physical education activities.
  4. Identify the physiological changes that occur in the body during and after physical fitness activities.
  5. Sustain moderate physical activity in appropriate physical fitness games and activities.
2. Movement Skills
  1. Perform basic locomotor skills such as walking, running, skipping, hopping, sliding, and galloping.
  2. Travel, changing speed and direction in response to rhythms and activities.
  3. Chase, flee, and dodge to avoid or catch others in activities.
  4. Perform basic balance and coordination skills in activities.
  5. Demonstrate body awareness and the body's relationship to space with one's own body.
  6. Identify major body parts such as head, eyes, nose, ears, toes, feet, stomach, arms and back in movement activities.
  7. Demonstrate an ability in the fundamentals of throwing, catching, striking, kicking, and bouncing.
- 3 Sport Skills, Lifetime Games, and Recreation
  1. Participate in a wide variety of appropriate activities that involve locomotion, non-locomotion, and the manipulation of various objects in a variety of skills.
  2. Participate in activities that are appropriate to enhance one's abilities in sport skills,

lifetime games and recreational activities.

3. Perform in activities with a partner, small groups, whole classes and individually that promote all levels of participation in sport skills, lifetime games, and recreation.

#### 4 Personal values and Social Experiences

1. Recognize that physical education as a component of healthy living.
2. Identify appropriate behaviors for participating with others in physical activity.
3. Identify changes in one's body during physical activity.
4. Accept the feelings resulting from challenges, successes, and failures in physical activity.
5. Appreciate the benefits that accompany cooperation and sharing in physical activities.

#### 5 Safety Skills and Attitudes

1. Promote safety while participating in physical activity.
2. State and identify reasons for safe and controlled movements.
3. Promote safety through proper care of equipment and space available.
4. Promote fair play and safe conduct in a positive sportsmanship manner.

## APPENDIX B: Board Biographies



## PAUL E. BALDASSARI



---

### PROFILE

I bring together formal academic and corporate training in Economics, Finance and Law with business development and investment experience. My experience in applying this formal training has afforded me insights into how to best bring value to my clients in the world of investing.

### PROFESSIONAL EXPERIENCE

**SunTrust Securities Inc., Washington, D.C. (January 2000 - Present)**

Financial Advisor:

- Responsible for managing over 20 million dollars in assets under management.
- Provide cash management and corporate retirement advice to corporations with revenues ranging from one million to 50 million dollars.
- Maximize revenues and profits by building strategic client and business partner relationships.
- Effectively profile customer needs and execute highly customized solutions using the Affluent Strategy model to meet those needs.
- Provide counsel to business owners for estate, succession and retirement planning.
- Manage restricted stock transactions under SEC Rule 144 for publicly traded company.

**Prudential Securities Inc., Washington, D.C. (October 1998 - December 2000)**

Financial Advisor:

- Responsible for generating and managing over 2 million dollars in assets under management within one year.
- Provide cash management and corporate retirement advice to corporations with revenues ranging from one million to 20-million dollars.
- Guided organizations through the set up of operational infrastructure.
- Conceptualize, plan, organize and present financial seminars.
- Providing financial advice to individual investors through one-on one consultative relationships personally developed and nurtured.
- Providing counsel to clients to satisfy current financial needs and future investment goals.
- Building and maintaining long-term client relationships.
- Monitoring total investment programs and making changes as needs and goals evolve.

**SoftTEACH Corporation, Fairfax, VA (September 1996 - September 1998)**

Director of Business Development: Directed business operations at SoftTEACH, utilizing strong leadership, finance, marketing and roaming management abilities.

- Established strategic alliances to diversify company's technical offerings.
- Established and implemented financial controls.
- Provided financial management oversight.
- Performed cash management and financial analysis.
- Initiated revenues, sales & budget forecasting.
- Negotiated corporate benefit package including health and retirement.
- Secured/negotiated firm's first private sector contract.
- Responsible for proposal development for federal and private sector clients.
- Negotiated all vendor relationships.
- Negotiated terms and conditions for all federal and commercial subcontracts.
- Developed, managed, and implemented marketing programs and created seminars using various media and extensive contact data management.

**Baldassari Enterprises, Trenton, N.J. (1995 - Present)**

*Consultant*; Provide advice to \$6 million dollar multi-discipline food-service, real estate management family enterprise. Develop wholesale and retail marketing strategies. Provide innovative and creative ways of remaining competitive in an ever increasing competitive industry. Address various finance, leasing, and cost control issues as well as revenue and sales forecasting. Address cash management issues.

**LICENSES**

Series 7, 63, 65

**EDUCATION**

Columbus School of Law, The Catholic University of America, *Washington, D.C.*  
Juris Doctor Program (1995-96)

- Moot Court Associate

Bachelor of Arts in Finance and Economics, 1995

Minor in Philosophy

The Catholic University of America, *Washington, D.C.*

Universita di Lorenzo di Medici, *Firenze, Italia*

Studied Art History for three months

Honors:

- Recipient of the Wall Street Journal Award
- Member of the National Honor Society Pi Gamma Mu
- Dean's List

**MULTILINGUAL**

Fluent Italian, Spanish & English

**PROFESSIONAL MEMBERSHIPS**

Treasurer: Order Sons of Italy, Washington, D.C.

Member: Fairfax Chamber of Commerce

Member: Washington Executive Association

President for the New Jersey Region of the Ambassadors Club at CUA

President of Economics and Business Club at Catholic University of America

**INTERESTS**

Volunteer, Travel, Tennis, Golf, Racquetball, Skiing, Theater, Piano

DAVENE B. McCARTHY-WHITE, MPH, NNP, RN

**SELECTED PAST PROFESSIONAL ACCOMPLISHMENTS: (continued)**

Provided guidance, teaching and physical assessment skills to parents, so to assume adequate management of the infant after discharge.

Developed in-house program to educate parents of infants having special care requirements so to assume appropriate family care.

Developed neonatal resuscitation operational guidelines for perinatal unit and Neonatal Intensive Care Unit.

**SELECTED EXECUTIVE MEMBERSHIP:**

Chairperson, Community Pediatrics Committee of the Department of Pediatrics and Child Health, Howard University Hospital, 1994 - Present

NIH/DC Initiative to Reduce Infant Mortality Steering Committee, 1994-Present

Chairperson, High Risk Infant Reunion Sub-committee of the Newborn Committee of the Department of Pediatrics and Child Health, 1984-Present

Advisory Board, National Association for Perinatal Addiction, Research and Education (NAPARE), Chicago, IL, 1988- Present

Advisory Board, National Information Clearinghouse for Infants with Disabilities and Life-threatening Conditions, Bethesda, MD, 1991-Present

Advisory Board, Edward C. Mazique Parent Child Resource Center, Washington, DC, 1990-Present

Advisory Board, Child Welfare League of America, Infant Focus Group, Washington, DC, 1991-Present

Reviewer, Center for Substance Abuse Prevention (CSAP), Prenatal, Postpartum Substance Abusers and their Infants, Grant Review Committee of the US Department of Public Health Service, Rockville, MD, 1989-Present

Advisory Board, Infant Care Technical Expert Group, National Perinatal Addiction Resource Center, Chicago, IL, 1991- Present

**OTHER MEMBERSHIPS AND AFFILIATIONS:**

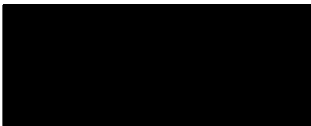
HUH Perinatal Committee, 1994- Present

Pediatric and Family AIDS Advisory Committee District of Columbia Commission of Public Health, 1994-1995

National Association of Neonatal Nurse Practitioners, Clinicians and Specialists

Coordinating Committee to Prevent and Reduce Infant Mortality, Office of Maternal and Child Health, District of Columbia Government

Planning Committee, representing Howard University Hospital, for the purpose of applying for funds to reduce Infant Mortality in the District of Columbia, through the Healthy Start initiative



**EDUCATION:**

**MPH** Johns Hopkins University, School of Hygiene and Public Health, May, 2000  
**NNP** Georgetown University, School of Nursing, June, 1980  
**RN** Cook County School of Nursing, August, 1971  
**Certification:** Neonatal Nurse Practitioner, Georgetown University, June 1980

**PROFESSIONAL EXPERIENCE:**

June 1989 - Present                      Pediatric Clinical Instructor, Howard University  
Hospital College of Medicine

June 1987 - Present                      Neonatal Technical Coordinator, Department of  
Pediatrics and Child Health, Howard University Hospital

January 1982 - May 1987                Neonatal Nurse Clinician, Department of Nursing for  
Women and Children, Howard University Hospital

October, 1976 - December 1981        Clinical Nurse II, Neonatal Unit, Division of Nursing,  
Howard University Hospital

**PRESENT PROFESSIONAL ACCOMPLISHMENTS:**

Project Director

**HUH CARES Programs** (*Manages epidemiologic and other data-gathering activities*)

- DC Local Grant Funds
- Ryan White Title I
- Ryan White Title II
- Ryan White Title IV
- Pediatric AIDS Spectrum of Disease Project (*Manages epidemiologic and pediatric HIV/AIDS data collection and analysis for this CDC-funded surveillance program*)

ROSE Program

Boarder Baby Program

Kinship Care POSSAE (Promoting Optimal Solutions to Substance Abuse and Exposure), 1990-Present

**SELECTED PAST PROFESSIONAL ACCOMPLISHMENTS:**

Developed and coordinated the Operational Guidelines for the Division of Neonatology, Outpatient Comprehensive Chronic Care Services, formerly the Pediatric Infection Diseases Service, October, 1989 - Present.

Developed and coordinated the Operational Guidelines for the Division of Neonatology, Inpatient and Outpatient Apnea Monitoring Program.

Coordinated health care team and parent conferences to insure continuity of parental understanding of neonatal care.

"The Church's Role and Responsibility in Teenage Pregnancy," Presentation, Greater Mt. Zion Baptist Church, Washington, D.C. 1985

"Why Do We Do Infant Stimulation" Newborn Nursery Psycho-Social Rounds, Howard University Hospital, 1984

"Developmental, Baby Kit-Manual for Premature and High-Risk Infants" with E.T. Molnar and R.J. Clark, Adolescent-Infant Development Program, Howard University Hospital, 1984

"How and Why African American People Came to North America," Anacostia Neighborhood Museum, Smithsonian Institution, Department of Education, Washington, D.C. 1979

#### **EDUCATION**

- M.A., Special Education and Early Childhood Education, George Washington University, 1983
- B.A., Early Childhood Education and Human Development, Howard University, 1974

#### **INDIVIDUAL PERFORMANCE SKILLS**

- **Assessment**
- **Case Management**
- **Public Relations**
- **Conducting Workshops**
- **Child Advocacy**

**Cassandra S. Pinkney**



---

**WORK HISTORY**

- Early Childhood Special Education Coordinator, District of Columbia Public Schools: The Early Special Education Partnership 1999 to Present
- Program Director, The A+ Asthma Study at Howard University / John Hopkins Hospitals, Washington D.C. 1998 to 1999
- Infant Development Specialist, Pride in Parenting, Howard University, Washington, DC 1995 to 1998
- Education Advocate / Consultant, Educational Support Systems, Washington, DC 1986 to Present
- Child Development Specialist, Adolescent Infant Development Program, Howard University Hospital, 1983 to 1986
- Infant Specialist, IMPACT -- Early Intervention Program for Down Syndrome Infants, D.C. Parent Child Center 1982 to 1983
- Education Coordinator, D.C. Parent Child Center, 1981 to 1982
- Preschool Teacher, District of Columbia Public Schools, 1976 to 1979

**SPECIALIZED TRAINING**

- Infant Stimulation: Comprehensive Course of Study in Infant and Child Growth, Developmental and Enhancement, (Parts 1-4, 1984 to 1989).
- Brazelton Neonatal Assessment Scales, 1984

**PROFESSIONAL PUBLICATIONS AND PRESENTATIONS**

"How to Address the Educational Needs of DHS/YSA Youth in Sheltercare"  
Training Series conducted with Nancy Opalack and Roberta Clark, Education Support Systems, 1988

"The Plight of the Pregnant Adolescent Under the Age of 16: Issues and Implications"  
Presentation, Parenting Symposium, Philadelphia, PA 1986

"Adolescent, Infant Development: A Family-Centered Approach to working with Teen Parents and Their High Risk Infants," Presentation, Symposium on the future of Parenting, Chicago, 1985

"Positioning Problems in the Intensive Care nursery," Workshop, NICU Nursing Staff, Howard University Hospital, 1985

"The Adolescent -- Infant Developmental program: providing Services to Pregnant Adolescents and their Infants," Discussion on the Cross Talk, EDCU Radio Station, 1985

## **WILLIAM G. PROCTOR, JR.**



---

### **WORK SPECIALIZATION**

- Construction, Project and Program Management
- Vocational Training and Development (Electrical and Related Trades)
- Licensed Journeyman Electrician
- Project Development

---

### **PROFESSIONAL EXPERIENCE**

April 1995 - Present      **Construction Management/Maintenance Analyst**  
Arco Management of Washington, D.C.

#### **Construction Management**

Supervise/perform the complete exterior and interior inspections of all properties in inventory. Document all deficiencies observed through photos and written reports. Upon completion of inspections, provide recommendations for the HUD required Management Plan. Prepare comprehensive/aggressive plan for repairs to abate all hazardous, health and life safety deficiencies. Develop scopes of work, prepare drawings, specifications and cost estimates for small renovation projects. Conduct interviews of the low bidder and assess their capabilities. Prepare procurement documents for review and approval of the Contracting Officer, Senior V.P. or President of the company. Manage and monitor all phases of the construction, demolition, renovations and new construction. Conduct pre-construction and monthly progress meetings. Evaluate contractor performance and review certified payrolls. Prepare HUD-9519 inspection reports. Give recommendations on administrative actions such as Request for Changes, Time Extensions, Delay Claims, Stop Work Orders and Cure Notices. Conduct progress meetings with Contractors, A/E firms and HUD representatives. Perform regular inspections to ensure all work complies with plans, specifications and building codes and completion schedule. Review all plans and specifications prepared by A/E consulting firms. Conduct survey and prepare the Comprehensive Needs Assessment and Property Improvement Plan to address findings in Physical Inspection Report HUD-form 9822. Stay knowledgeable of all Local and BOCA building codes, NFPA, ADA, UFAS, NFPA, ANSI and EPA requirements.

#### **Maintenance Analyst**

Ensure established maintenance procedures and policies are implemented and adhered to. Prepare preventative maintenance plan and schedule. Make recommendations on hiring and re-engineering of all maintenance-persons, engineers, electricians, grounds persons and custodial personnel. Monitor and evaluate performance of staff. Routinely inspect the grounds, building and equipment and determine what repairs and maintenance are needed. Give recommendations on purchases of major equipment and tools as required. Hire all maintenance staff. Conduct safety meetings.

May 1999- Present      **Multi-unit Property Inspector**  
Part-time              MTB Group, Dallas, Texas

Conduct comprehensive physical property inspections using a handheld computer, (DCD) Data Collection Device. Transmit the data to HUD and MTB Corporate offices via the Internet upon completion of the inspection. Provide and submit a written report of

all life threatening, safety and health deficiencies to the Property Manager upon completion of inspection. The inspections are performed in accordance with HUD guidelines and protocol.

July 1991 - April 1996     **Supervisory Project Manager, Project Manager**  
Facilities Management Division, Capital Improvements/Construction Services  
District of Columbia Public Schools

Supervised all Project and Construction Managers for school capital projects in the construction phase to include comprehensive electrical modernizations, complete mechanical upgrades and boiler and chiller replacements and air-conditioning; roof replacements; site and athletic field improvements; and building and room renovations. Responsible for the successful construction of quality projects ensuring that projects are constructed in accordance with contract specifications, budget limitations and construction time lines. Assisted with the preparation of contract bid documents. Supervised a staff of project managers and inspectors with responsibility for all trades and construction contracts valued at as much as \$40 million. Prior to promotion to Supervisory Project Manager, served as project manager for electrical projects.

June 1989 - June 1991     **Supervisory Civil Engineer**  
Design Engineering Construction Administration, Department of Public Works  
Government of the District of Columbia

Served as Section Chief in the construction evaluation branch. Provided technical direction and administration of all assigned project activities and site supervision for seven inspectors. Interpreted contract requirements, resolved contract disputes and made appropriate decision to keep contracts moving. Prepared correspondence for signature of Division Chief to Contractors and kept Division Chief apprised of status of all construction projects through comprehensive status/progress reports.

Oct. 1985 - Sept. 1989     **Foreman**  
Singleton Electric Co., Gaithersburg, Maryland

Supervised journeymen and instructed apprentice electricians. Provided all materials, tools and information required to insure a proper installation. Prepared layout work from drawings, incorporated existing conduit with new in the rehab of power, fire alarm, data, telephone, telephone, security, lighting and under floor duct systems. Incorporated all change orders and supplements into work schedule. Coordinated with all trades, met with Federal Government Project Managers, Inspectors and Historical Preservationists. Prepared and submitted required reports, inspected all phases of installation, and maintain productive communication throughout course of project.

Sept 1990 - 1996     **Electrical Instructor**  
( Part-Time )     International Brotherhood Of Electrical Workers, L.U. # 26  
Washington, D.C.

Instructed NJATC approved course materials. Taught trade math, algebra, trigonometry and geometry. AC/DC theory, OHMS law, load calculations, code, pipe bending, material and hand tool identification and usage. Provide instruction on work place safety proper use of power tools, ladders, scaffolds, chemicals, and hazardous materials. Demonstrate the use of testing equipment.

---

## EDUCATION, CERTIFICATION AND ASSOCIATIONS

- 1999- HUD Certified Inspector- REAC( Real Estate Assessment Center)
- 1991-1994 - University of Tennessee - Vocational Training Instructor Certificate
- 1980-1985 - Prince Georges Community College - Course work, Business Administration (sem.45 hrs.)
- 1982 - Howard University School of Business Administration - Business Management Certificate
- 1972-1976 - IBEW Local 26 - Electrical Apprenticeship Program Certificate
- 1976- - D.C. Licensed Journeyman Electrician

**REFERENCES AVAILABLE UPON REQUEST**



## CORPORATE RESUME

<b>COMPANY: THE HSC FOUNDATION</b>	
<b>NAME: MARGARET FISK MASTAL</b>	<b>Position: Director Research and Evaluation</b>
<b>DEPARTMENT: RESEARCH AND EVALUATION</b>	<b>HIRE DATE: FEBRUARY 3, 1998</b>

**PREVIOUS JOB EXPERIENCE** (relevant to current position) Resume attached

**INCLUDE NAME OF COMPANY, DUTIES AND RESPONSIBILITIES:**

**The HSC Foundation (2001-present)**

- Director Research and Evaluation – developed and conducted studies to monitor the quality and outcomes of care coordination activities for children and youth with special needs.

**Health Services for Children with Special Needs (1998-2001)**

- Chief Operating Officer (1999-present)
- Director Care Coordination – managed the people, programs and budget of the Care Management departments of HSCSN and the Hospital for Sick Children.

**Kaiser Permanente (1990-1998)**

- Managed the daily operations needed to provide primary health care for 53,000 members and surgical specialty care for 150,000 members;
- Managed the Quality Assurance/Quality Improvement program across the Northern Virginia service area;
- Created and implemented programs to more effectively case manage the health care of high-risk populations;
- Served on the regional Bioethics, Credentialing and Quality Improvement committees;
- Served on teams developing the electronic medical record.

**Washington Hospital Center (1984-1989)**

- Managed the people, programs and budget for professional nurses' education, research and marketing programs;
- Served on the hospital and corporate strategic planning teams;
- Held joint university-hospital faculty position in Nursing Administration;
- Established and chaired the Nursing Quality Assurance Committee.

**National Hospital for Orthopaedics and Rehabilitation (1980-1984)**

- Developed and managed a new hospital Outpatient Department;
- Established the outpatient QA program which received JCAHO commendation.

**CONTINUING EDUCATION COURSES, SEMINARS, WORKSHOPS, ETC** (relevant to current position)

**PLEASE LIST:**

1992-2001 Presented at and participated in the Annual Conferences of Kaiser Permanente, the American Academy of Ambulatory Care Nursing and the American Nurses Association on diverse subjects: healthcare management, diverse clinical topics, informatics, research and professional issues.

**EDUCATION; LICENSE AND CERTIFICATION INFORMATION:**

PhD in Public Policy - Focus: Executive Leadership and Management in Health Care Organizations, George Mason University, Fairfax, VA

Master of Science in Nursing - Long-Term Care and Administration, George Mason University, Fairfax, VA

Bachelor of Science in Nursing University of Nebraska, Omaha, NE

Graduate Nurse St. Vincent's Hospital School of Nursing, NYC, NY

Licensure: Registered Nurse in DC, MD, VA, NY, NJ

**OTHER SKILLS, ACCOMPLISHMENTS, SPECIAL ACTIVITIES (INCLUDE COMPUTER KNOWLEDGE):**

Commission on Nursing (1988) Appointed by Otis Bowen, MD, Secretary of DHHS

American Nurses Assn. - Steering Committees: Databases to Support Clinical Practice and Nursing Quality Indicators, Advisory Committee on Nursing Quality Indicators in Community-based Practice

American Academy of Ambulatory Care Nurses – President, President Elect, Board of Directors, Chair Research Committee

Computer literate in Word Perfect, Word, Excel, Lotus, SPSS, SAS

EMPLOYEE SIGNATURE

DATE *May 31, 2001*

**Shonn M. Gilkes**  
**Parent of Child with Special Needs**

**Board Member of**  
**Eagle Academy Public Charter School**  
**Washington, DC**

**PERSONAL:** Born and raised in the Washington, DC area. Graduate of Paul Lawrence Dunbar High School. Wife of Kenwyn Gilkes; mother of Kyra. Bible Principles Teacher at the Save the Seed Ministries, Waldorf, MD, to 3-7 year-old children. Fervent believer of character education for children and adults.

**PROFESSIONAL:** After 13 years in the Washington, DC area's hotel industry, I am currently working with the Greater Milwaukee Convention and Visitors Bureau to educate, motivate and stimulate associations and organizations to convene in Milwaukee through letter campaigns, direct mailers, telemarketing, and event hosting. I participate in the multicultural development of the city, by researching and developing relationships with multicultural organizations, i.e. Native Americans, African American, Asian Americans and more. As a satellite liaison to over 200 Milwaukee businesses, I provide contacts, information and business opportunities. I am currently creating an account management training kit and guidelines for Convention Sales and Services department.

TOTAL P. 2

# MARY B. TIERNEY, M.D.

## PROFESSIONAL EXPERIENCE

American Public Health Association  
Washington, DC

2000-Present

Director, Medicine & Public Health Initiative

- Responsible for providing overall direction for the Initiative including policy development, working with the members of the National Committee and developing continuing funding streams for the Initiative

DC Health and Hospitals  
Public Benefit Corporation  
Washington, DC

1999-2000

Chair, Pediatrics

- Responsible for quality of care provided by The Department of Pediatrics
- Administrative responsibilities including a budget of \$3,000,000.00
- Development and implementation of special projects including the health and behavioral health services for the foster children of The District of Columbia
- Teaching medical students and residents
- Patient care

Health Services for Children with Special Needs, Inc.  
Washington, DC

1994-1999

Medical Director

- Responsible for the development and coordination of comprehensive medical operational requirements of appropriate agencies including HCFA and the Commission on Health Care Finance, D.C. Department of Health
- Monitoring of ongoing medical activities inclusive of providing, planning, and coordination for medical services;
- Coordinating and providing guidance and supervision in the development of protocols and procedures pertinent to medical operations;
- Coordinating, arranging, and overseeing credentialing of physicians and other health care providers
- Supervision of Provider Affairs, Care Management and Quality Management Departments

Government of the District of Columbia

1990-April 1994

Commission of Public Health  
Washington, DC

Chief, Office of Medical Affairs for Social Services

- Responsible for overall health care provided to developmentally disabled residents of Forest Haven, detained and committed youth who are residents of institutional facilities
- Developed a quality assurance program, budget and accountability system for this new office.

Children's National Medical Center  
Washington, DC

July 1989-PRESENT

Physician

- Patient care.

Maryland Health Physicians, Inc.  
Chesapeake Health Plan  
Baltimore, MD

1983-1989

Associate Medical Director

- Responsible for administration and patient care.
- Implementation of a quality assurance and utilization review plan
- Assisted in obtaining and managing a grant from the Robert Wood Johnson Foundation entitled, "A Program for Prepaid Managed Health Care," for Medicaid Beneficiaries.
- Served as liaison between the health plan, Federal, State and Local officials
- Provided physician input for up-dating the health plan's Management Information System
- Developed management capabilities for an individual Practice Association Model Health Plan in Annapolis, MD

Andrulis Research Corporation  
Bethesda, MD

1982-1983

Principal Researcher

- Responsible for the development of a questionnaire to assess the psychological effects of hospitalization on children and adolescents

Children's Defense Fund  
Washington, DC

1982-1983

Research Consultant/Advocate

- Responsible for the research and survey of 50 states and the District of Columbia on the effect of Medicaid and the Maternal and Child Health Services Block Grant cuts made from 1981-1983.
- Successfully represented the Children's Defense Fund to the U.S. Congress on funding for the Maternal and Child Health Services Block Grant.

American Academy of Pediatrics  
Washington, DC

5/1981-12/1981

Consultant

- Consulted on issues concerning third-party reimbursement, particularly Medicaid.
- Authored testimony for Academy members opposing cuts in funding of Medicaid.

Health Care Financing Administration  
Office of Child Health  
Department of Health and Human Services  
Washington, DC

1979-1981

Director

- Directed the EPSDT Program for 10 million Medicaid-eligible children and young adults in the United States
- Provided direction and leadership for the program including quality and financing issues
- Responsible for the development of and advocacy of CHAP (Child Health Assurance Program) legislation.

Department of Health and Human Services  
Washington, DC

1978-1979

Special Assistant to the Medical Director

- Responsible for the development of policies for the Medicaid program to ensure increased access to high quality care for children eligible for this program.

Bureau of Quality Assurance  
Division of Peer Review, DHEW  
Washington, DC

1975-1978

Staff

- Responsible for the development of quality assurance standards for ambulatory care and ancillary services.

United States House of Representatives  
Washington, DC

1971-1972

Legislative Assistant to the Honorable William R. Roy

- Authored the Emergency Services Act of 1973.

## EDUCATION

MD            University of Minnesota

1970

Minneapolis, MN

BA	Marquette University Milwaukee, WI	1966
Residency	Columbia-Presbyterian Hospital New York, NY	1972-1974
Residency	Children's National Medical Center Washington, DC	1970-1971

## HONORS AND ACTIVITIES

American Academy of Pediatrics

Board Certified Pediatrician

Who's Who in American Women

Associate Clinical Professor of Child Health  
and Development, George Washington University  
School of Medicine

Commission on Social Sciences Award for Outstanding Services  
for the Citizens of the District of Columbia, 1990

Life Time Achievement Award, American Academy of Pediatrics

## HOSPITAL PRIVILEGES

July 1989-Present  
Children's National Medical Center  
Washington, DC

September 2000-Present  
DC General Hospital  
Washington, DC

## PUBLICATIONS

Hutchins, V., Tierney, M.B. (1982). Healthy Pre-schoolers through Community  
Action. National Committee for Prevention of Child Abuse. Washington, DC

LaAsmar, J., Tierney, M.B. (1986). Symposium - Data in a Capitated Environment. Chesapeake Health Plan, Inc., Annual Supplement.

Tierney, M.B. (1979). Ancillary Services Review. Blood Supplement.

Tierney, M.B. (1983). Children and Federal Health Care Cuts. Washington, DC: Children's Defense Fund.

Tierney, M. B. (1986). Symposium - data in a Capitated Environment. Health Care Financing Review Annual Supplement. Chesapeake Health Plan, Inc.

Editor and contributing author for:

Tierney, M and Mastal, M. (August 1999). Journal of the International Nurses Association (Supplement/Conference), Coordination of Care for Child with Special Needs.

Department of Health, Education and Welfare (1980). A Guide to Adolescent Health Care - EPSDT. (DHEW Publication HCFA-80-0100). Washington, DC: U.S. Government Printing Office.

Department of Health and Human Services - HCFA and Department of Education (1980). EPSDT - A Guide for Educational Programs. (DHHS Publication No. 0-312-883). Washington, DC. U.S. Government Printing Office.

**CURRICULUM VITAE  
EULAR ROBINSON**



---

---

**EDUCATION**

1969 – 1971            Howard University  
Washington, D.C.  
Degree: Master of Social Work

1959 – 1963            Howard University  
Washington, D.C.  
Degree: Bachelor of Arts  
Sociology

1958 – 1959            Montgomery Junior College  
Takoma Park, MD

**HONORS AND AWARDS**

Certificate of Award for Outstanding Service – Capital Head Start, August 1983, 1984  
Outstanding Job Performance – March 1984, 1989 – 2000  
Certification of Appreciation For Outstanding and Dedicated Service 1981

**PROFESSIONAL MEMBERSHIP**

1987 – Present            National Association of Social Workers

1989 – Present            Greater Washington Christian Education Association

**VOLUNTEER AND COMMUNITY SERVICE**

1991 – 1992            Board Member  
Comer Project  
D.C. Public School

1990 – Present            Director of Christian Education  
Sunday School Teacher  
Upper Room Baptist Church

1989 – Present            Board Member  
Interagency Coordinating Council

1985 – 1990            Superintendent of Sunday School  
Upper Room Baptist Church



1980 -- 1984 Youth Director  
Upper Room Baptist Church

1976 -- 1989 Mental Health Consultant to Capital Head Start

**WORK EXPERIENCE**

1987 -- Present Clinical Administrator  
Department of Mental Health  
Community Services  
Therapeutic Nursery Branch  
Washington, D.C.

1983 -- 1987 Acting Program Manager  
Department of Human Services  
Mental Health Services Administration  
South Community Health Center  
Washington, D.C.

1976 -- 1983 Director of Therapeutic Nursery  
Department of Human Services  
Mental Health Services Administration  
Washington, D.C.

1972 -- 1973 Acting Director of Social Worker  
For Shaw Community Health Center  
Department of Public Health  
Washington, D.C.

1971 -- 1972 Social Worker  
Department of Public Health  
Washington, D.C.

**APPENDIX C:**  
**Board Documents**

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



**CERTIFICATE**

**THIS IS TO CERTIFY** that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

**EAGLE ACADEMY PUBLIC CHARTER SCHOOL**

**IN WITNESS WHEREOF I** have hereunto set my hand and caused the seal of this office to be affixed as of the **1st** day of **June**, 2001 .

David Clark  
Acting Director

Winnie R. Huston  
Administrator  
Business Regulation Administration

Maxine M. Hinson  
Act. Assistant Superintendent of Corporations  
Corporations Division

Anthony A. Williams  
Mayor

# Bylaws of Eagle Academy Public Charter School

## Article I.

### General Provisions

**Section 1.01 Charter.** The Corporation shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to D.C. Code § 31-2851 governing public charter schools.

**Section 1.02 Registered Office.** The Corporation shall maintain a registered office within the District of Columbia at such place as the Board of Trustees may designate.

**Section 1.03 Other Offices.** The Corporation may maintain additional offices within or outside of the District of Columbia at such other places as the Board of Trustees may designate.

## Article II.

### Board of Trustees

**Section 2.01 Power of Board.** The Board of Trustees shall manage the affairs of the Corporation in conformance with law, the Articles of Incorporation, the Corporation's Charter and these Bylaws.

**Section 2.02 Number of Trustees.** The Board of Trustees of the Corporation shall consist of no fewer than seven and no more than fifteen persons. At least half of the Trustees must reside in the District of Columbia. Upon the Corporation's commencement of operations as a public charter school, the Board of Trustees shall include two parent/guardian representatives with a child properly enrolled at the school. The President shall nominate candidates for such parent/guardian representatives after consultation with parents and guardians who have children properly enrolled in the school.

**Section 2.03 Election and Term of Trustees.** The First Board of Trustees shall consist of those persons named in the Articles of Incorporation, other acting Trustees, plus the parent/guardian representatives elected by the remaining Trustees. All Trustees shall hold office until the first annual election of Trustees, each Trustee to hold office for a term of three years until the next annual meeting of the Trustees and until his or her successor has been elected and qualified. Trustees may be re-elected to one successive three-year term and may serve simultaneously as one or more officers. No decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee.

**Section 2.04 Chair.** The Board of Trustees may elect a Chair, whose duty it will be to reside at all meetings of the Board.

**Section 2.05 Vacancies.** Any vacancy occurring in the Board of Trustees and any Trusteeship created through an increase in the number of Trustees may be filled by the affirmative vote of a majority of the Trustees then in office though less than a quorum of the Board. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office and until his or her successor is elected and qualified.

**Section 2.06 Removal.** An elected Trustee may be removed with or without cause at any time by action of the Board, provided that such action is taken at a meeting of the Board called expressly for that purpose.

**Section 2.07 Resignations.** Except as otherwise required by law, any Trustee of the Corporation may resign at any time by giving written notice to the Chair of the Board or to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if not specified, at the time such resignation is submitted. A parent/guardian representative serving as a Trustee shall be deemed to have resigned as a Trustee if such parent/guardian representative ceases to have a child properly enrolled at the school. A Trustee who fails without cause to attend three consecutive meetings of the Board of Trustees shall be deemed to have resigned as a Trustee.

**Section 2.08 Meetings of the Board.** Regular meetings of the Board of Trustees may be held without notice at such time and place as the Board of Trustees may determine. In addition, any two Trustees or the President may call a special meeting of the Board of Trustees. Special meetings of the Board may be held at such place within or outside of the District of Columbia, and upon such notice, as may be prescribed by resolution of the Board of Trustees. Except as otherwise specified in these Bylaws, the notice of a meeting of the Board need not specify the purpose of the meeting. Any Trustee may waive notice of a meeting by written waiver. A Trustee's attendance at any meeting shall constitute waiver of notice of such meeting, except attendance for the sole purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

**Section 2.09 Quorum and Action by the Board.** Unless a greater proportion is required by law, a majority of the number of Trustees then in office shall constitute a quorum for the transaction of business. Except as otherwise provided by law or the Articles of Incorporation or these Bylaws, the act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board.

**Section 2.10 Meetings by Conference Telephone.** Any or all Trustees may participate in a meeting of the Board or a committee of the Board by means of conference telephone or by any means of communications by which all persons participating in the meeting are able to hear one another, and such participation shall constitute presence in person at the meeting.

**Section 2.11 Action by Unanimous Consent.** Any action required or permitted to be taken by the Board or any committee may be taken without a meeting if all Trustees consent in writing to the adoption of a resolution authorizing the action, and such consents are filed with the minutes of proceedings of the Board or committee.

### **Article III. Committees**

**Section 3.01 Board Committees.** The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees, which committees shall have and exercise such authority of the Board of Trustees as may be specified in the resolution.

**Section 3.02 Advisory Committees.** The Board of Trustees may also elect or appoint such advisory committees (which may include individuals who are not Trustees) as the Board may deem appropriate.

### **Article IV.**

#### **Officers, Employees and Agents**

**Section 4.01 Officers.** The Board of Trustees shall elect a President, a Secretary and a Treasurer, and may elect one or more Vice Presidents and such other officers and assistant officers as it may deem necessary. Any two or more offices may be held by the same person except the offices of President and Secretary.

**Section 4.02 Term of Office and Removal.** Each officer shall hold office for a term of one year and until his or her successor has been elected or appointed and qualified. The Board of Trustees may remove any officer whenever in its judgment the best interest of the Corporation will be served thereby; provided, however, that removal of an officer shall be without prejudice to such officer's contract rights, if any. The election of an officer shall not of itself create contract rights.

**Section 4.03 Powers and Duties of Officers.** Subject to the control of the Board of Trustees, all officers shall have such authority and perform such duties in the management of the property and affairs of the Corporation as may be provided in these Bylaws or by resolution of the Board and, to the extent not so provided, as generally pertain to their respective offices.

**Section 4.04 President.** The President shall preside when present at all meetings of the Board of Trustees, if no Chair of the Board is elected.

**Section 4.05 Treasurer.** The Treasurer shall be the chief financial officer and chief accounting officer of the Corporation and, subject to the direction and control of the Board of Trustees, shall have general charge of the financial affairs of the Corporation. The Treasurer shall keep full and accurate books of account, shall maintain custody of all funds.

securities and valuable documents of the Corporation, and shall prepare or oversee all filings required by the Internal Revenue Service and any other governmental agency. The Treasurer shall present a report on the financial condition and affairs of the Corporation at each meeting of the Board of Trustees.

**Section 4.06 Secretary.** The Secretary shall record and maintain records of all proceedings of the Trustees in books kept for that purpose and shall give such notices of meetings of Trustees as are required by the Charter, these Bylaws or by law. In the absence of the Secretary from any meeting of Trustees, the person presiding at the meeting shall designate another person present to perform the duties of the Secretary.

**Section 4.07 Employees and Agents.** The Board of Trustees may appoint employees and agents who shall have such authority and perform such duties as the Board may prescribe. The Board may remove any employee or agent at any time with or without cause. Removal without cause shall be without prejudice to such person's contract rights, if any. The appointment of such person as an employee or agent shall not itself create contract rights.

**Section 4.08 Compensation of Officers, Employees and Agents.** The Corporation may pay compensation in reasonable amounts to officers for services rendered, as determined by a majority of the entire Board of Trustees. The Corporation may pay compensation in reasonable amounts to employees and agents for services rendered, such amount to be fixed by the Board or by the President pursuant to power delegated by the Board. No Trustee shall receive any compensation for services rendered as a Trustee, but may receive reasonable compensation for services rendered as an officer or employee of the Corporation.

**Section 4.09 Security.** The Board may require officers, employees or agents to give security for the faithful performance of their duties.

## Article V.

**Indemnification Section 5.01 Indemnification.** To the fullest extent permitted by law, the Corporation shall indemnify any present or former Trustee or officer or any person who may have served at the Corporation's request as a Trustee or officer of another corporation, and may, by resolution of the Board of Trustees, indemnify any employee, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the individual so indemnified in connection with any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, to which he or she may be or is made a party by reason of being or having been such Trustee, officer, or employee.

**Section 5.02 Advances.** Before the final disposition of any action, suit or proceeding referred to in this Article, the Corporation shall pay the expenses incurred by any present or former Trustee or officer referred to in this Article who seeks indemnification in defending a civil or criminal action, suit or proceeding, upon receipt by the Corporation of an

undertaking by or on behalf of such individual to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the Corporation as authorized in this Article. Such expenses incurred by the employees and agents of the Corporation may also be so paid upon such terms and conditions, if any, as the Board of Trustees deems appropriate.

**Section 5.03 Not Exclusive.** The indemnification provided by this Article shall not be deemed exclusive of any other rights to which such Trustee, officer, or employee may be entitled under any statute, Bylaw, agreement, vote of the Board of Trustees, or otherwise.

**Section 5.04 Insurance.** The Board of Trustees may authorize the purchase of insurance on behalf of any Trustee, officer, employee or agent against any liability asserted against or incurred by such person which arises out of such person's status as a Trustee, officer, employee, or agent or out of acts taken in such capacity, whether or not the Corporation would have the power to indemnify the person against that liability under law.

**Section 5.05 Limitations.** Notwithstanding the foregoing, in no case shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of § 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in § 4941(d) or § 4945(d), respectively, of the Code.

## Article VI.

### Miscellaneous

**Section 6.01 Fiscal Year.** The fiscal year of the Corporation shall end on June 30 of each year or on such other date as the Board of Trustees may determine.

**Section 6.02 Corporate Seal.** The corporate seal shall be in such form as the Board of Trustees may determine.

**Section 6.03 Checks, Notes and Contracts.** The Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

**Section 6.04 Funds of the Corporation.** Voluntary contributions to support the activities and programs of the Corporation shall be solicited and received in the name of the Corporation. The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.



**Section 6.05 Books and Records.** The Corporation shall keep at its registered or principal office in the District of Columbia: (1) correct and complete books and records of account, and (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.

**Section 6.06 Amendment of Articles and Bylaws.** The Articles and Bylaws of the Corporation may be amended by a majority vote of the Trustees then in office.

**Section 6.07 Loans to Trustees and Officers.** The Corporation shall not make any loans to its Trustees or officers.

**Section 6.08 Conduct of Meeting.** Except as otherwise provided by the Bylaws of this Corporation, the proceedings at all meetings of the Board of Trustees shall be conducted in accordance with Roberts Rules of Order.


**Section 6.09 Dissolution.** In the event of the dissolution of the Corporation any surplus funds or other assets on hand shall be distributed according to the provisions of the Articles of Incorporation of the Corporation.

**APPENDIX D:**  
**Budgets and Forms**

**Assurances Form**  
(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school: **Eagle Academy Public Charter School**

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. See §2203(h), DC School Reform Act.
2. Will, if the school's educational program includes preschool or prekindergarten, be licensed as a child development center by the District of Columbia government not later than the first date on which such program commences. See §2203(h)(2), DC School Reform Act.
3. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities. See §2204(c)(2), DC School Reform Act.
4. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. See §2204(c)(12), DC School Reform Act.
5. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. See §2204(c)(13), DC School Reform Act.
6. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. See §2204(c)(15), DC School Reform Act.
7. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. See §2204(c)(16), DC School Reform Act.
8. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. See §2206(a), (b), (c), & (d), DC School Reform Act.
9. Will give the District of Columbia Public Charter School Board and the District of Columbia Public Schools Emergency Board of Trustees access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
10. Will provide training to relevant school personnel and Board of Trustees members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.

Signature of Authorized Certifying Official 	Title President, Board of Trustees
Applicant Organization Eagle Academy Public Charter School	Date Submitted 6/4/01

Pre-Opening Budget

A	B	C	D	E	F	G	H	I	J	K	L
Description		Oct-00	Nov-00	Dec-00	Jan-01	Feb-01	Mar-01	Apr-01	May-01	Jun-01	Total
1											
2											
3	1. Cash on Halalton Grant	\$10,000	\$10,000	\$52,000	\$48,800	\$59,100	\$47,040	\$46,030	\$23,020	\$22,210	\$10,000
4											
5	2. Cash Receipts										
6	Grants & Donations										\$0
7	Title X		\$55,000		\$20,000		\$20,000		\$15,000		\$110,000
8	25% Advance per pupil & facilities										
9	3. Total Receipts	\$0	\$55,000	\$0	\$20,000	\$0	\$20,000	\$0	\$15,000	\$0	\$110,000
10											
11	4. Total Cash Available	\$10,000	\$65,000	\$52,000	\$68,800	\$59,100	\$67,040	\$46,030	\$38,020	\$22,210	\$120,000
12											
13	5. Expenses										
14	Personnel Salaries & Benefits					\$1,000	\$7,260	\$7,260	\$7,260	\$7,260	\$30,100
15	Operations & Recruitment Planning		\$13,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$34,000
16	Facilities Planning					\$2,500					\$2,500
17	Advertising Staff				\$1,500	\$2,500	\$1,500				\$5,500
18	Advertising Students/Community				\$1,500	\$500	\$500	\$1,000	\$2,500	\$1,000	\$7,000
19	Printing				\$3,500	\$1,500		\$1,500			\$6,500
20	Recruitment Leafleting						\$2,500	\$3,000			\$5,500
21	Office Space						\$3,000	\$1,500	\$1,500	\$1,500	\$7,500
22	Office Supplies			\$200	\$150		\$250	\$250	\$50	\$100	\$1,000
23	Office Equipment						\$1,500	\$1,500			\$3,000
24	Recruiting				\$50	\$1,000	\$1,000	\$1,000	\$1,000		\$4,050
25	Misc (legal)						\$500	\$500	\$500	\$500	\$2,000
26	Consultants							\$2,500			\$2,500
27											
28	6. Total Expenses	\$0	\$13,000	\$3,200	\$8,700	\$12,060	\$21,010	\$23,010	\$15,810	\$13,360	\$111,150
29											
30	7. Fund Balances (end of month)	\$10,000	\$52,000	\$48,800	\$59,100	\$47,040	\$46,030	\$23,020	\$22,210	\$8,850	\$8,850

Eagle Academy Public Charter Schools  
Two-Year Operating Budget  
For Academic Years 2001-02 and 2002-03

DESCRIPTION	Year One: FY 01	Year Two: FY 02
<b>REVENUES</b>		
<i>Funding Allocations: (See Supporting Exhibit)</i>		
Per Pupil Charter Payments (See Supporting Exhibit)	\$ 2,077,474.52	\$ 3,412,048.67
Special Ed (Assumed at level III)	\$515,234	\$796,952
Limited English Proficiency (20%)	\$102,078	\$172,020
Facilities	\$307,096	\$517,513
Federal Entitlements:		
Title I, II, IV, VI, VII: Goal 2001 70%	\$79,078	\$133,260
Breakfast & Lunch: Goal 2001 70%	\$98,431	\$165,675
<i>Supplemental Revenues (See Supporting Exhibit)</i>		
Before/After School Programs	\$ 498,980.00	\$ 840,840.00
All Day Day-Care	\$ 91,800.00	\$ 154,700.00
Summer School	\$ -	\$ 307,944.00
Grants and Donations (Walton \$10K)	\$ 10,000.00	\$ -
Title X	\$ 70,000.00	\$ 40,000.00
<b>Total Revenues</b>	<b>\$3,850,151</b>	<b>\$6,541,153</b>
<b>EXPENSES</b>		
<i>Personnel Salaries and Benefits ( See Supporting Exhibit)</i>		
Executive Director	\$ 90,000.00	\$ 95,400.00
Business Administrator	\$ 70,000.00	\$ 74,200.00
Teacher Leader	\$ 100,000.00	\$ 159,000.00
Special Education Coordinator	\$ 55,000.00	\$ 58,300.00
Technology Coordinator	\$ 38,000.00	\$ 40,280.00
Before/After School Administrator	\$ 26,000.00	\$ 27,560.00
Clerical	\$ 52,000.00	\$ 137,800.00
Teachers - Age 3	\$ 140,000.00	\$ 222,600.00
Teachers - Age 4	\$ 140,000.00	\$ 222,600.00
Teachers - Grade K	\$ 76,000.00	\$ 201,400.00
Teachers - Grade 1	\$ 76,000.00	\$ 120,840.00
Teachers - Special Needs	\$ 164,000.00	\$ 260,750.00
Teachers - ESL	\$ 82,000.00	\$ 130,380.00
Teachers - Summer School	\$ -	\$ 69,451.20
Counselor	\$ 82,000.00	\$ 130,380.00
Nurse	\$ 88,000.00	\$ 139,920.00
Teachers Aide - Age 3	\$ 96,000.00	\$ 152,640.00
Teachers Aide - Age 4	\$ 96,000.00	\$ 152,640.00
Teachers Aide - Grade K	\$ 46,000.00	\$ 76,320.00
Teachers Aide - Grade 1	\$ -	\$ -
Before/After School Aide	\$ 99,000.00	\$ 176,843.33
Day Care Aide	\$ 27,840.00	\$ 43,417.60
Teachers Aide - Summer School	\$ -	\$ 41,670.72
<b>TOTAL - ALL SCHOOLS</b>	<b>\$ 1,646,840.00</b>	<b>\$ 2,734,402.85</b>
Employee Benefits - 22% of salary	\$344,327	\$556,175
Tutoring & Overtime	\$10,000	\$15,000
Staff Development	\$40,000	\$60,000
<b>Subtotal: Personnel</b>	<b>\$2,040,167</b>	<b>\$3,364,578</b>

Eagle Academy Public Charter Schools  
Two-Year Operating Budget  
For Academic Years 2001-02 and 2002-03

DESCRIPTION	Year One: FY_01	Year Two: FY_02
<b>Direct Student Costs</b>		
Textbooks (96@300;130@150)	\$46,440	\$78,260
Supplies and Materials (232@\$300)	\$64,800	\$109,200
Library and Media Center Materials	\$32,400	\$54,600
Computer and Materials	\$70,200	\$118,300
Other Instructional Equipment	\$21,600	\$36,400
Classroom furnishings (\$2.5K@14), (Y2=16)	\$48,600	\$81,900
Student Assessment Materials (\$70/pupil)	\$15,120	\$25,480
Contracted Instructional/St Serv- Spec Ed(16@\$2.9K)	\$116,000	\$176,900
Special Therapies (e.g. Occupational, Physical)	\$95,500	\$194,500
Misc Student Cost & Field Trps (232@\$200)	\$43,200	\$72,800
Subtotal: Direct Student Costs	\$553,660	\$948,340
<b>Occupancy</b>		
Rent	\$360,000	\$540,000
Maintenance and Repairs	\$0	\$0
Utilities	\$72,000	\$108,000
Janitorial Supplies	\$1,200	\$1,800
Equipment Rental and Maintenance	\$3,000	\$4,500
Contracted Services: Trash Removal	\$4,800	\$7,200
Contracted Services: Custodial	\$60,000	\$90,000
Subtotal: Occupancy	\$501,000	\$751,500
<b>Office Expenses</b>		
Supplies and Materials	\$10,000	\$15,000
Furnishings	\$30,000	\$45,000
Equipment Rental and Maintenance	\$20,000	\$30,000
Telephone/Telecommunications	\$7,200	\$10,800
Legal and Audit	\$36,000	\$54,000
Printing and Copying	\$16,000	\$24,000
Postage and Shipping	\$8,000	\$12,000
Other	\$7,000	\$10,500
Subtotal: Office	\$134,200	\$201,300
<b>General Expenses</b>		
Insurance	\$50,000	\$75,000
Food Service	\$102,080	\$153,120
Administration Fee (0.5%)	\$19,251	\$32,706
Consultants	\$182,000	\$112,000
Capital Reserve	\$137,593	\$622,510
Emergency Reserve	\$100,000	\$250,000
Board Funds	\$30,000	\$30,000
Subtotal: General	\$620,924	\$1,275,436
Total Expenses	\$ 3,850,151	\$6,541,164
<b>NET OPERATING INCOME</b>	<b>(\$0)</b>	<b>(\$0)</b>

Level 1	0.22	\$ 1,300
Level 2	0.80	\$ 4,726
Level 3	1.73	\$ 10,220
Level 4	3.20	\$ 18,903

The budget assumes that 16 students will be classified as having special needs. Of that group 100% will be at level 3. There is also an \$18,000 off-set to the transportation expense which represents the need to apply for and receive transportation funds from the district at cost.

NOTE: The budget assumes an annual 1% increase in funding.

#### EXPENSES

##### *Personnel Salaries and Benefits*

NOTE: All salaries are competitive with like positions located within the geographical area.

14. Executive Director is responsible for the total operation of the school, its growth, and its facilities.
15. Elementary Principal is responsible for the day to day operation of the elementary school. Reports to Exec. Director.
16. The Middle School Principal is responsible for the day to day operation of the middle school. Reports to Exec. Director.
17. High School Principal is responsible for the day to day operation of the high school. Reports to Exec. Director.
18. Directors are responsible for the implementation of the whole school America's Choice design. They are responsible for staff development and supervision. Reports to Principal.
19. School Business Administrator is responsible for business and financial operations of the school. Reports to the Exec. Director and the Board of Trustees.
20. Dean of Students / Community Coordinator maintains the discipline program for the whole school by conducting training, monitoring staff progress, meeting with students, parents. Reports to the Principal.
21. Teachers implement the America's Choice instructional program. Proposed class size is no larger than 20 students.
22. Aides are assigned to each preschool and pre-K class. The remaining positions are assigned as needed by the Principal.
23. Before & After School Aides monitor play areas.
25. Special Ed Coordinator responsible for working with support services to see that each student is evaluated. Reports to the Exec. Director. Teachers implement and monitor the Individual Educational Plans.
26. One each the Art, Music, and Physical Education coordinators will work with teachers to implement the America's choice instructional program within their specialization. Report to the Principal.
27. Technology Coordinator provides both hardware and software training to staff and maintains technology in the school.
28. The counselor will be available to students and families, assist in the identification and evaluation of students. The nurse will administer the health program, work with students and families to assess needs.

30. Clerical staff supports administrators and teachers. Reports to respective principal.
32. Employer Burden - 20% of salary
34. Staff Development and professional improvement obtained through training, seminars, and other materials.
35. America's Choice whole school program is the curriculum chosen.

*Direct Student Costs*

Costs are higher the first year due to the cost of supplying the initial inventories. Costs rise again in the fifth year when the high school opens and initial supplies are purchased.

*Occupancy*

46. Annual lease payments for 950 Upshur as noted are preliminary and subject to change.
47. Annual lease payments for 1200 Upshur as noted are preliminary and subject to change. Payments will begin in 2004.
52. Contracted Services - Trash Removal. Provides for the service to move trash offsite.
53. Contracted Services - Custodial: some maintenance and repairs will be out sourced.
54. Contracted Services: Security will be out sourced.

*Office Expenses*

Items listed in this section are standard and customarily required in the ordinary course of business.

*General Expenses*

Insurance coverage for physical plant, liability, and board indemnification

66. Transportation is a reimbursable cost that is offset by the funds received in Line 11.
67. Food Service caters lunch during the first two years. A cafeteria will be included in the new building which will service all students beginning in year three.
69. Consultants: The Eastridge Companies - Charter Development Fees reimburse TEC for charter creation.
70. Consultants for the pre-school and other training. A concentration of support will be available during the first two weeks and for one to two days each month thereafter. The amount expensed includes fees and reimbursable expenses.
71. Capital Reserve is money allocated for capital improvements and repairs that may be necessary from time to time.
72. Emergency Reserve reserves funds for unexpected events.
73. Board Funds reimburse board members expenses for attending conferences and conducting the business of the board.



DISBURSMENT

- 1. Cash on Hand
- 2. Cash receipts
- 3

5,907 Per Pupil Charter Payments  
 523 Federal Postage  
 Breakfast Lunch  
 Wagon Grant  
 114,000 708 X  
 18,000 Special Education  
 1431 Facilities Fee  
 Before/After School Program  
 All Day Day Care  
 Limited English Proficiency  
 Line of Credit

114,000  
 18,000  
 1431  
 1431  
 64,000  
 64,000  
 10,000  
 10,000  
 10,000  
 10,000

- 3. Total Receipts
- 4. Total Cash Available

- 5. Expenses
- Personnel Salaries/Benefits

(There are no no-appearing PSS expenses)  
 Administrative Salaries Salary  
 Instructional & Staff Salaries  
 Employee Benefits  
 Staff Development Costs  
 Subtotal: Personnel Costs

29,417  
 107,737  
 28,694  
 2,030  
 28,887  
 185,247  
 15,480  
 12,980  
 18,200  
 23,400  
 4,320  
 24,300  
 15,120  
 11,600  
 9,550  
 4,800  
 137,730

Occupancy Expenses

Rent  
 Maintenance and Repairs  
 Utilities  
 Janitorial Supplies  
 Equipment Rental and Maintenance  
 Trash Removal  
 Contracted Custodial  
 Subtotal: Occupancy Expenses

391,000  
 6,000  
 188  
 273  
 436  
 5,300  
 41,818  
 1,300  
 31,000  
 1,987  
 800  
 3,100  
 3,000  
 1,500  
 807  
 388  
 583  
 18,850

General Expenses

Insurance  
 Food Service  
 Concessions  
 Administration Fee  
 Capital Reserve  
 Emergency Fund  
 Board of Trustees  
 Subtotal: General Expenses  
 TOTAL EXPENSES

50,000  
 14,200  
 180,000  
 27,818  
 20,000  
 35,000  
 150,889  
 18,200  
 16,200  
 15,200  
 271,204  
 15,200  
 18,850

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	70,884
523	523	523	523	523	523	523	523	523	523	523	523	6,276
114,000	114,000	114,000	114,000	114,000	114,000	114,000	114,000	114,000	114,000	114,000	114,000	1,368,000
18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	216,000
1431	1431	1431	1431	1431	1431	1431	1431	1431	1431	1431	1431	17,174
64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	768,000
64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	64,000	768,000
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
29,417	29,417	29,417	29,417	29,417	29,417	29,417	29,417	29,417	29,417	29,417	29,417	353,000
107,737	107,737	107,737	107,737	107,737	107,737	107,737	107,737	107,737	107,737	107,737	107,737	1,292,844
28,694	28,694	28,694	28,694	28,694	28,694	28,694	28,694	28,694	28,694	28,694	28,694	344,328
2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	24,360
28,887	28,887	28,887	28,887	28,887	28,887	28,887	28,887	28,887	28,887	28,887	28,887	347,192
185,247	185,247	185,247	185,247	185,247	185,247	185,247	185,247	185,247	185,247	185,247	185,247	2,222,964
15,480	15,480	15,480	15,480	15,480	15,480	15,480	15,480	15,480	15,480	15,480	15,480	185,760
12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	155,760
18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	218,400
23,400	23,400	23,400	23,400	23,400	23,400	23,400	23,400	23,400	23,400	23,400	23,400	280,800
4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	51,840
24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	24,300	291,600
15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	181,440
11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	139,200
9,550	9,550	9,550	9,550	9,550	9,550	9,550	9,550	9,550	9,550	9,550	9,550	114,600
4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	57,600
137,730	137,730	137,730	137,730	137,730	137,730	137,730	137,730	137,730	137,730	137,730	137,730	1,652,760
391,000	391,000	391,000	391,000	391,000	391,000	391,000	391,000	391,000	391,000	391,000	391,000	4,692,000
6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000
188	188	188	188	188	188	188	188	188	188	188	188	2,256
273	273	273	273	273	273	273	273	273	273	273	273	3,276
436	436	436	436	436	436	436	436	436	436	436	436	5,232
5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	63,600
41,818	41,818	41,818	41,818	41,818	41,818	41,818	41,818	41,818	41,818	41,818	41,818	501,816
1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	15,600
31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	372,000
1,987	1,987	1,987	1,987	1,987	1,987	1,987	1,987	1,987	1,987	1,987	1,987	23,844
800	800	800	800	800	800	800	800	800	800	800	800	9,600
3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	37,200
3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
807	807	807	807	807	807	807	807	807	807	807	807	9,684
388	388	388	388	388	388	388	388	388	388	388	388	4,656
583	583	583	583	583	583	583	583	583	583	583	583	7,000
18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	226,200
25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,000
10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	122,400
6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000
27,818	27,818	27,818	27,818	27,818	27,818	27,818	27,818	27,818	27,818	27,818	27,818	333,816
20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	240,000
35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	420,000
150,889	150,889	150,889	150,889	150,889	150,889	150,889	150,889	150,889	150,889	150,889	150,889	1,810,668
18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	18,200	218,400
16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200	194,400
15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	182,400
271,204	271,204	271,204	271,204	271,204	271,204	271,204	271,204	271,204	271,204	271,204	271,204	3,254,448
15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	15,200	182,400
18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	226,200
482,098	482,098	482,098	482,098	482,098	482,098	482,098	482,098	482,098	482,098	482,098	482,098	5,785,176
240,889	240,889	240,889	240,889	240,889	240,889	240,889	240,889	240,889	240,889	240,889	240,889	2,890,668
19,431	19,431	19,431	19,431	19,431	19,431	19,431	19,431	19,431	19,431	19,431	19,431	233,172
587,587	587,587	587,587	587,587	587,587	587,587	587,587	587,587	587,587	587,587	587,587	587,587	7,051,044
198,383	198,383	198,383	198,383	198,383	198,383	198,383	198,383	198,383	198,383	198,383	198,383	2,380,598
37,912	37,912	37,912	37,912	37,912	37,912	37,912	37,912	37,912	37,912	37,912	37,912	454,544
581,142	581,142	581,142	581,142	581,142	581,142	581,142	581,142	581,142	581,142	581,142	581,142	7,033,856
361,720	361,720	361,720	361,720	361,720	361,720	361,720	361,720	361,720	361,720	361,720	361,720	4,340,640
169,389	169,389	169,389	169,389	169,								

**Eagle Academy Public Charter School  
Five-Year Operating Budget Worksheet**

DESCRIPTION	FY_01 428 Students	FY_02 508 Students	FY_03 608 Students	FY_04 668 Students	FY_05 768 Students
<b>REVENUES</b>					
Total Revenues	\$3,050,151	\$6,541,153	\$8,074,380	\$13,194,827	\$17,190,017
<b>EXPENSES</b>					
Personal Salaries and Benefits	\$2,040,167	\$3,384,578	\$4,634,438	\$7,277,552	\$9,834,486
Direct Student Costs	\$553,860	\$948,340	\$1,238,060	\$2,237,660	\$2,972,660
Occupancy	\$501,000	\$751,500	\$1,200,000	\$1,503,776	\$2,004,808
Office Expenses	\$134,200	\$201,300	\$288,485	\$402,600	\$538,800
General Expenses	\$620,924	\$1,275,438	\$1,538,397	\$1,773,239	\$1,881,360
<b>TOTAL EXPENSES</b>	\$3,850,151	\$6,541,153	\$8,871,380	\$13,194,827	\$17,190,017
EXCESS (OR DEFICIENCY)	\$0	\$0	\$0	\$0	\$0

# Appendix D

**Eagle Academy Public Charter School  
Accountability Plan  
School Years 2003 – 2004 to 2008 – 2009**

**The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally and academically to succeed in elementary school, high school and in adult life.**

**I. Academic Performance Objectives**

Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will demonstrate proficiency in Emergent Literacy skills	Percentage of Pre-School/Pre-Kindergarten students scoring at proficiency/mastery level in literacy/reading	Brigance Standardized tests Literacy Screens (Age 3 through Kindergarten)	June 2004	x% increase each year	xx%	
		Internal Assessment System -Academic Play Progress Inventory - Literacy	June 2004	x% increase each year	xx%	Provide pre-test for student performance level.
	Percentage of Kindergarten students scoring at proficiency/mastery level in literacy/reading	Houghton-Mifflin Kindergarten Curriculum Assessment	June 2005	x% increase each year	xx%	Schedule unit assessments to track student achievement.
		Individualized instruction and computer-based literacy program for low performing students.				
	Brigance Literacy Screens Kindergarten	June 2004	x% increase each year	xx%	Strong staff development program on improving emergent literacy/reading skills.	
	Emergent Literacy by Reading Recovery	June 2004	x% increase each year	xx%		
DCPS standardized assessment	June 2005	x% increase each year	xx%			

**Comment [T4]:** Why wait spring 2005, if Brigance is currently being administered this school year?

**Comment [T2]:** What is this tool? What will this tool measure? What is the status of developing or selecting this assessment?

**Comment [T3]:** Are you currently using this curriculum? If not, what are the school's plans on training and implementation?

**Comment [T1]:** Are you currently using this curriculum? If not, what are the school's plans on training and implementation?

Eagle Academy Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

PCSB Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will demonstrate proficiency in Emergent Mathematical skills	Percentage of Pre-School/Pre-Kindergarten students scoring at proficiency/mastery level in mathematical skills	Brigance Emergent Mathematical skills test (Age 3 through Kindergarten)	June 2004	x% increase each year	xx%	<p>Provide pre-test for student performance level.</p> <p>Implement instructional strategy based on pre-test results.</p> <p>Schedule unit assessments to track student achievement.</p> <p>Insure that each student receives adequate follow up as well as individual time as necessary.</p> <p>Strong staff development program on improving emergent mathematical skills.</p> <p>Implement a Positive Behavior Support (PBS) system;</p> <p>Provide consultation from the special education teachers to classroom staff to institute proactive and preventative strategies in the classroom.</p> <p>Conduct a Functional Behavioral Assessment (FBA) and develop a Behavior Intervention Plan (BIP) with the classroom team and parents for each student that demonstrates challenging behaviors.</p> <p>Strong staff development program on dealing with children with challenging behaviors.</p>
		Internal Assessment System -Academic Play Progress Inventory – Literacy	June 2004	x% increase each year	xx%	
		Houghton-Mifflin Kindergarten Curriculum Assessment	June 2005	x% increase each year	xx%	
		Brigance Mathematical Screens Kindergarten skills test	June 2004	x% increase each year	xx%	
		Standardized Assessment from DCPS	June 2005	x% increase each year	xx%	
Students will exhibit age-appropriate social, emotional and developmental behaviors.	Percentage of Pre-School/Pre-Kindergarten students scoring proficient on social/emotional adjustment measure	Vineland SEEC	June 2005	x% increase each year	xx%	
		Vineland SEEC	June 2005	x% increase each year	xx%	

**Comment [T6]:** Same comment as above. What is this tool? What will this tool measure? What is the status of developing or selecting this assessment?

**Comment [T7]:** Without baseline data, it is not possible to know if this number is too high or low. With a 5% annual incremental target, there doesn't seem to be a logistical relationship between the annual and 5-year targets. Unless you already know the baseline is 60%. Please consider setting the quantifiable targets after baseline data is obtained in spring '04.

**Comment [T5]:** What is this tool? What will this tool measure? What is the status of developing or selecting this assessment?

Eagle Academy Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

PCSB Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

	students scoring proficient on social/emotional adjustment measure			year		Eagle staff encourages parents to work with them in developing healthy social-emotional skills in their children, by providing information, modeling behaviors and mini workshops.
--	--	--	--	------	--	--

Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students receiving special education services will demonstrate adequate yearly progress.	Percentage of Pre-School/Pre-Kindergarten students achieving 80% mastery of IEP goals	IEP Progress Reports	June 2004	x% increase each year	xx%	Implement a Positive Behavior Support (PBS) system.  Conduct a Functional Behavioral Assessment (FBA) and develop a Behavior Intervention Plan (BIP) with the classroom team and parents for each student that demonstrates challenging behaviors.
	Percentage of Kindergarten students achieving 80% mastery of IEP goals	IEP Progress Reports	June 2004	x% increase each year	xx%	Implement external professional development program for special education teachers.  Eagle staff will encourage parents to work with them in bi-monthly meetings.  Inclusion in activities with typically developing peers, academic and non-academic activities.

**Comment [T10]:** What is the status in the development of the PBS, FBA, and BIP. How soon will these initiatives be implemented within the school?

**Comment [T8]:** See comment above

**Comment [T9]:** Without baseline data, it is not possible to know if this number is too high or low. There doesn't seem to be a logistical relationship between the annual (2%) and 5-year (90%) targets. Please consider setting the quantifiable targets after baseline data is obtained in spring '04.

Eagle Academy Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

PCSB Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

**II. Student Non-Academic Performance Objectives**

Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will attend school regularly	Average rate of student attendance	Annual student attendance records.	June 2004	x%	Pre-school/pre-k: 85% K:92%	Emphasize to parents the importance of having children in school every day.
	Percentage of Annual re-enrollment rates	Re-enrollment totals	Fall	x%	75%	Telephone call to parent/guardian for any child absent on the day the child is absent.  Give out monthly perfect attendance awards.  Implement notification and reminder system for re-enrollment
Parents will participate in the school community	Rate of attendance at : -Back-to-School Night -Parent-teacher conferences -Parent Organization meetings	Parent attendance logs for school functions.	June 2004	x% increase per year	xx%	Implement a parent involvement program so that parents are in the school frequently  Schedule individual parent conferences at least four times per year.
	Parents' voluntary contributions of their time and/or donations to: -Classroom activities -Field trips	Parent volunteer and donation logs for classroom/school functions.	Baseline established June 2004	x% increase per year	xx%	Implement a consistent notice program so that parents will know what their child has learned and what special role the child played in the classroom.  Survey parents/families annually as to their satisfaction with the school, teachers/staff and the education program
Create and sustain a positive school climate.	Scores of 4 or higher on a staff Satisfaction Survey	Staff Satisfaction Survey.	June 2004	x% increase per year	xx%	Implement a consistent and extensive professional development program for all staff including the Executive Director/Principal.

**Comment [T11]:**

**Comment [T13]:** Consider waiting until baseline data is obtained before setting annual and 5-year targets. At present, the relationship between the annual (3% increase/year) & 5-year (80%) targets is not clear.

**Comment [T12]:** What is the status of development of the parent survey?

Eagle Academy Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

PCSB Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

	Scores of 4 or higher on Parent Satisfaction Survey	Parent Satisfaction Survey.	June 2004	x% increase per year	xx%	Monthly instructional and all staff meetings. Monthly instructional meetings among faculty. Monthly individual conferences with teachers that focus on gaining input into improving school environment, ways to enhance teacher satisfaction as well as improving their performance.
--	---	-----------------------------	-----------	----------------------	-----	--

**Comment [T14]:** Student surveys are typically for 5<sup>th</sup> graders and higher. This isn't appropriate for 3-5 year olds. Please delete.

Eagle Academy Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

PCSB Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



**Eagle Academy Public Charter School  
Accountability Plan  
School Years 2003 – 2004 to 2008 – 2009**

The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally and academically to succeed in elementary school, high school and in adult life.

<b>I. Academic Performance Objectives</b>						
<b>Performance Objectives or Goals</b>	<b>Performance Indicators</b>	<b>Assessment Tools</b>	<b>Baseline Data</b>	<b>Annual Target</b>	<b>Five-Year Target</b>	<b>Strategies for Attainment</b>
Students will demonstrate proficiency in Emergent Literacy skills	Percentage of Pre-School/Pre-Kindergarten students scoring at proficiency/mastery level in literacy/reading	Brigance Developmental Profile (Age 3 through 4)	June 2005	x% increase each year	xx%	Provide pre-test for student performance level.  Implement instructional strategies based on Pre-test results.  Schedule unit assessments to track student achievement.  Individualized instruction and computer-based literacy program for low performing students.  Strong staff development program on improving emergent literacy/reading skills.
		Internal Assessment System -Academic Play Progress Inventory - Literacy	June 2004 61%	6% increase each year	85%	
	Percentage of Kindergarten students scoring at proficiency/mastery level in literacy/reading	Houghton-Mifflin Kindergarten Curriculum Assessment	June 2004 82%	2% increase each year	90%	
	Brigance Developmental Profile	June 2005	x% increase each year	xx%		
Students will demonstrate proficiency in Emergent Mathematical skills	Percentage of Pre-School/Pre-Kindergarten students scoring at proficiency/mastery level in mathematical skills	Brigance Developmental Profile Mathematical skills test (Age 3 through 4 )	June 2005	x% increase each year	xx%	Provide pre-test for student performance level.  Implement instructional strategy based on pre-test results.  Schedule unit assessments to track student achievement. Insure that each student receives adequate follow up as well as individual time as necessary.
		Internal Assessment System -Academic Play Progress Inventory – Literacy	June 2004 61%	6% increase each year	85%	

Eagle Academy Public Charter School Board Chair Signature\_\_\_\_\_

Date\_\_\_\_\_

PCSB Board Chair Signature\_\_\_\_\_

Date\_\_\_\_\_

<p>Students will demonstrate proficiency in Emergent Mathematical skills</p> <p>Students will exhibit age-appropriate social, emotional and developmental behaviors.</p>	<p>Percentage of Kindergarten students scoring at proficiency/mastery level in mathematical skills:</p> <p>Percentage of Kindergarten students scoring at proficiency/mastery level in mathematical skills:</p> <p>Percentage of Pre-School/Pre Kindergarten students scoring proficient on social/emotional adjustment measure</p> <p>Percentage of Kindergarten students scoring proficient on social/emotional adjustment measure</p>	<p>Houghton-Mifflin Kindergarten Curriculum Assessment</p> <p>Brigance Developmental Profile Mathematical Kindergarten</p> <p>Learning Accomplishment Profile – Revised (LAP-R)</p> <p>Learning Accomplishment Profile – Revised (LAP-R)</p>	<p>June 2004 82%</p> <p>June 2005</p> <p>June 2005</p> <p>June 2005</p>	<p>2% increase each year</p> <p>x% increase each year</p> <p>x% increase each year</p> <p>x% increase each year</p>	<p>90%</p> <p>xx%</p> <p>xx%</p> <p>xx%</p>	<p>Strong staff development program on improving emergent mathematical skills.</p> <p>Implement a Positive Behavior Support (PBS) system;</p> <p>Provide consultation from the special education teachers to classroom staff to institute proactive and preventative strategies in the classroom.</p> <p>Conduct a Functional Behavioral Assessment (FBA) and develop a Behavior Intervention Plan (BIP) with the classroom team and parents for each student that demonstrates challenging behaviors.</p> <p>Strong staff development program on dealing with children with challenging behaviors.</p> <p>Eagle staff encourages parents to work with them in developing healthy social–emotional skills in their children, by providing information, modeling behaviors and mini workshops.</p>
<p>Students receiving special education services will demonstrate yearly progress.</p>	<p>Percentage of special education students achieving 80% mastery of academic IEP goals based on yearly IEP</p>	<p>IEP Annually Reports</p>	<p>June 2004 61%</p>	<p>5% increase each year</p>	<p>81%</p>	<p>Implement external professional development program for special education teachers.</p> <p>Eagle staff will encourage parents to support the annual IEP goals and objectives in bi-monthly meetings.</p> <p>Special education specialist will provide classroom strategies, techniques to be used to modify lessons and activities in general education classrooms.</p> <p>Special education coordinator will meet with special education teacher bi-weekly to discuss IEP academic goals and objectives; and how best to implement the curriculum to meet goals and objectives.</p>

**II. Student Non-Academic Performance Objectives**

<b>Performance Objectives or Goals</b>	<b>Performance Indicators</b>	<b>Assessment Tools</b>	<b>Baseline Data</b>	<b>Annual Target</b>	<b>Five-Year Target</b>	<b>Strategies for Attainment</b>
Students will attend school.	Rate of attendance  Average rate of student attendance	Annual student attendance records.	June 2004 87%	92% Kindergarten 85% Pre-S and Pre-K	92% Kindergarten 85% Pre-S and Pre-K	Emphasize to parents the importance of having children in school every day.  Telephone call to parent/guardian for any child absent on the day the child is absent.  Give out monthly perfect attendance awards.
Parents will participate in the school community	Rate of attendance at : -Back-to-School Night -Parent-teacher conferences -Parent Organization meetings  Parents' voluntary contributions of their time and/or donations to: -Classroom activities -Field trips	Parent attendance logs for school functions.  Parent attendance and donation logs for classroom/school functions.	June 2005  Baseline established June 2005	X% increase per year  x% increase per year	xx%  xx%	Implement a parent involvement program so that parents are in the school frequently  Schedule individual parent conferences at least four times per year.  Implement a consistent notice program so that parents will know what their child has learned and what special role the child played in the classroom.  Survey parents/families annually as to their satisfaction with the school, teachers/staff and the education program
Create and sustain a positive school climate.	Scores of 4 or higher on a staff Satisfaction Survey  Scores of 4 or higher on Parent Satisfaction Survey	Staff Satisfaction Survey.  Parent Satisfaction Survey.	June 2004 82%  June 2004 97%	80-85% per year  90% per year	85%  90%	Implement a consistent and extensive professional development program for all staff including the Executive Director/Principal.  Monthly instructional and all staff meetings.  Monthly instructional meetings among faculty.  Monthly individual conferences with teachers with a focus on garnering input to improve the school environment, ways to enhance teacher satisfaction as well as improve teacher performance.



# Appendix E



# Annual Report 2010



Ronald A. Hasty  
Principal

Cassandra S. Pinkney  
Executive Director & Founder

## **A. Mission Statement**

**The mission of The Eagle Academy Public Charter School is to build the foundation for a promising future for all students in a *rich, robust* learning environment that fosters *creativity, problem solving abilities*, and emphasizing *cognitive, social and emotional growth* by engaging children as active learners.**

### **EAGLE ACADEMY PCS STATEMENTS OF BELIEF**

Eagle Academy Public Charter School, a culturally sensitive Early Childhood Learning Community, believes in the following:

- That each classroom setting serves as a provocative learning environment which promotes learning experiences inspiring a sense of awe and wonderment for the young learner.
- That a carefully constructed bridge between school and home encourages and invites parents/guardians to be partners in the education of their child.
- That promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- That new discoveries are planned with intentionality to encourage students to be independent, critical thinkers, developing at their own pace.
- That our stakeholders must be committed to the social competence, emotional well being, and individual cognitive growth of all students, in order to achieve and exceed State Early Childhood standards.
- That students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for life-long-learning.
- That professional development, training and reflective practices build a common language and a deeper understanding of the teaching and learning process for the faculty and lead to improved academic and social outcomes for students.

## **B. School Program**

### **1. Grade and age levels served\***

Eagle Academy Public Charter is an early childhood center serving the educational and social emotional needs of students attending:

Pre-School, Age 3 (must be 3 by December 31)

Pre-Kindergarten, Age 4

Kindergarten, Age 5.

Grade 1

\* The DCPCSB has granted the extension of educational services beginning 2010 – 2011 to serve students attending second grade.

2. Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited- or non-English proficient

Eagle Academy Public Charter School offers a high quality educational program committed to building social competence, emotional well being, and individual cognitive growth in all students, and to achieve and exceed State Early Childhood standards.

All educators provide a developmentally appropriate, child-centered, hands-on learning environment rich with language development, while implementing curricula and instructional programs that involve active learning and support for all students at their levels of readiness. The educational practices at Eagle Academy meet the standards established by NAEYC and the National Head Start. Eagle has blended the Head Start curriculum with Core Knowledge for Pre-School. At the Pre-Kindergarten level teachers use the Early Learning Standards to inform their practice utilizing the scientifically research-based Houghton Mifflin reading and mathematics program and the Core Knowledge curriculum. At the Kindergarten level, the faculty has implemented developmental reading using Houghton Mifflin materials integrated with Core Knowledge. The first grade utilizes the Core Knowledge curriculum supplemented by Houghton Mifflin. Kindergarten and Grade 1 curricula and instructional programs center around a mathematics and science theme.

All faculty and staff focus on vocabulary development throughout the day, engaging children in language and content rich discussions, modeling language and through reading award-winning literature. A professional librarian works with all students and families and provides weekly opportunities to read books from a vast selection of carefully chosen genres.

Students are provided with multiple opportunities to delve deeply into areas of interests, allowing them to develop deep insights in their areas of study. The courses of inquiry are tailored to each student's level and their demonstrations of learning are celebrated with classmates and families. This system of recognition allows students who have different rates of growth to share success in the same classroom. This is the fourth year that students participated in the Science Fair. Each student created an exhibit that was judged by the scientists from the Washington Navy Yard.

Eagle Academy PCS spotlights the benefits of inclusive education and early intervention as a key educational focus. We enroll students with disabilities from Level 1 through Level 4. Regular education students and classified students learn together as required by law and by best educational practice. Students with disabilities can often outgrow apparent problems with the correct support at home and at school. Due to early intervention, many of the students who come to Eagle with a disability label leave the school with a regular education label and no longer require the support of special services. General education students and students with disabilities learn to grow educationally and to interact appropriately with peers.

This model embraces the belief that general education students and students with disabilities can learn to accept the disability as well as the challenge of growing and learning in a multi-level classroom. Students who require that 100% of their time be spent in a self-contained classroom (based upon their I.E.P.s) are served at Eagle Academy. Eagle Academy was one of the first schools with a primarily general education population to include Non-Categorical students as part of the recruitment process. No Limited English Proficient students were enrolled at Eagle for the 2009-2010 school year. We are prepared to provide a quality education to any LEP students wishing to enroll in the future.



### 3. Brief description of key mission-related programs

Eagle Academy PCS faculty, staff and our students' families are committed to the mission and vision of this unique early childhood/primary school community. The administrators, faculty and staff utilize the lessons learned from the Design for the Future and the Middle States protocols. Eagle Academy uses the Middle States standards to guide the implementation and evaluation of our educational programs.

The school environment and culture developed and nurtured by administrators, faculty, staff and families facilitate the implementation of best practices to sustain a high quality education program. In an effort to continue the commitment to acknowledge and implement the idea of a "common language" for teaching and learning and understanding of the components for key mission-related programs, Eagle PCS allocates two weeks, prior to the students fall arrival, for professional development and training focused on knowledge of skills and data driven strategies to sustain this high quality program. The technology program continues to grow as faculty seeks opportunities for student experiences that are developmentally appropriate. Ongoing professional development, training and support are available to teachers during the school day, throughout the school year.

Our students experience consistency throughout the school. Classroom routines enable students to feel secure in their school environment, to learn to work with peers, to express emotions with words rather than physical actions, and accept direct interventions by staff designed to facilitate social growth. The faculty is well schooled in the cultivation of developmental skills in our students in the social and emotional areas.

Eagle Academy plans multiple meaningful events throughout the year to provide families with opportunities to engage in their child's education. A photo gallery displayed throughout the halls captures events and visitors can see how families, faculty and staff build connections to the mission of the school.

Bi-weekly parent programs and monthly Parent Association Program meetings at Eagle provide a hub for drawing parent activity. This year parent participation was heightened through a number of events including our yearly science fair where parents and students worked together to explore topics. These and numerous other varied and regularly scheduled learning opportunities drew 92% of the families to participate at least once and helped to support our efforts to achieve the mission.

Eagle Academy provides a strong and consistent health program, which ensures student health and well-being. The school is in its fourth year of a visitation program with Howard University Medical School's Pediatric Interns. The interns provide support for the emotional, social, and personal growth of the students as well as their physical health. HUH has administered the Denver Screening Test to help identify students with special needs and/or unique needs.

### 4. School year and hours of operation

School Year: August to June

Hours of Operation: 8:30am- 4:00pm (After School Service: 4:00pm-6:00pm)

### C. School Staff

1. Name and titles of those in key leadership positions in the school.

Davene White, RN, MPH, *Chairperson, Board of Trustees*  
Gowon Thorpe, *Treasurer*  
Betty Williams, *Secretary*  
Cassandra Pinkney, M.A., *Executive Director*  
Ron Hasty, M. Ed., *Principal*  
Joe M. Smith, Ph.D., *Chief Financial Officer*  
Trenice Jett-Jones, *Director of Special Education*

2. Number of teachers\* 27
3. Number of teacher aides\* 21
4. Average class size\* 18
5. Qualifications and assignments of school staff\* See Data Sheet, Pages 6 - 7
6. Staff attrition rate\* 11 %
7. Salary range and average salary, for teachers and administrators\* \$39,000 to \$127,500

### D. Student Characteristics

1. Number of students enrolled, by grade level\*
  - Pre-School - 155
  - Pre-Kindergarten - 116
  - Kindergarten - 109
  - Grade 1 - 61
  - Non-Category Special Education - 13
2. Student attrition rate during the year\*8% (primarily due to military family transfers)
3. Student re-enrollment\*86%
4. Demographics\*

*Student Enrollment (based on audited enrollment):*

- Enrollment: 441
- Grades/Ages Served: Pre-School, Pre-K, Kindergarten, and Grade 1
- Race/Ethnicity:
  - 92% African-American (non-Hispanic)
  - 3% Hispanic
  - 3 % Asian/Pacific Islander
  - 2 % Caucasian (non-Hispanic)
  - 0 % American Indian/Alaskan Native
  - 0 % Other

5. Percentage of limited-and non-English proficient students\* 0%
6. Percentage of students with special education IEPs\*19%
7. Percentage of students qualifying for free or reduced price lunch program\* 63%

- 8. Average daily membership\*437
- 9. Average daily attendance\* 97.81%
- 10-18 Not Applicable

Eagle Academy Public Charter School Charter School Annual Report Data Worksheet*
--

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director	1	1	1	1		1	100%
Principal	1	1	1	1		1	100%
Assistant Principal	1	1	1	1	1	1	100%
Classroom Teachers	27	23	5	15	0	19	73%
Special Subject Teachers	2	1	0	1	0	1	NA
Bilingual/ESL Teachers	0	0	0	0	1	0	0
Special Education Teachers	3	3	2	3	3	3	100%
Vocational/Career Teachers	0	0	0	0	0	0	N/A
Building Resource Teachers	0	0	0	0	0	0	0
Counselors	0	0	0	0	0	0	N/A
Librarians/Media Specialists	1	1	1	1	1	1	N/A
Coordinators	2	1	1	1		1	NA
Classroom Aides	21	N/A	N/A	N/A	N/A	15	72%
Title I Educational Aides	4	N/A	N/A	N/A	N/A	4	100%

S  
t  
a  
f  
f  
D  
a  
t  
a  
:  
S  
t  
a  
f  
f  
A  
t  
t  
r  
i  
t  
i  
o  
n

Rate: 9% (the percentage of teachers that were employed by the school at the beginning of one school year but are no longer employed at the beginning of the following school year)

Salary Range for Teachers: \$39,000 to \$58,500

Average Teacher Salary: \$48,750

Salary Range for School Administrators: \$84,000 to \$127,500

Number of School Administrators: 4

Salary Range for Central Office Administrators: NA

Number of Central Office Administrators: NA

**E. Governance**

1. Board of Trustees members

**Eagle Academy Board Member Roster  
2009-2010**

Davene M. White  
Chairperson

Betty Williams  
Secretary

Gowon Thorpe  
Treasurer

Eular Robinson  
Parliamentarian

Paul Dalton

John R. Johnson

Shannon Settle (P)  
Parent Rep

Sharon Floyd (P)  
Parent Rep

Finance Committee: Gowon Thorpe, Davene White, Joe Smith (CFO)  
Academic Committee: Davene White, Eular Robinson, Betty Williams, Cassandra Pinkney  
Operations Committee: Davene White, John Johnson, Shannon Settle

2. Advisory committees (member names and affiliations)  
Parents Organization: Frank Bonner, **President**;

**3. Conferences and Training**

- **Board members attended the National Charter Schools Conference in Chicago**
- **Board members attended the NAEYC National Conference in Washington, DC**
- **Board members attended training offered by PCSB.**

#### **F. Finance**

1. **A copy of the school's approved budget for the Fiscal Year 2008-09**

See Pages 9 – 13.

Eagle Academy PCS			2009- 2010					
					Column A	Column C		Column D
REVENUES					501(c)3 School Applicant	Total Revenues by Funding Source		Percent of Total Public Funding
	Per Pupil Charter Payments				4,887,521	4,887,521		
	Per Pupil Facilities Allowance				1,234,800	1,234,800		
	Special Education				597,412	597,412		
	Summer School				223,635	223,635		
	Federal Entitlements NCLB				160,000	160,000		
B/L	Other Government Funding/Grants				90,000	90,000		
				<b>Total Publ ic Fun ding</b>	7,193,368	7,193,368		
	Head Start				440,000	440,000		
550	Summer Camp				55,000	55,000		
	Lease revenue				79,555	79,555		
	Paid Lunch				23,750	23,750		
	Property Tax Rebate				202,000	202,000		
	NJ Ave Property Tax Rebate				160,991	160,991		
	Other Income (aftercare)				180,000	180,000		
				<b>Total Non- Publ ic Fun ding</b>	1,141,296	1,141,296		
	<b>TOTAL REVENUES</b>				\$8,334,664	\$8,334,664		
EXPENSES					501(c)3 School Applicant	Combined Total		Percent of Total Public Funding
<i>Personnel Salaries and</i>								

<b>Benefits</b>							
	<b>Administrative Salaries</b>						
	Administrative Salaries				424,320	424,320	0.05898766
	Clerical Salaries				120,156	120,156	0.01670372
	Part-Time Support				18,720	18,720	0.0026024
	<b>Instructional Staff</b>						
	Teachers Salaries				1,446,056	1,446,056	0.20102621
	Teacher Aides Salaries				560,130	560,130	0.0778675
	Other Education Professionals Salaries				344,548	344,548	0.04789801
	<b>Support Services</b>						
4.5	Custodial Salaries				137,554	137,554	0.01912232
	Before/Aftercare				95,000	95,000	0.01320661
	Summer School Staff				26,000	26,000	0.00361444
23%	Employee Benefits				712,126	712,126	0.09899759
	<b>Subtotal: Personnel Costs</b>				<b>\$3,884,609</b>	<b>\$3,884,609</b>	<b>0.46607867</b>
	<b>Direct Student Costs</b>						
60	Textbooks/Curriculum				26,460	26,460	0.00367839
200	Student Supplies and Materials				88,200	88,200	0.01226129
	Library and Media Center Materials				15,000	15,000	0.00208525
65	Computers and Materials				28,665	28,665	0.00398492
	Other Instructional Equipment				6,000	6,000	0.0008341
###	Classroom Furnishings and Supplies				21,000	21,000	0.00291936
40	Student Assessment Materials				17,640	17,640	0.00245226
###	Contracted Student Services				260,000	260,000	0.0361444
	Summer School Expenses				16,950	16,950	0.00235634
150	Miscellaneous Student Costs **				66,150	66,150	0.00919597
	Parent Program Staff & Consultants				16,000	16,000	0.00222427
	<b>Subtotal: Direct Student Costs</b>				<b>\$562,065</b>	<b>\$562,065</b>	<b>0.07813655</b>
	<b>Occupancy Expenses</b>						
	Lease				911,313	911,313	0.12668798
11	Operations including utilities				540,951	540,951	0.07520131

	Building Maintenance and Repairs				3,500	3,500	0.00048656
###	Janitorial Supplies				12,000	12,000	0.0016682
500	Equipment Rental and Maintenance				6,000	6,000	0.0008341
	NJ Avenue Lease				148,740	148,740	0.02067738
	NJ Ave Operating Expenses				39,160	39,160	0.0054439
	NJ Avenue RE Tax				160,991	160,991	0.02238042
	Facility Professional Services				175,000	175,000	0.02432796
	Misc Expenses				7,000	7,000	0.00097312
	Contracted Building Services				8,343	8,343	0.00115982
	<b>Subtotal: Occupancy Expenses</b>				<b>\$2,012,998</b>	<b>\$2,012,998</b>	<b>0.27984076</b>
<b>Office Expenses</b>							
30	Office Supplies and Materials				13,230	13,230	0.00183919
	Office Furnishings and Equipment				9,000	9,000	0.00125115
	Office Equipment Rental and Maintenance				62,844	62,844	0.00873638
###	Telephone/Telecommunications				26,400	26,400	0.00367005
	Professional Services				100,000	100,000	0.01390169
30	Printing and Copying				13,230	13,230	0.00183919
15	Postage and Shipping				6,615	6,615	0.0009196
	HR Contract				48,000	48,000	0.00988014
	Misc Expenses				5,000	5,000	0.00102918
	Marketing				40,000	40,000	0.00556068
	<b>Subtotal: Office Expenses</b>				<b>\$324,319</b>	<b>\$324,319</b>	<b>0.04508583</b>
<b>General Expenses</b>							
	Insurance				33,000	33,000	0.00458756
3.6	Food Service				185,987	185,987	0.02585539
0.4	Before/After Care snacks				9,975	9,975	0.00138669
	Administration Fee (to PCSB)				35,967	35,967	0.005
	Travel				42,000	42,000	0.00583871
	Depreciation				22,124	22,124	0.00307561
	Staff Development Costs				32,000	32,000	0.00444854
	Travel			#####			
	Conferences			6,000			



	Consultants			#####			
	Other General Expense				5,000	5,000	0.00069508
	<b>Subtotal: General Expenses</b>				\$366,053	\$366,053	0.05088759
	<b>TOTAL EXPENSES</b>				\$7,150,044	\$7,150,044	0.99397718
	<b>EXCESS (OR DEFICIENCY)</b>				\$1,184,620	\$1,184,620	0.16468225
	<b>Capital Budget</b>						
	Land Loan			#####			
	Construction Loan			#####			
	Land				\$2,250,000		
	Construction						
			March 1- June 30		\$6,000,000		
	Bank Fees				\$60,000		
	<b>ASSUMPTIONS</b>						
	Student Enrollment				441		
	Facility Size (square footage)				50,321		
	Average Teacher Salary				48,883		
	Student/Teacher Ratio				14.95		
	Other Major Assumptions				See Notes		
	<b>NOTES:</b>						
	Students			teachers			
	Pre-S	140		Classroom	24	1,150,560	
	Pre-K	131		Spec Ed	2	95,880	
	K	90		Resource Tchr	2	93,840	
	Grade 1	80		Librarian	0.50	27,316	
	Total	441		Sp/Lang Ther	1.00	74,460	
				total	29.50	1,442,056	
					average	48,883	
M St Rental				Other Professional			

				Head Start Coordinat or	47,277			
###				Activities Coor	59,160			
18	911,313			Business Mngr	68,340			
				Sr. Acct	70,000			
				IT Manager	63,000			
				Nurse	36,771			
					344,548			

2. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported.

N/A

## II. School Performance

This section will report on what has been learned about the school's performance against standards established in its Performance Management Framework(s). The section also will describe actions that are being taken to use data to improve school programs, practices, and performance. Finally, the section will describe how the information is being reported to parents and the public.

### A. Evidence of Performance and Progress

1. Provide a summary of the Performance Management Measures.

#### a.. Student Academic Performance:

- Using the applicable Performance Management Framework(s), provide a narrative summary of the school's performance data based on each of the academic indicators in the framework. As appropriate, please include actual performance data in the narrative statement. You may reference the PMF Descriptors located on pages 13-15 for more information. For the Standard frameworks, Mission-Specific data must also be submitted online, in addition to the narrative. For the Non-Standard frameworks, Student Progress, Student Achievement, and Gateway Data must be submitted online, in addition to the narrative.

## Performance Management Framework

### End of School Year Data 2009-2010

Eagle Academy used three (3) different standardized assessment tools to measure student learning. Each assessment instrument is developed to measure appropriate student achievement for that grade/age level. Each instrument is valid and reliable through national norms. The early childhood students performed very well against national norms on both instruments. The Core Knowledge Assessment demonstrated that our students performed at the 89<sup>th</sup> percentile in math and 83<sup>rd</sup> percentile in reading. The Brigance demonstrated slightly lower scores with our students scoring at the 80<sup>th</sup> percentile in mathematics and the 70.5 percentile in literacy. Eagle staff is conducting a discrepancy analysis to identify which items of content caused the difference in scores in literacy.

The Kindergarten students were assessed with the Brigance and the Houghton Mifflin instruments. The Houghton Mifflin also had validity and reliability studies conducted for its instrument which is aligned with the Houghton Mifflin curriculum. In mathematics and reading, Eagle's students scored at the 83<sup>rd</sup> percentile. Eagle's students scored slightly higher on the Brigance with students scoring at the 89<sup>th</sup> percentile in mathematics and the 85<sup>th</sup> percentile in reading. The differences in scores is not statistically significant.

The First Grade students were administered the Core Knowledge and the Brigance. The students scored exceptionally well on the Brigance with scores in the 99<sup>th</sup> percentile in mathematics and the 96<sup>th</sup>

percentile in literacy. There was a great variance with the Core Knowledge assessment in which students scored at the 69<sup>th</sup> percentile in mathematics and the 75<sup>th</sup> percentile in reading. The instructional staff is conducting a discrepancy analysis to explain the variation in scores. The variation is statistically significant. This was also the first time teachers and students used the Core Knowledge assessment instrument and that may also have caused some of the variation.

The special education students were also assessed using their IEP's as a basis for each assessment. For special education students as a group, the students mastered their academic goals in reading and mathematics with 75% mastery.

		Core Knowledge		Houghton Mifflin	
	Literacy	Math	Literacy	Math	Reading
	70.5%	89%	83%	N/A	N/A
	85%	N/A	N/A	83%	83%
	96%	69%	75%	N/A	N/A

**b. Non-Academic Performance:**

Using results from the 2009-2010 Compliance Review, report on the school's Successes and challenges in meeting its compliance requirements.

Eagle Academy submitted all of the required documents to Public Charter School Board and the Office of the State Superintendent on time.

**Challenges**

- An extremely large quantity of documents was required by PCSB and OSSE at the same time.
- Almost all documents for both organizations were at the opening of school.
- All documents had to be scanned and transformed into PDF's for AOIS.
- Timing was the greatest issue
- Threat of reprisal for not submitting on-time was not needed and placed undue stress on all of the staff; e.g., threatened with more in-depth inquiry (Triage was the term).
- AOIS was inconsistent in acknowledging whether a required document was actually received; had to contact staff and demonstrate that it was submitted on time with almost half of all documents.
- Sometimes had to re-submit the same document three times before it was registered
- The message sent was that the collection of the documents was more important than the smooth orderly opening of school for the students.

Using results from the 2009-2010 Governance Review, report on the Board's governance practices, successes and challenges.

Eagle Academy submitted all of the required documents to Public Charter School Board on time.

### **Challenges and Successes**

- The Board has worked hard to find additional Board members who would be committed to the school and bring strong support for the school.
- The Board developed a new meeting structure that has enabled the Board to function more effectively in the governance process.
- The Board has been able to use the committee structure better this year but with the addition of new members in 2010-2011, will be able to improve the committee system.
- The Board worked hard with the administrative staff to secure McGogney School award!!
- The Board found it challenging to have so many different experts in to help the Board develop the policies and structures needed to support the financing of the new school.
- Board members participated in a number of meetings with the administrative staff and District officials.
- The Board was pleased that PCSB's financial model awarded Eagle an overall score of A-. The one grade that pulled Eagle down from A was in the area of the ratio for payroll and instruction. Eagle is low in that area and will remain low until the new building project is completed in 2012.
- Board members attended the National Charter School Conference in Chicago.
- Board members attended the National Association for the Education of the Young Child National Conference in Washington, DC.

2. Provide Certification that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are in full force and effect.

See signed Certification Letter below.

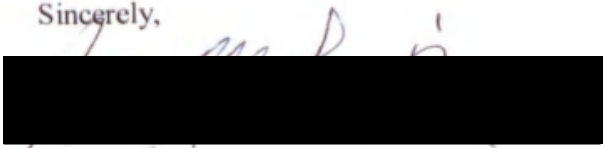


August 30, 2010

To Whom It May Concern:

This letter is certify that during the 2009-2010 school year and summer, Eagle Academy Public Charter School had in full force and effect a lease for its facilities, required liability and officers and directors insurances, a certificate of occupancy, and a current business license.

Sincerely,

  
Joe M. Smith  
Chief Financial Officer

## **B. Unique Accomplishments**

1. This section of the report offers schools the opportunity to describe a few of their big successes, even those that may have been unexpected or unintended. Schools are encouraged to report their unique accomplishments in vignette form.

### **The NAEYC Conference**

The early childhood community at Eagle Academy, which includes all faculty and staff, were provided the opportunity to attend the NAEYC Conference held in Washington, DC. The conference was chock full of wonderful learning opportunities, including the choice of numerous workshops, numerous occasions for networking with colleagues from across the country, and a chance to observe a host of the latest technologies and early childhood products related to meeting the needs of all students.

### **Universal School Readiness Conference**

Committed to quality professional development, the Eagle Academy faculty and staff attended the 8<sup>th</sup> Annual Universal School Readiness Conference hosted by the Early Childhood Leadership Institute and the Office of the State Superintendent of Education. The Conference welcomed more than 1900 attendees from across the city, with teachers presenting and attending workshops designed to enrich knowledge and skills. Eagle's Special Education Team presented a workshop on the meeting the social and emotional needs of preschoolers.

### **The Coalition for Community Schools**

The Eagle Academy administrative team attended the Coalition for Community Schools National Forum. Eagle's ongoing efforts to provide a quality education, encourage and foster collaboration with community to build partnerships with long term commitments and create and implement a vibrant before and after program are all closely aligned with the Coalition's actions. The team attended workshops and networked with educators from across the country throughout the Forum, sharing ideas and making new connections for future collaborations. The Coalition for Community Schools has developed a Rational and Results Framework, which makes the case for community schools as a primary vehicle for increasing student success and strengthening families and community. We also define specific results that community schools seek—both in terms of how they function and in relationship to the well being of students, families and communities.

### **National Grandparent Day**

At this event, every child had a grandparent (including a few who were 'borrowed'!). The students treated their grandparents to a continental breakfast and a special performance at the Grandparent's Day Celebration. The grandparents took part in Hand Dancing and had an opportunity to visit classrooms. A photographer was in attendance and provided a photo remembrance for all in attendance that day.

### **Foster Grandparents**

This partnership offers many advantages to the students at Eagle as they learn to build caring relationships. The foster grandparents accompany children on field trips and serve as tutors to support the students.

### **Thanksgiving Basket**

This year, Eagle Academy distributed 58 baskets to families in need. The baskets were chock full of fresh vegetables, fruit, bakery fresh bread and pies. Students participated in the

collection of items with their teachers.

### **Donuts for Dads**

This special celebration program brought to light everything that makes a family unique and special. Participation was huge and the class performances were a high point. A gift ceremony and classroom activities made this morning very special for all who attended.

### **Walk for Breast Cancer**

Students, staff and families participated in the Walk for Breast Cancer. An awareness program for our parents was offered through Howard University Hospital. All Eagle classrooms participated in this event that focused on the importance of helping others.

### **The Friends and Family Night**

On this November evening, participating families were treated to a spaghetti dinner, Karaoke, and games with an academic focus. Many families were in attendance for this special night and all enjoyed a night filled with laughter and learning.

### **Sharing the Holiday Spirit**

First grade students at Eagle Academy captured the holiday spirit by preparing letters that accompanied care packages to deployed Judge Advocate General (JAG) Corps family members all over the world. A letter from the Lieutenant General of United States Air Force recognized the students' efforts and the Colonel provided 490 books for the students.

### **Haiti Relief Fund**

The children at Eagle Academy are given multiple ongoing opportunities to discover the true meaning of helping others in a time of need. In that spirit, Eagle Academy PCS held a dance to raise money for the Haitian victims of the devastating earthquake. All families joined efforts to make a substantial donation to the cause, which included clothing and school supplies.

### **Black History Month**

The students were invited to perform at a Black History Month event for the Judge Advocate General's (JAG) Corps of the US Navy. Students entertained the audience with songs, dance and poetry. Afterward, students were invited to enjoy a wonderful lunch on the base escorted by the JAG Officers.

### **Third Annual Science Fair**

The room was filled with interesting science projects submitted by the students and supported by parental efforts. Children explained what they did for their project, how they did it and what they learned. US Naval Yard scientists helped Eagle Academy by providing 14 judges from their engineering department.

### **Cinco de Mayo Celebration**

This live-learning event offered the students an opportunity to discover how and why Cinco de Mayo is celebrated. Teachers and students designed their own costumes, while the culminating activity found students marching to the playground with musical instruments they made and participating in a May Pole celebration. In the classroom, students listened to Mexican music and danced. Salsa and chips were enjoyed by all.

### **African Heritage Dances and Drummers Production**

This exciting feature presented by WPSA brought the children to their feet. The adventure



was enjoyed by all who attended. The students learned the history of the African instruments and music and had the opportunity to dress in African attire while learning various African dance steps.

#### **Theater Event**

The First Grade students and their parents/guardians attended the Broadway production of Lion King in NYC. The students were engaged in many projects in preparation for this excursion. After seeing the spectacular production, the group enjoyed a splendid lunch and concluded the day with a tour of NYC.

#### **Reading is Presidential Recipient**

Eagle Academy was selected as a recipient of the 2009 "Reading is Presidential" book donation campaign by Reading is Fundamental. All students enjoyed the new books that were donated to the school library by Scholastic, Inc.

#### **Perfect Attendance**

Perfect attendance is a valued goal at Eagle Academy and students achieving that status received free uniform shirts, a medal and certificates this year. A solo headshot of students with perfect attendance was displayed on the Perfect Attendance Wall for all students, families and visitors to observe. Perfect attendance classes were featured on the website. Parents also were acknowledged for their efforts with gas cards.

#### **The Annual Mother – Daughter Tea Party**

This year, the tea honored Miss UDC 2009-2010, Nelisa Balloosingh. During the event, singers serenaded the mothers and the international teas enjoyed by the guests were donated by the Navy Yard. All the food platters were prepared by the Job Corp. And prior to the event, the girls attended etiquette class and demonstrated their newly learned skills during the Tea.

#### **The 2<sup>nd</sup> Annual Fashion**

This exciting event featured our students displaying formal wear, uniforms, play clothes and sports attire to a sold out audience with more than 300 parents and friends in attendance. The event was held at the Anacostia High School and a video of the event is provided on the school website.

#### **International Week**

Families and friends celebrated the students' demonstrations of learning during International Week. The students engaged in projects that represented different countries - learning about customs, culture, and literature of the people. The scent of foods and sounds of music permeated the hallways. Everyone participated in the parade and fun learning experiences were had by all.

#### **Jumpstart Partnership**

The students at Eagle Academy benefited from the efforts of Jumpstart working with the school. Providing individualized tutoring and mentoring, the volunteers worked with our young children on language development and literacy skills, helping to build a strong foundation for their future.

#### **Walk for the Homeless/ Green Door Homeless Walk**

Eagle students (with parental permission) participated in a mini walk for the homeless. Teachers helped students make the connections about how their efforts helped to support the

community. All participants received tee shirts in recognition of their work.

#### **Parent Letters**

Eagle received tremendous praise from parents regarding the dedication and skill of the instructional staff. Parents also recognized the well developed after-school program that engages children in popular activities such as salsa dancing, construction/building, use of technology and other areas of interest for students.

#### **Week of the Young Child**

Eagle Academy sponsored new activities each day of this week to celebrate the *Week of the Young Child*. Many parents volunteered at the school during the celebration and a special Parent Organization meeting was held as well.

#### **Head Start**

Eagle Academy continues the collaboration with United Planning Organization to develop a Head Start program within Eagle's regular early childhood program. Eligible students and families are identified and enrolled in both programs. Head Start students and their teachers receive additional services and supports that benefit all children in the school.

#### **Howard University Medical School & Howard University Hospital**

Eagle Academy has a continuing relationship with Howard University Medical School and Howard University Hospital. Medical residents and pediatric interns provided health screenings at a community health fair sponsored by Eagle Academy and performed a medical practicum with our students and families this year. Each pediatric intern was required to perform the Denver Screening with our students. Nursing students also participated in the health screenings as part of their practicum experience.

#### **Community Relations**

Eagle Academy PCS has continued to enjoy a good community relationship with the DC Department of Parks and Recreation. Eagle Academy PCS's students are permitted to use the Joe Evans therapeutic playground near the school when it is not in use by therapeutic programs. Eagle Academy PCS continues to provide support to the therapeutic playground's after-school programs.

#### **Eagle Joins the International Centre of Excellence for Community Schools**

Eagle Academy PCS became a member of the International Centre of Excellence for Community Schools. ICECs is a new organization based in the United Kingdom, with funding support from the Charles Stewart Mott Foundation, to build an international network of community schools so that practitioners and policy makers learn from each other about best practices in the field. Eagle joins other members from a number of countries, including the Czech Republic, Belgium, Japan, Kazakhstan, Russia, and Ukraine. Eagle Academy PCS has also joined the National Assembly on School-Based Health Care, a membership organization that promotes and supports school-based health centers to assure that all children and adolescents receive high quality, comprehensive health care. Their motto Bringing Health Care to Schools for Student Success demonstrates their belief that school-based health centers greatly enhance access to health care for all

### **C. Lessons Learned and Actions Taken Based on Performance Management Data and Review Findings**

1. What issues, if any, were encountered in collecting and reporting data for applicable performance management framework(s) in light of the new framework? Changes or improvements will be made in order to remedy these data collection issues.

Eagle Academy Public Charter School continues to strive to utilize Power School to collect and report data for applicable performance management frameworks. The Administrative Team authorized ongoing technical support in order to develop the capacity for everyone to work within the components of Power School.

2. What student-related academic issues were identified as a result of the evaluation of the school's performance framework(s)? What program changes will be undertaken or are under consideration as a result of the evaluation of the school's performance?

Eagle Academy continues to provide professional development and training to improve the curriculum frameworks for all grades in addressing the current standards. During the Summer Institute, faculty and staff engaged in professional development to develop a deeper understanding of formative and summative assessment and how to use the data to assess mastery of curriculum standards and in future planning. Additionally, teachers now benefit from common planning periods to collaborate and continue to build upon and internalize the skills and strategies necessary to provide a robust child-centered learning environment that engages students in higher-level thinking, while making meaningful connections about how the academic program ties in to their life experiences.

3. What program changes or improvements will be undertaken or are under consideration as a result of the most recent program development review findings?

At Eagle Academy, focusing on the improvement and expansion of a sustainable assessment system has been an ongoing project. An assessment team consisting of faculty and administration reviewed assessment tools to determine which systems need to be utilized in providing ongoing data that informs instruction and measures the academic progress of our students over time.

The efforts led to Eagle Academy's ability to provide rich and meaningful data reports to parents and stakeholders regarding the academic, social-emotional, and cognitive growth of our students through the use of the Gold Assessment System for students enrolled in Pre-school through Kindergarten. The 2010 - 2011 school year assessment calendar identifies the external assessments to be administered, the timeline for assessment, and a data conference schedule. The use of the STAR Assessment Systems for students in grades one and two will begin with the 2010 - 2011 school year. The ongoing professional development and training in the area of assessment provides a structure and protocol for all faculty and staff, and establishes a common language and means in which to monitor our curriculum instruction.

4. N/A

## D. Reporting Performance Management Framework Information to Students, Teachers and Parents and the Public

Eagle Academy PCS's Annual Reports are posted on the school web site. The Annual Report was distributed at the parent meeting in November 2009. As announced during this parent meeting, three copies of our Annual Report were made available at the front desk in December. The Annual Report was also mailed to the District of Columbia Library for their files.

## ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

1. Enter the school's Mission Statement in the space provided below.

The mission of The Eagle Academy Public Charter School is to build the foundation for a promising future for all students in a *rich, robust* learning environment that fosters *creativity, problem solving abilities, and emphasizing cognitive, social and emotional growth* by engaging children as active learners.

2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

3. **Is your organization accredited?** If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

<input checked="" type="checkbox"/>	YES
<input type="checkbox"/>	NO
Additional Comments	Middle States

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name Title School Street Address School Zip	Ronald A. Hasty	School Ward	6
	Principal		Direct Phone Number
	770 M Street, SE	Email	rahasty@eagleacademypcs.org
	20003		

5. Please select the lowest grade level Campus/LEA in the 2009-2010 school year	<input checked="" type="checkbox"/>	PK4	PK3	3		8	Adult Ed GED Program
		K		4		9	
		1		5		10	
		2		6		11	
				7		12	

6. Please select the highest grade level served by your Campus/LEA in the 2009-2010 school years.

<input type="checkbox"/>	PK3
<input type="checkbox"/>	PK4
<input type="checkbox"/>	K
<input checked="" type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5
<input type="checkbox"/>	6
<input type="checkbox"/>	7
<input type="checkbox"/>	8
<input type="checkbox"/>	9
<input type="checkbox"/>	10
<input type="checkbox"/>	11
<input type="checkbox"/>	12
<input type="checkbox"/>	Adult Ed
<input type="checkbox"/>	GED Program

**7. Hours of Operation: Enter the Start time for the REGULAR school day for the 09-10 school year.** For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:30 A.M.

**8. Please enter the End time for the REGULAR school day for the 09-10 school year.** For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

4:00 P.M.

**9. Enter any additional comments regarding Start time/End time for Regular School Day.**

**10. Please enter the Start and End Dates for the 2009-2010 School Year.**

<b>Start Date</b>	8/24/09
<b>End Date</b>	6/11/10

11. Did your campus/LEA operate as a year-round school for the 2009-2010 school year?

	<b>YES</b> (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
<b>X</b>	<b>NO</b>
Additional Comments	

12. Race and Ethnicity: For the 2009-2010 school year, please enter the percentage of all students that have a race and ethnicity designation falling in the categories listed below. Enter the percentage as a decimal. For example 35.56% should be entered as ".3556"

<input checked="" type="checkbox"/> African-American (non-Hispanic)	.92
<input checked="" type="checkbox"/> Hispanic	.03
<input checked="" type="checkbox"/> Asian/Pacific Islander	.03
<input checked="" type="checkbox"/> Caucasian (non-Hispanic)	.02
<input checked="" type="checkbox"/> American Indian/Alaskan Native	0
<input checked="" type="checkbox"/> Other	0

13. Demographics: For the 2009-2010 school year, please list the total percentage of all students enrolled that have a designation in the categories listed below. Enter the percentage as a decimal.

<input checked="" type="checkbox"/> Low Income	.65
<input checked="" type="checkbox"/> SPED	.19
<input checked="" type="checkbox"/> LEP/NEP	0
<input checked="" type="checkbox"/> Male	.45
<input checked="" type="checkbox"/> Female	.55

14. Please enter the average class size and student teacher ratio for the 2009-2010 school year in the space provided below.

<input checked="" type="checkbox"/> Average Class Size:	18
<input checked="" type="checkbox"/> Student/Teacher Ratio:	12:1

15. For the 2009-2010 school year, please enter the Average Daily Membership, Average Daily Attendance, and Re-enrollment Rate for all enrolled students.

<input checked="" type="checkbox"/> Average Daily Attendance Rate	97.81
<input checked="" type="checkbox"/> Average Daily Membership Rate	437
<input checked="" type="checkbox"/> Re-Enrollment Rate	86%

16. For the 2009-2010 school year, please provide the total number of students falling into each category listed below.

<input checked="" type="checkbox"/> # Transferring out of school	39 (primarily military family transfers)
<input checked="" type="checkbox"/> # of Dropouts	0
<input checked="" type="checkbox"/> Promotion rate	.99
<input checked="" type="checkbox"/> Graduation rate	NA
<input checked="" type="checkbox"/> # Retained at grade level	3

Questions 17-30: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1	1	1	1	1	1	100
Principal	1	1	1	1	1	1	100
Assistant Principal							N/A
Classroom Teachers	27	22	5	15		19	73
Special Subject Teachers	2	1	0	1		1	N/A
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	3	3	2	3		3	100
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						N/A
Counselors	0						N/A
Librarians/Media Specialists	1	1	1	1		1	N/A
Coordinators	2	1	1	1		1	N/A
Classroom Aides	21	N/A	N/A	N/A	N/A	15	71
Title I Educational Aides	4	N/A	N/A	N/A	N/A	4	100

31. Are you a single-campus LEA or a central office?

<input checked="" type="checkbox"/>	<b>YES</b> Skip to Question 32
<input type="checkbox"/>	<b>NO</b> Skip to Question 33

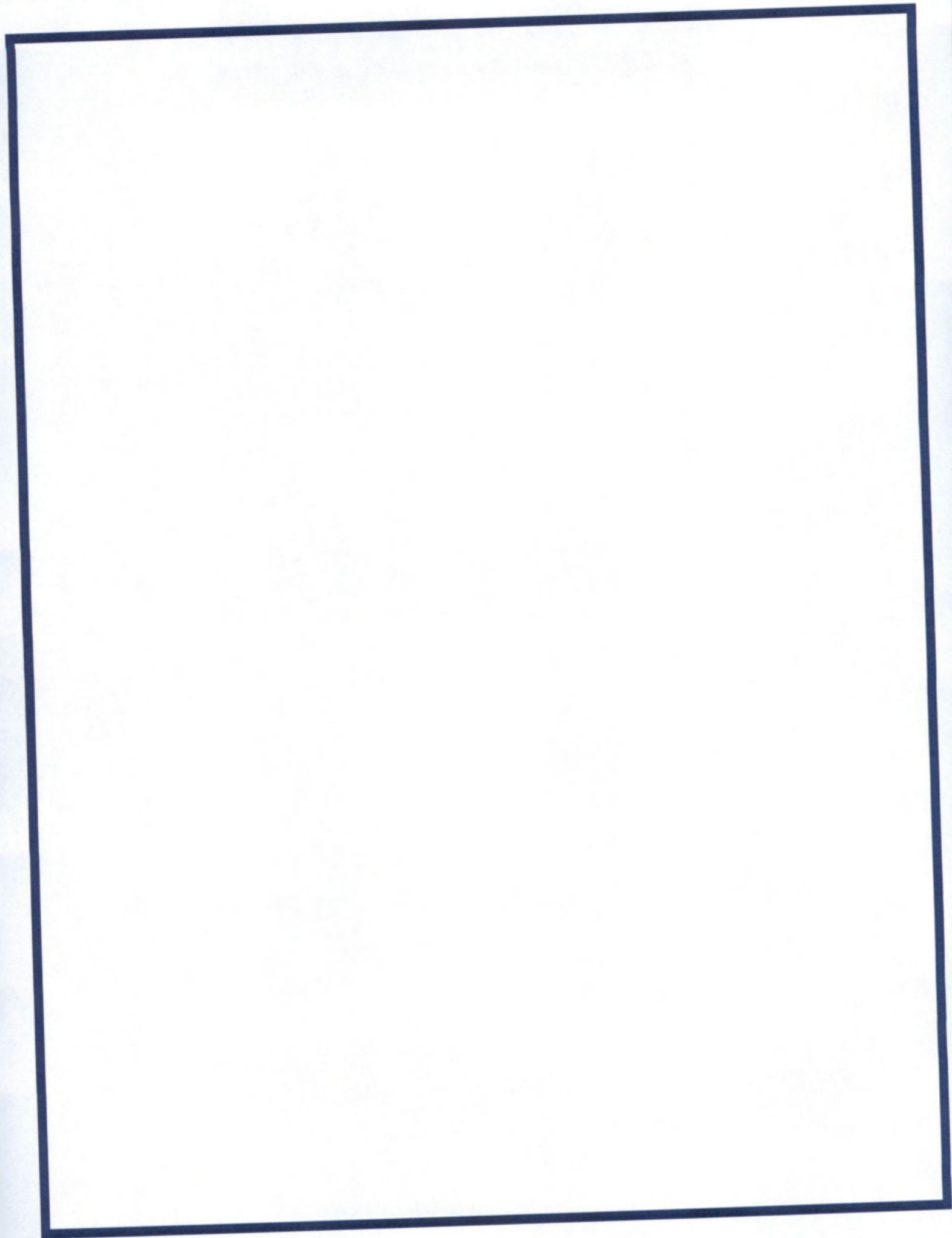


**32. Please complete the following entries regarding staffing statistics listed below.**

<input checked="" type="checkbox"/> Staff Attrition Rate	9%
<input checked="" type="checkbox"/> Number of Teachers	27
<input checked="" type="checkbox"/> Salary Range for Teachers	\$39,000 - \$58,500
<input checked="" type="checkbox"/> Average Teacher Salary	\$48,750
<input checked="" type="checkbox"/> Number of School Administrators	4
<input checked="" type="checkbox"/> Salary Range for School Administrators	84,000 - 127,500
<input checked="" type="checkbox"/> Average School Administrator Salary	104,500
<input checked="" type="checkbox"/> Number of Central Office Administrators	0
<input checked="" type="checkbox"/> Salary Range for Central Office Administrators	0
<input checked="" type="checkbox"/> Average School Administrator Salary	0
<input checked="" type="checkbox"/> Number of School Support Staff	9
<input checked="" type="checkbox"/> Salary Range for School Support Staff	29,000 - 74,000
<input checked="" type="checkbox"/> Average School Support Staff Salary	51,500

**33. Does your school serve grades 9-12 and/or is considered a high school?**

<input type="checkbox"/>	<b>YES</b> Skip to 34
<input checked="" type="checkbox"/>	<b>NO</b> Skip to 35
<b>Additional Comments</b>	



# Appendix F

# Eagle Academy PCS

School Performance Report 2010–2011

Student Progress 2010–2011 Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> <li>75% of preschool students will score at or above 75% mastery in literacy on the Core Knowledge Preschool Assessment Tool (CK PAT).</li> </ul>	96% of students scored at least 75% mastery.	Yes
<ul style="list-style-type: none"> <li>75% of preschool students will score at or above 75% mastery in mathematics readiness on the Core Knowledge Preschool Assessment Tool (CK PAT).</li> </ul>	97% of students scored at least 75% mastery.	Yes
<ul style="list-style-type: none"> <li>80% of pre-kindergarten through first-grade students will score at or above 80% mastery in literacy on Brigance Developmental Inventory.</li> </ul>	58% of students scored at least 80% mastery.	No
<ul style="list-style-type: none"> <li>80% of pre-kindergarten through first-grade students will score at or above 80% mastery in mathematics readiness on the Brigance Developmental Inventory.</li> </ul>	57% of students scored at least 80% mastery.	No
<ul style="list-style-type: none"> <li>75% of second-grade students will score between 70-75% mastery in literacy on the Star Assessment.</li> </ul>	91% of students demonstrated mastery.	Yes
<ul style="list-style-type: none"> <li>75% of second-grade students will score between 70-75% mastery in mathematics on the Star Assessment.</li> </ul>	33% of students demonstrated mastery.	No

Student Achievement 2010–2011 Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> <li>80% of first-grade students will achieve benchmark in literacy on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</li> </ul>	60% of students achieved benchmark.	No
<ul style="list-style-type: none"> <li>80% of second-grade students will score at or above 80% mastery in social-emotional development on the Brigance Developmental Inventory.</li> </ul>	Results unavailable*	No

Leading Indicators 2010–2011 Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> <li>On average, preschool and pre-kindergarten students will attend school 85% of the days.</li> </ul>	The average daily attendance was 99%.	Yes
<ul style="list-style-type: none"> <li>On average, kindergarten through second-grade students will attend school 92% of the days.</li> </ul>	The average daily attendance was 100%.	Yes

# Eagle Academy PCS

School Performance Report 2010–2011

Mission Specific Measures 2010–2011 Targets	Mission Specific Results	Met Target?
■ 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.	88% of parents surveyed reported being satisfied or highly satisfied.	Yes

\*Primary source data were not available at the time of review.

Targets Met: **6**  
Targets Missed: **5**

# Appendix G



## Early Childhood Accountability Plan

### 2011-2012 Final Report: Eagle Academy PCS

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> <li>▪ 70% of pre-kindergarten-3 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration on the Core Knowledge assessment.</li> <li>▪ 70% of Pre-kindergarten-4 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration on the Houghton Mifflin Assessment.</li> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 99.3% of students demonstrated growth of one level or maintained mastery.</li> <li>▪ 79.9% of students maintained mastery.</li> <li>▪ 78.6% of students demonstrated growth of at least one level or maintained proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ Yes</li> <li>▪ Yes</li> </ul>
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> <li>▪ 60% of kindergarten through second-grade students will score proficient on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 70.2% of students scored proficient.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>
Leading Indicator Targets	Leading Indicator Results	Met Target?
<ul style="list-style-type: none"> <li>▪ On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</li> <li>▪ On average, kindergarten through second-grade students will attend school 92% of the days.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The average daily attendance was 94.4%.</li> <li>▪ The average daily attendance was 92.9%.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ Yes</li> </ul>

Mission Specific Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> <li>▪ 80% of parents surveyed will report being “satisfied” or “highly satisfied” with the school on the end of year survey.</li> <li>▪ 65% of first and second-grade students will score at or above average on the Scale in Social Skills Improvement System (SSIS) assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 95.6% of parents surveyed reported being “satisfied” or “highly satisfied”.</li> <li>▪ 81.0% of students scored at or above average.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ Yes</li> </ul>

**Targets Met: 8**

**Targets Missed: 0**



# Appendix H



DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

April 25, 2013

Davene B. McCarthy White, Board Chair  
Eagle Academy PCS – Wheeler Road  
3400 Wheeler Road, SE  
Washington, DC 20032

Dear Ms. White:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews to gather and document authentic evidence to support our oversight of PCSB schools. According to the School Reform Act § 38-1802.11, the PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to each particular school. Your school was selected to undergo a QSR during the 2012-2013 school year for the following reason(s):

- o School eligible to petition for 10-year Charter Review

#### **Qualitative Site Review Report**

On February 12 and February 20, 2013, a Qualitative Site Review ("QSR") team conducted on-site reviews of Eagle Academy PCS - Wheeler Road. The purpose of these on-site reviews is to gauge the extent to which your school's goals and student academic achievement expectations appeared evident in the everyday operations of your school. In order to ascertain this, the QSR team, composed of PCSB staff and consultants, evaluated your classroom teaching using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. The QSR team also conducted focus groups of a random selection of your students, teachers, and administrators. In addition, the QSR team visited a parent event and a Board of Trustees meeting.

Enclosed is the Qualitative Site Review Report based on consideration of the QSR team's observations. You will find that the QSR Report is focused on the following areas: the mission and goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the QSR team in conducting the Qualitative Site Review at Eagle Academy PCS - Wheeler Road. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Eagle Academy PCS is in compliance with its charter.

Sincerely,

  
Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## CHARTER GOALS

The table below summarizes Eagle Academy PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will demonstrate proficiency in literacy skills.	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.”
Students will demonstrate proficiency in numeracy skills.	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.
Students will exhibit age-appropriate social and emotional developmental behaviors.	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.
Attendance rate for all students will exceed 90%.	The QSR team did not review attendance data. Teachers warmly welcomed students who arrived late (e.g., “So glad you’re here” instead of “Why are you late?”). The principal stated he promotes taking this approach.

Goal	Evidence
<p>Create and sustain a positive school culture.</p>	<p>All teachers and administrators in the focus groups indicated that they enjoy being at the school. The review team observed teachers warmly welcoming students and pronouncing their happiness in seeing them succeed. Student work is prominently and widely displayed in classrooms and in the hallways. 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. A display entitled "Our Hopes and Dreams" that featured each student's professional and personal goals for the future was posted in one classroom. Teachers consistently maintained a positive attitude, which spread to the students. For example, a teacher referred to her students as "3<sup>rd</sup> 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).</p>
<p>Parents will participate in the school community.</p>	<p>Teachers in the focus group said that parental involvement is increasing. At a recent event, a teacher said four to five parents were expected to attend and twelve came. According to a teacher, "Parents know that school is investing in children beyond the basics." The teacher specifically mentioned the STEM program and the school's desire to build a swimming pool. 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.</p> <p>A PCSB staff member observed a parent event on February 15, 2013. Eagle Academy PCS was holding parent-teacher conferences that day. The conferences seemed to be well attended by parents, with a sign in sheet stating almost fifty parents had participated.</p>

## SCHOOL MISSION

*The rubric below was used to summarize the school's performance in aligning its operations with the mission and goals of its charter.*

School Mission	Limited	Satisfactory	Proficient	Exemplary
<b>The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of</b>	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
<b>The Board and school administrators govern and manage in a manner consistent with the school's design and mission.</b>	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and
<b>The school's curriculum and instruction are aligned with the school's mission and educational</b>	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all
<b>The school has met or is making progress toward meeting the educational goals of its charter.</b>	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

### School Mission Summary

According to its charter application, the mission of Eagle Academy PCS is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

Gathering and documenting evidence of the school's success in fulfilling this mission, as clarified by its goals, served as the ultimate purpose of the on-site reviews. The on-site reviews consisted of a full-day scheduled observation on February 20, 2013, and a half-day unscheduled observation on February 12, 2013. During these school day visits, the QSR team observed

individual classes in session and the school climate in general. In addition, the QSR team conducted separate focus group questioning of students, teachers, and administrators. The on-site reviews also included visits to a Board of Trustees meeting and a parent meeting.

Overall, the school appeared proficient in aligning its operations with its mission, based on assessment of the following elements: day-to-day operations, administrative governance, curriculum and instruction, and the ultimate progress made.

In the administrator focus group, the principal emphasized experiential learning as integral to the school's mission. The QSR team observed experiential learning in various “centers” in each classroom, where students practiced both literacy and numeracy skills via hands-on learning activities. During classroom observations, the review team saw connections of content to student daily life occurring in several classrooms during "sharing-out" sessions and class discussion. In the focus group, the principal also stressed a commitment to higher order learning, yet questioning observed by teachers often did not call for any critical thinking. Instead, the review team observed questioning solely describing what was happening or focused on memorizing a method of problem solving. The administrator focus group indicated that the school employs instructional coaches who assist in interpreting the data from weekly assessments. This response was echoed in the teacher focus group, where teachers described how they used data to differentiate their lesson plans for groups of students with varying abilities. The principal stated that the lesson plan template is tailored to compel differentiation. However, the QSR team did not observe strong examples of differentiation in the classes observed. Some students could have been challenged more or directed to another task once they had completed the current one. Teachers in the focus group stated that part of the mission is to provide an education experience for the *whole child*. While thoughtful, detailed attention was given to behavioral development, (e.g. getting along with each other, following directions), less time was spent on rigorous instruction, with lessons instead centered on rote memorization and literate description.

In a review of first and second quarter Board of Trustees meeting minutes, the QSR team did not discover evidence of attention given to assessing whether activities were aligning with the school’s mission in practice. Students in the focus group praised their new principal for wanting them to do well and caring about their health ("He wants us to eat food that is good for us"). In the administrator focus group, one administrator said, “We really believe all students can learn and should be held to high expectations. It’s all about our mission – giving our students the best opportunity to learn and be successful. We use all our data and progress monitoring to do this.”

On March 20, 2013, a PCSB staff member attended Eagle’s Board of Trustees meeting. Thirteen board members attended the meeting, constituting a quorum, and six staff members were also present. According to school leadership, the board supports the school’s mission by assuring that budget allocations provide the resources to assist the school in providing services to children. The board members discussed the financial report. Additionally the principals from both Eagle PCS campuses discussed academics,

attendance, and parent participation to update the board members. The executive director and principals also gave an update on recruitment and re-enrollment efforts.

## CLASSROOM ENVIRONMENTS

The rubric below was used to assess the school's performance regarding its classroom environments.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.



<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Organizing Physical Space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

### **Classroom Environments Summary**

Overall, the classrooms observed were mostly proficient in establishing strong classroom environments, based on the QSR team's assessment of the following elements: creating an environment of respect and rapport, establishing a culture of learning, managing classroom procedures, managing student behavior, and organizing physical space.

Almost all of the observed classrooms were proficient or exemplary in creating an environment of respect. Most teachers fostered an atmosphere of positivity (e.g. "Excellent sentence. I love that sentence"), courtesy (e.g. the teacher encouraged students to say "good morning" to each other upon entering the classroom) and encouraging when confronting problems (e.g. the teacher told the students to "kiss your brain for doing a wonderful job" after a student performed well). Nearly all teacher-to-student interactions were appropriate in content and delivery. Teachers frequently used endearing terms in referring to students (e.g. dear, honey, my friends). Teachers called out good behavior instead of bad; for example, a teacher said, "I like the way you are all still sitting so nicely and paying attention." In the student focus group, the students stated that they like their teachers because they care about them. Most student-to-student interactions were on-topic, respectful, and characterized by sharing, with little need for teacher intervention. Cultural and developmental differences were not sources of disrespect. Students were observed clapping for each other when a correct answer was given. There were even a few instances where students promoted civility between themselves, such as a student saying to another, "Please be quiet. The teacher is trying to talk to us." There were a few instances of student-to-student disrespect where students would tell each other to "shut up"; however, teachers tended to use these indiscretions as teachable moments, e.g., "What's another thing you can say to someone if they are bothering you?" Some students in the focus group mentioned other students had been mean to them, but this seemed rare during the classroom visits.

Approximately 80% of the observed classrooms were proficient or exemplary in establishing a culture of learning. Nearly all teachers appeared committed to helping the students develop intellectually and socially ("I know you can get this. Let's try again!"). Teachers instilled pride in their students over their work. Certificates of Achievement were posted in some classrooms celebrating academic

goals reached by the students. The review team observed objectives posted on classroom whiteboards. Student work prominently decorated the classrooms walls and teachers encouraged students to do their best.

Almost all of the observed classrooms were proficient or exemplary in managing classroom procedures. Classroom procedures were apparent in most classes from the start; for example, students were expected to put bags and lunches in the cubby area and fill in the "Check In" sheet with their names. Teachers were dedicated to keeping students focused and energized (a teacher clapped to get students immediate attention, or led the class in "wiggles" to wiggle out the distractions); maintaining order ("Eyes watching, ears listening, voices quiet bodies still"); and encouraging widespread and full participation (each student was assigned a "job" in the discussion). Teachers rewarded steadfast compliance by allowing students to select a game to play (such as a "Freeze Dance" game) or to discuss topics relevant to the lesson that were of particular interest to them. Transitions within class and between classes were observed to be close to seamless, with little loss of instructional time. Procedures were not uniform across classes but teachers used techniques that worked. In the student focus group, students expressed that they appreciated the way teachers got them to want to learn.

Almost every observed classroom was proficient or exemplary in managing student behavior. Most teachers clearly communicated behavioral standards to the students and carefully monitored them by circulating around the room. Classrooms had behavior expectations posted on the walls. Teachers promoted the positives of being a good person and working hard ("Thank you so much to my friends who are looking at me. That shows me you are paying attention.") Like the general classroom procedures, teachers used their own styles and techniques to influence student behavior. Minimal misbehavior was observed. A few instances of disruption and noncompliance arose, but these were exceptions rather than the rule.

Almost all of the observed classrooms were proficient or exemplary in organizing physical space. Classrooms were safe and were arranged to accommodate interaction between students. Physical space was designed for multiple types of instruction: whole group, small group, and individual work. Each table had work organizers on the back of the chairs. In the center of the tables were caddies for materials. Classrooms had a print-rich environment and cozy furniture that encouraged reading. The review team observed SmartBoards, iPads with headphones, and computers in use by staff and students. However, each member of the QSR team identified at least one classroom that was disorganized and haphazardly put together, featured disheveled stacks of paper, not enough space for moving around comfortably, or lack of sufficient storage. Additionally, one of the inclusion classrooms appeared too small to house the teacher and students in the room.

## INSTRUCTIONAL DELIVERY

The below rubric was used to summarize the school's performance regarding instructional delivery.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
<b>Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

**Instructional Delivery Summary**

Overall, the teachers observed were rated either satisfactory or proficient (roughly 50% each) regarding instructional delivery, based on assessment of the following elements: communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility.

Almost all of the observed classrooms were proficient or exemplary in communication with students. Most teachers were articulate in their instruction and questioning, trying different paths to comprehension upon recognition of confusion (rephrasing questions to model correct sentence structure; "sight words"). Most information conveyed was accurate in terms of content and grammar. Many teachers announced the objectives for the lesson at the beginning of the class. In several instances, teachers expressly connected the new material with previously covered material to allow for a more vivid perspective on the value of the lesson's information and skills. Teacher efforts to connect material with student experience and interests were evidenced by consistent, widespread student engagement. Procedural directions were clearly explained for all learners (in one case, directions were specifically tailored for a non-verbal student) such that they understood how to complete activities, if not also why they were doing them. Since activities were frequently interactive and teachers were skilled in facilitating cooperation, students at times helped explain concepts to one another.

Approximately 40% of teachers observed scored proficient or exemplary in questioning and discussion techniques. Although teachers were effective in promoting student engagement through comforting praise and underscoring the value of participation, the questions themselves tended to be low-level, not calling for critical thinking. Discussions were mostly teacher focused with students participating only when they were called upon. Most questions were low-level and designed to determine students' memorization competency. Questions were concerned with "the what" and not the why or how. A few teachers did compel analysis of information rather than merely seeking repetition of what the teacher said (e.g. "Why do you need to explain it? Is that relevant? Why is that important?").

Half of the classrooms observed scored satisfactory in engaging students in learning, with the other half being rated proficient. Most students were engaged in the lesson and contributed to discussion by either volunteering or responding to the teacher when called upon. Students competently worked in several instructive settings: class wide discussion, group work, independently, and turn and talk.

In using assessment in instruction, three-quarters of the classrooms observed scored satisfactory. Most teachers assessed student understanding by asking questions and then gauging student particular responses and general reactions. Teachers observed used thumbs up/down, verbal quizzes, and written responses. During independent assignments or group work, teachers would circulate around the room and check in with each student regarding their progress and testing their understanding by posing questions about their responses. In these interactions, teachers gave direct feedback about what students were doing well and what they could improve. In some classes, however, teachers only asked questions of groups or the class as a whole without creating opportunities for individual assessment. Self-assessment was rare; rubrics were not observed.

Most of the classrooms observed scored satisfactory in demonstrating flexibility. Although teachers and administrators in the focus groups stated that teachers differentiated their lesson plans to accommodate both higher-performing and lower-performing students, such efforts were not apparent in practice in the observed classes. Most teachers were effective in motivating different types of

students (shy, apathetic, frustrated) and implemented their lessons with confidence in purpose and know-how. As the teacher and assistant walked around helping students, there were several instances of students taking a different path than assigned. Instead of the teachers immediately redirecting, they allowed students to explore.

## MEETING THE NEEDS OF ALL LEARNERS

The rubric below was used to summarize the school's performance regarding meeting the needs of all learners during the on-site reviews.

All Learners'	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research-based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

### Meeting the Needs of All Learners Summary

The teachers in the focus group stated the school has "an excellent inclusion model" to meet the needs of all learners. During the observations, it was difficult to tell which students have IEPs, as well as which teacher was the special education teacher and which was the general education teacher in a classroom. Administrators in the focus group said many general education teachers had dual certifications. Additionally, administrators, coaches, and teachers spoke about the focus on differentiation in planning and instructing; however, this differentiation was not necessarily evident in the QSR team's classroom observations. The campus also provides three self-contained classrooms to meet the needs of students with more severe disabilities. Two of the self-contained classrooms were observed, and observers noted drastically different environments. One room was large, with three adults guiding students at individualized stations. The other self-contained classroom was extremely small, with only one adult providing instruction. The QSR

team was concerned about the small space of this room and asked the PCSB special education specialist to conduct a second review.

The school has five English language learners (ELLs). The special education lead for the 2<sup>nd</sup> and 3<sup>rd</sup> grade works with the ELs. The school attempts to make the families feel welcomed and encourage participation by providing report cards in Spanish.



## PROFESSIONAL DEVELOPMENT

*The rubric below was used to summarize the school's performance in promoting professional development.*

Professional Development	Limited	Satisfactory	Proficient	Exemplary
<b>Time is made available throughout the year.</b>	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
<b>Extra support is in place for novice teachers.</b>	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

### Professional Development Summary

According to the administrator and teacher focus groups, professional development takes place four days a week in the form of a common planning period, with additional professional development opportunities at least once a month, and Saturday workshops as needed. Teachers indicated that professional development is usually centered around an area in which they feel they need support. The administration encourages teachers to attend OSSE trainings, and supports teachers earning additional degrees through tuition reimbursement. Aids/assistants are part of the summer institute for additional professional development and are also eligible for tuition reimbursement. Teachers also stated that instructional coaches, which the school has had for three years now, assist with lesson planning. Additionally, all teachers participate in a week-long retreat at the beginning of the school year in which they are divided for collaboration by grade level and content area.

Administrators in the focus group talked about how there are cameras in each classroom so instructional coaches can review teacher performance and offer ways to improve. Teachers are also expected to review them independently.

**SCHOOL CLIMATE**

*The rubric below was used to summarize the school’s performance regarding school climate.*

School Climate	Limited	Satisfactory	Proficient	Exemplary
<b>The school is a safe and orderly learning environment for students.</b>	The school’s disciplinary policies and practices are not well-articulated or understood by most of the staff, students, and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited	The school’s discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment,	The school’s discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school’s discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

**School Climate Summary**

Overall, the school appeared to be a safe and orderly learning environment. There are several security guards at the school, all of whom appear to have cordial relationships with students. Students in the focus group all said they feel safe at school due to the presence of the security guards and the calming impact of teachers. Three students mentioned other students in their classes were “mean,” or had done "bad things" but blamed it on other people and got away with it. The QSR team did not observe any instances of such misbehavior.

# Appendix I



April 25, 2013

Davene B. McCarthy White, Board Chair  
Eagle Academy PCS – New Jersey Avenue  
1017 New Jersey Avenue SE  
Washington, DC 20003

Dear Ms. White:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible for 10-year Charter Review

### **Qualitative Site Review Report**

On February 15 and 21, 2013 a Qualitative Site Review team conducted on-site reviews of Eagle Academy PCS – New Jersey Avenue Campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson's *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Eagle Academy PCS – New Jersey Ave. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Eagle Academy PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## CHARTER GOALS

This table summarizes the goals that Eagle Academy PCS contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will demonstrate proficiency in literacy skills.	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.
Students will demonstrate proficiency in numeracy skills.	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.
Students will exhibit age-appropriate social and emotional developmental behaviors.	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. The school also conducts socio-emotional assessments twice per year, though these were not observed by the QSR team. A part time clinician from the Department of Mental provides play therapy for identified students.
Attendance rate for all students will exceed 90%.	The QSR team did not review attendance data as part of the review.
Create and sustain a positive school climate.	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.

Goal	Evidence
<p>Parents will participate in the school community.</p>	<p>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.</p> <p>A PCSB staff member observed parent-teacher conferences on February 15, 2013. A sign-in sheet showed almost fifty parents had participated.</p>

## SCHOOL MISSION

*This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.*

School Mission	Limited	Satisfactory	Proficient	Exemplary
<b>The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.</b>	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
<b>The Board and school administrators govern and manage in a manner consistent with the school's design and mission.</b>	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
<b>The school's curriculum and instruction are aligned with the school's mission and educational goals.</b>	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
<b>The school has met or is making progress toward meeting the educational goals of its charter.</b>	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

### School Mission Summary

According to its charter, the mission of Eagle Academy PCS is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

The QSR team found students to be engaged in rich learning experiences with high-level curricula. Students were encouraged to become creative problem-solvers through techniques like inquiry-based learning and the opportunity to choose learning centers and activities. The

curriculum is aligned to the Common Core State Standards and is intended to support socio-emotional learning. The school leadership considers Eagle Academy PCS – New Jersey Ave a “full service school,” providing additional non-academic services based on needs identified by parents and teachers. The school has a full time occupational and physical therapists, and a behavior intervention specialist providing services to students.

In classroom observations, the QSR team noted that the teachers observed generally scored well on the elements of the rubric related to creating a good social environment for students: all of the teachers observed were proficient or exemplary on Environment of Respect, Organizing Physical Space, and Communicating with Students. The QSR team noted warm, caring, and academically engaging relationships between students and teachers in brightly lit and well-organized classrooms. However, the teachers were less successful at providing a rigorous academic program: just over half of teachers (57%) were proficient in Using Questioning and Discussion Techniques and Using Assessment in Instruction, techniques specifically cited by Eagle Academy PCS’s leadership team as key observable elements of the mission’s implementation in everyday operations. School leadership stated that the QSR team would observe differentiated instruction in classrooms, which was supported through ongoing, individualized and small group instruction. During the observations, the QSR team observed mostly whole-group instruction with some class discussions. Additionally, there were little to no examples of assessment of students observed throughout the classrooms. The leadership team also cited an interdisciplinary approach to integrating arts instruction across the curriculum, but the QSR team was unable to observe this in practice.

The administrator focus group participants indicated that the school is working to improve teacher satisfaction, but the QSR team noted a high turnover rate. The school provides bonus pay and conducts a teacher appreciation week. However, teachers in the focus group indicated frustration with the school’s constant technological problems and concerns about insufficient reading materials to support student learning and centers. Apparently, the school has previously provided expense reimbursements for teachers to acquire additional instructional materials, but, by February, this has not yet been available for this school year. The school leadership said that video cameras were being installed in every classroom to support teacher observation and professional development; the teacher focus group participants did not discuss their opinions on this policy.

According to school leadership, the board supports the school’s mission by assuring that budget allocations provide the resources to assist the school in providing services to children, the board attends school-sponsored events. On March 20, 2013 a PCSB staff member attended Eagle’s Board of Trustees meeting. Thirteen board members attended the meeting, constituting a quorum. Six staff members were also present. The meeting agenda items included the following:

- Minutes from previous meeting to be approved
- Financial report
- Executive Director’s report
- Principals report for Wheeler Road and NJ Avenue campus which included:



- Academic
- Attendance
- Re-enrollment and recruitment events
- Increasing parent participation for 2013-14 school year

## CLASSROOM ENVIRONMENTS

*This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.*

Class Environment	Limited	Satisfactory	Proficient	Exemplary
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Organizing Physical Space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

### **Classroom Environments Summary**

Almost 90% of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

All of the classrooms observed scored proficient or exemplary on Environment of Respect, with most being rated as “proficient.” During the QSR team’s observations, students and teachers were mutually respectful; teachers welcomed each student individually and apologized when classroom procedures did not conform to students’ expectations. Students smiled during lessons, gave each other high fives as encouragement, and helped each other move between learning centers.

Eighty-five percent of the teachers observed scored proficient or exemplary on Culture of Learning. The QSR team observed teachers clearly setting learning expectations with SWBAT (Students will be able to...) and orally; in one case, when the written expectations were complex, the teacher translated them into student-friendly terms. Teachers congratulated students on displaying their learning and reminded them of the importance of the lesson. The QSR team observed “exciting word” posters, pride walls, and student achievement data trackers posted in classrooms.

Eighty-five percent of the teachers observed scored proficient or exemplary on Managing Classroom Procedures. Classroom transitions were managed in a timely and efficient manner. Class rules were simple, clearly posted, and generally consistent across classrooms. In several classrooms, the QSR team observed students signing in to the classroom when they arrived. Teachers used hand signals, claps, thumbs up/thumbs down, and chants in engaging students and transitioning between activities. In one classroom, the QSR team observed a student reminding another student to join the carpet circle for morning meeting. In the teacher focus group, the QSR team learned that teachers are concerned about insufficient reading materials to support student learning and centers, though the teachers reported that the school has been investing in additional books.

Seventy-one percent of the teachers observed were rated as proficient or exemplary in Managing Student Behavior. Many teachers proactively managed student behavior by constantly surveying the room, moving between students, praising good behavior, and clearly setting expectations for good behavior before transitions and activities; in these classrooms, the QSR team observed no instances of student misbehavior. In other classrooms, student behavior management was more reactive, though there were no major incidences in most classrooms.

All of the classrooms observed were rated proficient or exemplary in Organizing Physical Space. Students and teachers moved easily around classroom furniture and between learning centers, which were clearly distinguished and had a variety of learning materials. The classrooms, including walls, carpets, and posters, were bright and colorful. The QSR team observed computers and Smart Boards; however, teachers in the focus group noted, and the QSR team's observations confirmed, that the Smart Boards are mounted too high for students to be able to use them.

## INSTRUCTIONAL DELIVERY

*This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.*

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
<b>Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

### **Instructional Delivery Summary**

Approximately three-quarters of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

All of the teachers observed were scored proficient or exemplary on Communicating with Students. Teachers' oral and written communication was error free. Teachers clearly stated directions and learning expectations orally and in writing, and presented activities with enthusiasm. There were also directions posted for individual learning centers, such as, "sort objects according to size."

About sixty percent of teachers were rated proficient or exemplary in their use of questioning and discussion techniques. The QSR team observed a small percentage of teachers using higher-order thinking questions, or questions designed to have students think and form opinions before responding, such as, “What does it mean to be persuasive?” Most of the questions observed were low-level recall questions, such as, “What are some of the products that we get from apples?” or “What day was yesterday?”

Eighty-five percent of teachers were rated proficient or exemplary in engaging students in learning. In most of the classrooms observed, all or almost all students were actively engaged in the lesson. Most whole group activities observed were during read alouds where teachers animatedly read stories and encouraged student participation with questions and discussion. During some discussions, teachers addressed students’ individual questions that may have been off topic or non-academic, but the instructional activities were age appropriate and captured students’ interest most of the time.

Approximately sixty percent of classrooms included assessments to monitor student learning progress. The primary methods of assessment observed were oral questioning of students on lesson content, and teachers monitoring progress during independent work time. Instructional assistants also gave the students immediate feedback as they worked with individual and small groups at various centers.

The QSR team did not review teachers’ lesson plans in advance and thus was unable to compare observed instruction to lesson plans. As such, the team could not identify adjustments based on student needs and cannot assess the school’s performance on the Flexibility and Responsiveness element of the rubric. However, in some cases, the QSR team was able to observe some adjustments, such as a teacher allowing for additional discussion time on a specific topic. In another case, the teacher’s responses to interruptions were detrimental to the quality of the lesson, as the teacher repeated activities when students arrived late or switched between instructional CDs several times.

## MEETING THE NEEDS OF ALL LEARNERS

*This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.*

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
<b>The school has strategies in place to meet the needs of students at risk of academic failure.</b>	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research-based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
<b>The school has strategies in place to meet the needs of English Language Learners ("ELLs").</b>	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

### Meeting the Needs of All Learners Summary

Through the focus groups with administrators and teachers, the QSR team learned of several strategies in place to support the needs of all learners, though most of these strategies were not directly observed. There is a Safety Net Program where instructional coaches model strategies for teachers to use with students who need additional support. The school uses technological resources, such as Lexia Reading, to provide intervention and content differentiation for struggling and advanced learners. The school also provides before and after school tutoring. School leaders report that Eagle is a full-service school that focuses on the whole child and provides a variety of resources when needs are identified from parent concerns, or teacher/ staff observations. The leadership stated that there is a full time staff member who serves as a behavior intervention specialist.

There are currently no English Language Learners ("ELLs") enrolled at the school.



## PROFESSIONAL DEVELOPMENT

*This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.*

Professional Development	Limited	Satisfactory	Proficient	Exemplary
<b>Time is made available throughout the year.</b>	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
<b>Extra support is in place for novice teachers.</b>	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

### Professional Development Summary

Eagle Academy PCS uses a READ-DC grant from the federal government to improve the quality of language and literacy instruction, including optional Saturday literacy workshops and a literacy mentor who provides intensive teacher coaching. The school uses the Classroom Assessment Scoring System (CLASS) and Early Language and Literacy Classroom Observation (ELLCO) tools to conduct classroom observations. The results of these, along with teacher surveys on their strengths and weaknesses, help determine the focus of professional development. A master artist from the Wolf Trap Foundation for the Performing Arts provides professional development related to integrating arts across the curriculum; however, the QSR team did not observe any arts-based instruction. Administrators in the focus group indicated that the QSR team should see differentiated instruction and ongoing assessment in classrooms, but these were also not observed.

The QSR team also learned that all classrooms will soon be outfitted with cameras for teacher reflection and feedback; they are expected to be installed by February 22, 2013.

According to the focus group participants, instructional coaches work with new teachers.

## SCHOOL CLIMATE

*This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.*

School Climate	Limited	Satisfactory	Proficient	Exemplary
<b>The school is a safe and orderly learning environment.</b>	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

### School Climate Summary

The learning environment was one of respect and caring. The review team observed that teachers and students interacted well with each other and students were very helpful to each other when moving to and from centers. The classrooms were painted in bright, cheery colors and there were brightly colored carpets for sitting and for defining centers. Students were generally well behaved and happy but the review team did not host a focus group with students since the school does not serve students older than grade 3.

The school has a high teacher turnover rate, all but one of the teachers are new this year. At the time of the review the principal had been reassigned and an interim principal was assigned to the school. According to the teacher focus group participants, the school tries to support teachers by working with instructional coaches to improve pedagogical skills, professional development opportunities, and adequate instructional resources. Administrators report that teachers are allocated \$250-\$500 quarterly to purchase additional classroom materials; however the teacher focus group reported that they did not receive an allotment for materials this year. Teachers are celebrated with performance incentive bonuses, and teacher appreciation week.

# Appendix J

## 10 Year Review Data

### Core Knowledge – Emergent Literacy Skills

*\*Percentage represents grade level average*

School Year (End of Year Performance)	PK3, PK4
2008-2009	Not available
2009-2010	83%
2010-2011	92%
2011-2012	88% (PK3 only)
2012-2013	In Progress

### Core Knowledge – Emergent Numeracy Skills

*\*Percentage represents grade level average*

School Year (End of Year Performance)	PK3, PK4
2008-2009	Not available
2009-2010	89%
2010-2011	92%
2011-2012	88% (PK3 only)
2012-2013	In Progress

### DIBELS – Emergent Literacy Skills

*Percentages represent grade level breakdowns of performance at each instructional level.*

#### 2010-2011

Grade Level	Beginning of Year			End of Year		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
K	48%	48%	4%	88%	8%	2%
1	48%	38%	14%	57%	29%	13%
2	42%	20%	38%	52%	13%	35%

#### 2011-2012

Grade Level	Beginning of Year			End of Year		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
K	69%	28%	3%	84%	10%	6%
1	82%	15%	3%	63%	25%	11%

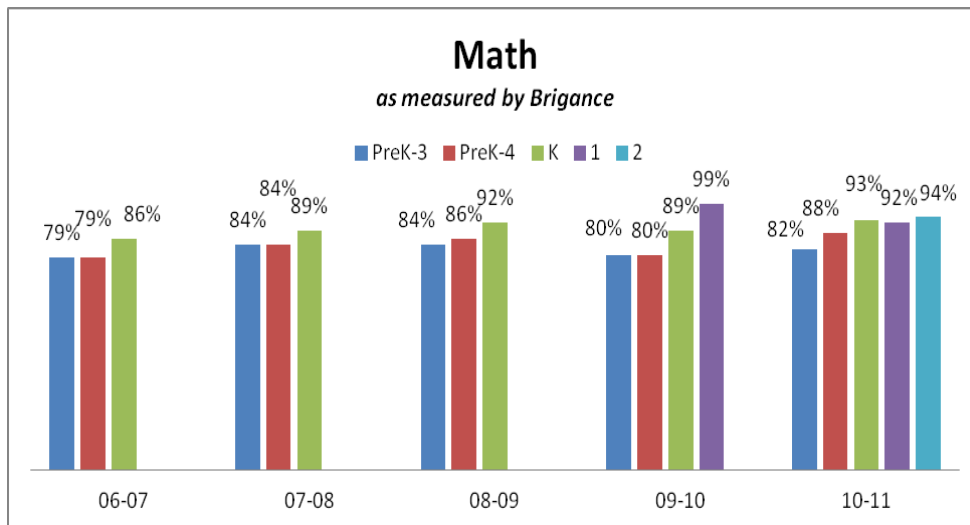
2	48%	32%	20%	52%	17%	32%
3	51%	21%	28%	39%	37%	24%

**2012-2013 (End of Year results not yet available)**

Grade Level	Beginning of Year			Middle of Year		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
K	67%	28%	5%	75%	18%	6%
1	72%	18%	10%	71%	16%	13%
2	50%	29%	21%	57%	18%	25%
3	38%	33%	29%	43%	18%	39%

**Brigance – Emergent Numeracy Skills**

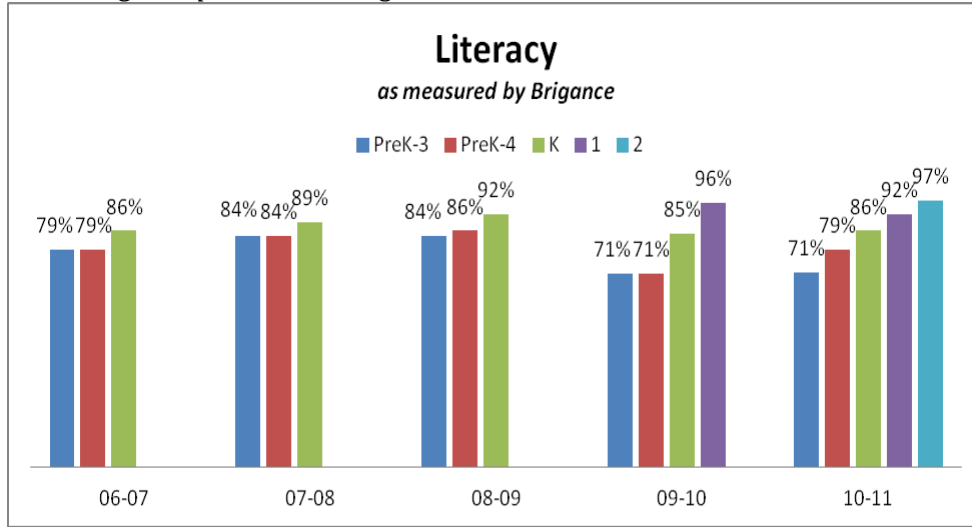
*Percentages represent average scores.*



School Year (End of Year Performance)	Grade Levels Tested	Performance
2007-2008	PK3-KG	89%
2008-2009	PK3-KG	92%
2009-2010	PK3-1 <sup>st</sup>	99%
2010-2011	PK3-2 <sup>nd</sup>	94%
2011-2012	Assessment Discontinued	
2012-2013		

### Brigance – Emergent Literacy Skills

Percentages represent average scores.



School Year (End of Year Performance)	Grade Levels Tested	Performance
2007-2008	PK3-KG	89%
2008-2009	PK3-KG	92%
2009-2010	PK3-1 <sup>st</sup>	96%
2010-2011	PK3-2 <sup>nd</sup>	97%
2011-2012	Assessment Discontinued	
2012-2013		

### STAR – Emergent Literacy Skills

Percentage is a measure of proficiency (performance “At or above the 40<sup>th</sup> percentile”) The percentage denoted with a \* indicates the number of students of “At or above 70% Proficiency”

School Year (End of Year Performance)	K	1	2	3
2006-2007	Assessment Not Administered			
2007-2008				
2008-2009				
2009-2010	N/A	N/A	97%*	N/A
2011-2012	89%	57%	58%	66%
2012-2013	Assessment Discontinued			

### STAR – Emergent Numeracy Skills

*Percentage is a measure of proficiency (performance “At or above the 40<sup>th</sup> percentile)  
The percentage denoted with a \* indicates the number of students of “At or above 70% Proficiency”*

School Year (End of Year Performance)	K	1	2	3
2006-2007	Assessment Not Administered			
2007-2008				
2008-2009				
2009-2010	N/A	N/A	77%	N/A
2011-2012	89%	44%	40%	66%
2012-2013	Assessment Discontinued			

### **Houghton-Mifflin Emergent Literacy Skills**

*As reported on previous PCSB reviewed and approved Accountability Plans. Numbers reported indicate average score.*

School Year (End of Year Performance)	PK4	K
2006-2007	N/A	72%
2007-2008	N/A	84%
2008-2009	N/A	92%
2009-2010	N/A	83%
2011-2012		N/A
2012-2013	Assessment Discontinued	

### **Houghton-Mifflin Emergent Numeracy Skills**

*As reported on previous PCSB reviewed and approved Accountability Plans. Numbers reported indicate average score.*

School Year (End of Year Performance)	PK4	K
2006-2007	N/A	85%
2007-2008	N/A	77%
2008-2009	N/A	93%
2009-2010	N/A	83%
2011-2012		N/A
2012-2013	Assessment Discontinued	

**Learning Accomplishment Profile**

*As reported on previous PCSB reviewed and approved Accountability Plans. Numbers reported indicate average score.*

School Year (End of Year Performance)	PK3	PK4	K
2006-2007	98%		98%
2007-2008	91%		98%
2008-2009	94%	95%	98%
2009-2010	Assessment Discontinued		
2010-2011			
2011-2012			

**Social-Emotional Data**

*As assessed by Brigance from 2007-2011*

*SSIS (for the 2011-2012 school year only) percentage indicates the number of 1<sup>st</sup> and 2<sup>nd</sup> grade students that scored average or above (as indicated by a score of 85 or greater)*

School Year (End of Year Performance)	PK3	PK4	K	1	2
2006-2007	98	98	98	N/A	N/A
2007-2008	91	91	98	N/A	N/A
2008-2009	94	95	98	N/A	N/A
2009-2010	95	98	99	99	N/A
2010-2011	80	95	93	U/A	80
2011-2012 (SSIS)	Unavailable			81%	



# Appendix K

## PARENT/FAMILY EVENTS

**2008-2009SY**

EVENT	DATE	TOTAL ATTENDANCE  (SIGN-IN SHEETS ARE PROVIDED AND COLLECTED AT EACH EVENT)
Parent Orientation	8/19/2008	193
Back to School Night	9/30/2008	124
Grandparents Classroom Visit Day	11/21/2008	95
Grandparents Day Celebration	11/21/2008	115
Thanksgiving Basket Giveaway	11/26/2008	61
Christmas Carols in the City	12/14/2008	10
Annual Holiday Performance	12/17/2008	114
PTO Meeting	1/15/2009	50
Black History Program	2/20/2009	59
1 <sup>st</sup> Grade Enrollment Fair	2/24/2009	31
Muffins for Moms	3/19/2009	64
Week of the Young Child (Fun Day)	4/24/2009	92
Students of Spring Fashion Show	4/25/2009	94
Before and After Care Program	5/28/2009	111
Breast Cancer Walk-A-Thon	10/19/2009	86
4 quarterly Parent Teacher Conference		

## PARENT/FAMILY EVENTS

**2010-2011SY**

EVENT	DATE	TOTAL ATTENDANCE  (SIGN-IN SHEETS ARE PROVIDED AND COLLECTED AT EACH EVENT)
Parent Orientation	8/18/2010	220
Parent Orientation	8/19/2010	172
Back To School Night	9/30/2010	141
PTO Meeting	10/28/2010	40
Parents, Friends & Family Night	11/10/2010	84
PTO Meeting	11/18/2010	39
Grandparents' Day	11/19/2010	129
Thanksgiving Basket Giveaway	11/22/2010	360
Dads Rock n' Read	12/10/2010	42
Eagle Academy Christmas Performance	12/14/2010	220
Parent Workshop	1/19/2011	18
PTO Meeting	2/17/2011	30
Parents, Friends & Family Night	2/24/2011	106
Black History Program	2/25/2011	29
PTO Meeting	3/17/2011	30
Parents, Friends & Family Night	4/7/2011	63
Poetry Café'	4/13/2011	47
Eagle Going Green School Celebration	4/27/2011	46
PTO Meeting	5/19/2011	25
4 quarterly Parent Teacher Conference		

## PARENT EVENTS

**2011-2012SY**

EVENT	DATE	TOTAL ATTENDANCE  (SIGN-IN SHEETS ARE PROVIDED AND COLLECTED AT EACH EVENT)
Parent Orientation	8/18/2011	276
Back To School Night	9/29/2011	124
Asthma Workshop	9/27/2011	17
PTO Meeting	9/15/2011	34
PTO Meeting	10/20/2011	37
Grandparents' Day	10/19/2011	69
Parents, Friends & Family Night	11/14/2011	89
PTO Meeting	11/22/2011	51
Thanksgiving Basket Giveaway	11/23/2011	320
PTO Meeting	1/19/2012	32
Martin Luther King Jr. Program	1/26/2012	30
PTO Meeting	2/23/2012	27
PTO Meeting	3/15/2012	53
Parents, Friends & Family Night	4/12/2012	63
Mother's Tea	5/18/2012	78
4 quarterly Parent Teacher Conference		

## PARENT/FAMILY EVENTS

**2012-2013SY**

EVENT	DATE	TOTAL ATTENDANCE  (SIGN-IN SHEETS ARE PROVIDED AND COLLECTED AT EACH EVENT)
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
4 quarterly Parent Teacher Conference		

# Appendix L



**Eagle Academy Public Charter School - New Jersey Ave**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**Eagle Academy Public Charter School - New Jersey Ave**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	





**Eagle Academy Public Charter School - New Jersey Ave**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



**Eagle Academy Public Charter School - Wheeler Road**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**Eagle Academy Public Charter School - Wheeler Road**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**Eagle Academy Public Charter School - Wheeler Road**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

# Appendix M

**Charter School Annual Performance Review**

**Compliance Review**

**I. STUDENT INFORMATION**

**A. Student Enrollment, Attendance, and Discipline**

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Ad Proof (Sample)	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

**B. Student daily attendance and changes in student enrollment are carefully documented.**

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

**C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.**

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The basis for suspensions and expulsion recommendations are clearly outlined. (A) There is a recommendation step in the expulsion process. (B) There is at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook.	Yes
iii. There is evidence that due process procedures have been followed.		N/A

Comments:

**D. Student records are stored and managed within a secure environment.**

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Principal's Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

**E. Special Education and physically disabled students (section 504) are properly identified.**

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

Compliance Review

**I. STUDENT INFORMATION (Continued)**

**F. English Language Learners (ELLs) are properly identified, assessed and served.**

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.		N/A
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT).		N/A
iv. School has appropriate resources and supports available for ELLs.		N/A
v. Students are exited from language support programs when they have reached appropriate English proficiency levels.		N/A
vi. All NEP/LEP students are assessed at least annually and FEP students continue to be assessed for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.		N/A

Comments:

**G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.**

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	yes
ii. Student health records exist and are up to date.	Compliance Certificate from Dept. of Health	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	SIS Teacher Access with Conditions Noted in Student Roster	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

**H. Reporting Student Information**

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

Compliance Review

**II. STAFF INFORMATION**

**A. The school maintains adequate personnel records for staff.**

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract	Yes

**B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.**

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

**C. An employee handbook has been developed, distributed to personnel, and regularly updated.**

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

**D. The school has a complaint resolution process for employees.**

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

**E. Key personnel changes are promptly reported to the Charter Board.**

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)	Letter or Memo to PCSB	Yes

Comments:



**Charter School Annual Performance Review**

**Compliance Review**

**III. SITE INFORMATION**

**A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.**

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

**B. The school maintains an accurate inventory of all school assets.**

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

**C. There is a lease and an active certificate of occupancy on file.**

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

Comments:

**D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.**

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

**E. The school engages in safe food practices as required in the D.C. Food Code.**

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

**F. The school's Board of Trustees is structured in compliance with the School Reform Act.**

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.	Memo or letter to PCSB notifying staff of BOT changes and includes updated information.	Yes

Charter School Annual Performance Review

Compliance Review

Comments:

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

Compliance Review

**IV. NO CHILD LEFT BEHIND**

**A. No Child Left Behind Notification & Corrective Actions**

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Main Office	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

**B. No Child Left Behind HQT**

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."	Praxis Exam Results	Yes
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		N/A
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		N/A
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		N/A
v. Paraprofessionals meet the HQT requirements of NCLB.	Paraprofessional Praxis	No

Comments:

4 out of compliance

Charter School Annual Performance Review

Compliance Review

**V. SPECIAL EDUCATION**

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
	Provision of Services	Special education and related services are provided as indicated on IEPs		
ii. § 300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	Copies of evaluation reports	
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years, unless parent and LEA agree a reevaluation is unnecessary.		
iii. § 300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher	Observation results: observation report or results included in written report	
	Written Report	Written report contains all required components	Copy of written report	
iv. § 300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	Completed LRE forms: written assurance by principal	

Charter School Annual Performance Review

Compliance Review

V. SPECIAL EDUCATION (Continued)				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	Copies of staff certification	
	Provision of Services	Related services included on students' IEPs and provided as specified	copies of current evaluations, current IEPs, and students'/related services providers' schedules	
	Extended School Year	Extended School Year eligibility are considered to ensure FAPE (regression/recoupment)	Copies of current IEPs	
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually	Copies of current IEPs	
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs	Copies of current IEPs	
		Include additional participants for transition planning for students age 16 and over.	Copies of signed IEPs/notices to representatives of other agencies/evidence that student was invited.	
	Parent Participation	Parents are notified and invited to participate in IEP meeting	Parent signature on IEP/Copies of notices sent to parents	
		Additional procedures are implemented to ensure parent participation	Logs of attempts to involve parents	
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	Copies of record of access	
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	Policies/procedures; written assurance by principal	
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	Posted copy of safeguards list	

# Appendix N

**DC Public Charter School Board**  
*Phase I – Database Review by PCSB Special Education Monitor*

**DESK AUDIT: Database Review**

<b>School: Eagle Academy</b>		<b>Date: 3/28/13</b>
<b>Leader:</b> Trenice Jett-Jones (Eagle- New Jersey) Jeff Cline (Eagle- Wheeler)	<b>Special Education Manager: Trenice Jett-Jones</b>	

### Supporting Law

#### Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04

(a) A public charter school shall comply with all of the terms and provisions of its charter.

(11) “A public charter school shall submit an annual report” that includes:

(ii) “Student performance on any districtwide assessments”

(vi) “Official student enrollment”

(vii) “Average daily attendance”

38-1802.2

(B) The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

(ii) To perform competitively on any districtwide assessments.”

(10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”

#### Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

- Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service....”
- Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;; and “student attendance and re-enrollment rates...” “Reviewers will look for evidence of...Examples of school performance and reasons for those performance outcomes...”

#### Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make ‘determinations’ annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	Comments & Documents																																																							
1. School Profile	Special Education Levels	<p>Eagle – New Jersey Ave  Level 1: 2  Level 2: 1  Level 3: 0  Level 4: 1  Total: 4 SWDs/125 Total = 3.2%</p> <p>Eagle – Wheeler Rd  Level 1: 28  Level 2: 25  Level 3: 5  Level 4: 15  Total: 73 SWDs/640 Total = 11.41%</p>																																																							
2. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	<p>Percentage of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the five previous years</p> <p>Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the five previous years</p>	<table border="1" data-bbox="680 647 1980 748"> <thead> <tr> <th colspan="7">Achievement Gap: Eagle – Wheeler Rd General Population v. Eagle – Wheeler Rd Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td colspan="7">No Data Available</td> </tr> </tbody> </table> <table border="1" data-bbox="680 826 1980 1182"> <thead> <tr> <th colspan="7">Achievement Gap: Eagle – New Jersey Ave General Population v. Eagle – New Jersey Ave Students with Disabilities</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">2010</th> <th colspan="2">2011</th> <th colspan="2">2012</th> </tr> <tr> <th>Reading</th> <th>Math</th> <th>Reading</th> <th>Math</th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Eagle Academy General Education Population Proficiency Rate</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>38%</td> <td>N/A</td> </tr> <tr> <td>Eagle Academy Students w/Disabilities Proficiency Rate</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>11%</td> <td>N/A</td> </tr> <tr> <td>Eagle Academy Achievement Gap</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>27%</td> <td>N/A</td> </tr> </tbody> </table>	Achievement Gap: Eagle – Wheeler Rd General Population v. Eagle – Wheeler Rd Students with Disabilities							No Data Available							Achievement Gap: Eagle – New Jersey Ave General Population v. Eagle – New Jersey Ave Students with Disabilities								2010		2011		2012		Reading	Math	Reading	Math	Reading	Math	Eagle Academy General Education Population Proficiency Rate	N/A	N/A	N/A	N/A	38%	N/A	Eagle Academy Students w/Disabilities Proficiency Rate	N/A	N/A	N/A	N/A	11%	N/A	Eagle Academy Achievement Gap	N/A	N/A	N/A	N/A	27%	N/A
Achievement Gap: Eagle – Wheeler Rd General Population v. Eagle – Wheeler Rd Students with Disabilities																																																									
No Data Available																																																									
Achievement Gap: Eagle – New Jersey Ave General Population v. Eagle – New Jersey Ave Students with Disabilities																																																									
	2010		2011		2012																																																				
	Reading	Math	Reading	Math	Reading	Math																																																			
Eagle Academy General Education Population Proficiency Rate	N/A	N/A	N/A	N/A	38%	N/A																																																			
Eagle Academy Students w/Disabilities Proficiency Rate	N/A	N/A	N/A	N/A	11%	N/A																																																			
Eagle Academy Achievement Gap	N/A	N/A	N/A	N/A	27%	N/A																																																			
3. Pertinent information from charter application, amendment(s), and agreement as they apply to SWDs	Charter application and agreement, and any amendments	The Eagle application contains no discriminatory language. There is a special education goal related to identifying and evaluating students for special education services within 90 days.																																																							



4. OSSE Compliance	Annual Determination Score and Notes	FFY 2010 LEA: 94% (Meets Requirement)  <b>Indicator 8: Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)</b> – “Less than 90% of noncompliance corrected within one year after the identification of the noncompliance.”
	Part B Onsite Monitoring Report	2011-2012 LEA Compliance Monitoring Report  <b>Areas where Individual Student Corrections must be completed</b> Initial Evaluations and Reevaluations (between 90.701%- 100% compliant) IEP Development (between 83.05%-98.33% compliant) Least Restrictive Environment (between 83.33%-86.21% compliant) Data Verification (between 94.29%-100% compliant)  <b>Areas where LEA Corrective Action Must Be Completed</b> Fiscal (all areas are at 100%, except for FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs (0%)  <b>Corrections (As of 4/18/13):</b> LEA is within time line for correcting noncompliance and has already begun corrections due by designated timeframes to OSSE offices.
	Quarterly Findings and Corrections	6/29/12- No Findings  4/13/12 – No Findings  12/12/11 (For 4/1/11-9/30/11) – Finding for Initial Evaluation 6/20/12 Findings Corrections Report confirms Eagle corrected the compliance concern with timely initial evaluations.

# Appendix 0



**ENCLOSURE 2**

**FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS**

<b>LEA:</b>	Eagle Academy Public Charter School
<b>Final Percentage Rating:</b>	94%
<b>Determination Level:</b>	Meets Requirements

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

<b>Item Number</b>	<b>Element</b>	<b>Determination</b>	<b>Number of Points Earned</b>
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>• Indicator 4b –in compliance</li> <li>• Indicator 9 – in compliance</li> <li>• Indicator 10 – in compliance</li> <li>• Indicator 11 – not in compliance</li> <li>• Indicator 12 – N/A</li> <li>• Indicator 13 – N/A</li> </ul>	3
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>• All data are valid and reliable and submitted timely</li> </ul>	4
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	<ul style="list-style-type: none"> <li>• LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit</li> </ul>	N/A
<b>3b</b>	Dispute resolution findings (student and/or LEA level)	<ul style="list-style-type: none"> <li>• No dispute resolution complaints were filed against the LEA.</li> </ul>	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle</li> </ul>	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely</li> </ul>	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> <li>• LEA did not meet minimum “n” size for disability subgroup</li> </ul>	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> <li>Less than 90% of noncompliance corrected within one year after the identification of the noncompliance</li> </ul>	0
<b>Total Number of Points Earned + Additional Points</b>			<b>17</b>
<b>Total Possible Points from Applicable Elements</b>			<b>18</b>
<b>Percentage of Points from Applicable Elements</b>			<b>94%</b>

# Appendix P

# Eagle Academy

## 2011-2012 LEA Compliance Monitoring Report



Date of Notification:

May 9, 2012

All Corrections Due by:

November 9, 2012

Prepared by:

OSSE Quality Assurance & Monitoring Unit

## LEA Directions for Compliance Monitoring Workbook

### Compliance Summary

#### **Step 1: Review the compliance summary.**

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

### Student Level Noncompliance

#### **Step 2: Review all student level noncompliance.**

All instances of noncompliance must be corrected at an individual student level.

#### **Step 3: After all student level noncompliance has been corrected, sign and date the student level form.**

When corrections have been made for all items of noncompliance for each student, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

#### **Step 4: Submit verification of correction.**

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

### LEA Level Noncompliance

#### **Step 5: Review all LEA level noncompliance.**

For any LEA having less than 80% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.



**Step 6: After all LEA level noncompliance has been corrected, sign and date the LEA level form.**

When corrections have been made for each item of noncompliance, the appropriate administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

**Step 7: Submit verification of correction.**

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed. Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

#### **Additional Corrective Actions**

**Step 8: Review Section 4.1 - Additional LEA Corrections**

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

#### **Certification Page**

**Step 9: Sign and date Certification.**

Upon completion of ALL student level and LEA level corrective actions, the appropriate LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

#### **Submission**

**Step 10: Submit the Certification form and all signature pages of the report.**

Submit the Certification page and ALL signature pages to:

Mary Boatright, Director of Quality Assurance & Monitoring

OSSE, Department of Special Education

810 First Street, NE, 5th Floor

Washington, DC 20002



IEP Development							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
IEP 8: Parent Invited to IEP Meeting	\$300.322(a)	60	57	3	0	95.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 9: General Education Teacher Attended IEP Meeting	\$300.321(a), \$300.321(e)	60	49	10	1	83.05%	Not Correctable at Student Level, No Additional Actions Required
IEP 10: LEA Designee Attended IEP Meeting	\$300.321(a), \$300.321(e)	60	58	2		96.67%	Not Correctable at Student Level, No Additional Actions Required
IEP 11: IEP Contains Measurable Annual Goal(s)	\$300.320(a) (2)(i)	60	59	1		98.33%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE	\$300.320(a) (2)(i)(B)	60	55	2	3	96.49%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	\$300.320(a)(3)	60	55	2	3	96.49%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 14: IEP Documents ESY Was Considered	\$300.106(a)(2)	60	59	1		98.33%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	\$300.320(a)(1)	60	54	6		90.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	\$300.320(c)	60	0	0	60	NA	NA
IEP 17: IEP Team Considered Concerns of the Parents	\$300.324(a)	60	59	1	0	98.33%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

Least Restrictive Environment							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
<b>LRE 18:</b> Supplemental Aids and Services Used Before Removal From Regular Education	\$300.114(a)(2)(ii)	60	50	8	2	<b>86.21%</b>	Individual Student Corrections Must Be Completed Where Noncompliance Identified
<b>LRE 19:</b> Consideration of Harmful Effects	\$300.116(d)	60	50	10		<b>83.33%</b>	Individual Student Corrections Must Be Completed Where Noncompliance Identified
<b>Discipline</b>							
<b>DIS 20:</b> Manifestation Determination	\$300.530(e)	60	0	0	60	<b>NA</b>	NA
<b>DIS 21:</b> IEP Team Considered Use of Positive Behavioral Interventions/Supports/Strategies	\$300.324(a)(2)	60	0	0	60	<b>NA</b>	NA
<b>Data Verification</b>							
<b>DAT 22:</b> Student Name Same as Reported in SEDS	\$300.211	60	60	0		<b>100.00%</b>	Criteria Met
<b>DAT 23:</b> Date of Birth Same as Reported in SEDS	\$300.211	60	60	0		<b>100.00%</b>	Criteria Met
<b>DAT 24:</b> Primary Disability Same as Reported in SEDS	\$300.211	60	59	1		<b>98.33%</b>	Individual Student Corrections Must Be Completed Where Noncompliance Identified
<b>DAT 25:</b> Placement Same as Reported in SEDS	\$300.211	60	60	0		<b>100.00%</b>	Criteria Met
<b>DAT 26:</b> Initial Evaluation Date Same as Reported in SEDS	\$300.211	60	49	0	11	<b>100.00%</b>	Criteria Met
<b>DAT 27:</b> Reevaluation Date Same as Reported in SEDS	\$300.211	60	33	2	25	<b>94.29%</b>	Individual Student Corrections Must Be Completed Where Noncompliance Identified
<b>DAT 28:</b> IEP Development Date Same as Reported in SEDS	\$300.211	60	59	1	0	<b>98.33%</b>	Individual Student Corrections Must Be Completed Where Noncompliance Identified
<b>DAT 29:</b> IEP Implementation Date Same as Reported in SEDS	\$300.211	60	58	2	0	<b>96.67%</b>	Individual Student Corrections Must Be Completed Where Noncompliance Identified

## LEA Level Review

60

Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
<b>DAT 30:</b> LEA Entered All Students Referred to Special Education into SEDS	\$300.211	60	60	0		100.00%	Criteria Met
<b>Dispute Resolution</b>							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
<b>DSP 31:</b> LEA implements HODs in Timely Manner	\$300.600(e)	1			1	NA	NA
<b>DSP 32:</b> LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1			1	NA	NA
<b>DSP 33:</b> LEA Timely Implements Corrective Actions	\$300.600(e)	1			1	NA	NA
<b>Access to Instructional Materials</b>							
<b>NIM 34:</b> LEA Provision of Instructional Materials	\$300.172	1			1	NA	NA
<b>Fiscal</b>							
<b>FIS 35:</b> LEA Policy/Procedure Governing Budgets	\$80.20	1	1			100.00%	Criteria Met
<b>FIS 36:</b> LEA Has Procurement Policy/Procedure to Ensure Contractors Perform in Accordance of Contract/Purchase Order	§§80.36(b)(1), (b)(2)	1	1			100.00%	Criteria Met
<b>FIS 37:</b> LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1			100.00%	Criteria Met
<b>FIS 38:</b> LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	\$80.23	1	1			100.00%	Criteria Met

Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
<b>FIS 39:</b> LEA Retention of Financial Records for 5 Years	\$80.42 GEPA	1	1			100.00%	Criteria Met
<b>FIS 40:</b> LEA Controls in Place to Protect Assets Over \$5,000	\$80.32	1	1			100.00%	Criteria Met
<b>FIS 41:</b> LEA Code of Conduct For Employees Administering Contracts	\$80.36(b)	1	1			100.00%	Criteria Met
<b>FIS 42:</b> LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	\$80.20	1	1			100.00%	Criteria Met
<b>FIS 43:</b> LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	\$80.20	1	1			100.00%	Criteria Met
<b>FIS 44:</b> LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87	1		1		0.00%	LEA Corrective Actions Must Be Completed
<b>FIS 45:</b> LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87	1	1			100.00%	Criteria Met
<b>FIS 46:</b> LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	\$80.20(b)(6)	0				NA	NA
<b>FIS 47:</b> LEA Followed Procurement Procedures	\$80.36	1			1	NA	NA
<b>FIS 48:</b> LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	\$80.20 OMB Circular A-87	1	1			100.00%	Criteria Met
<b>FIS 49:</b> LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	\$80.20 OSSE GAN	1			1	NA	NA

<b>FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses</b>	OMB Circular A-87	1			1	NA	NA
---	-------------------	---	--	--	---	----	----

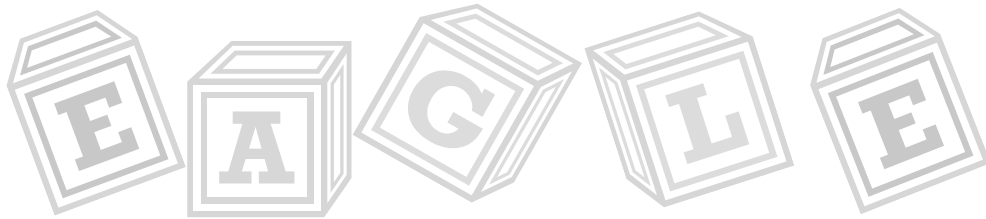
Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
<b>FIS 51:</b> LEA Utilizes IDEA Funds for Providing CEIS	\$300.226 \$300.646	1			1	NA	NA
<b>FIS 52:</b> LEA Properly Tracks Students Who Receive CEIS	\$300.226(d)	1			1	NA	NA
<b>FIS 53:</b> LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	\$300.134	1			1	NA	NA
<b>FIS 54:</b> LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	\$300.134	1			1	NA	NA
<b>FIS 55:</b> LEA Reduction of Expenditures for the Education of Students with Disabilities	\$300.203	1			1	NA	NA



# Appendix Q



# Annual Report 2009



Ronald A. Hasty  
Principal

Cassandra S. Pinkney  
Executive Director & Founder

## A. Mission Statement

The mission of The Eagle Academy Public Charter School is to build the foundation for a promising future for all students in a *rich, robust* learning environment that fosters *creativity*,

*problem solving abilities, and emphasizing cognitive, social and emotional growth by engaging children as active learners.*

**EAGLE ACADEMY PCS  
STATEMENTS OF BELIEF**

Eagle Academy Public Charter School, a culturally sensitive Early Childhood Learning Community, believes in the following:

- That each classroom setting serves as a provocative learning environment which promotes learning experiences inspiring a sense of awe and wonderment for the young learner.
- That a carefully constructed bridge between school and home encourages and invites parents/guardians to be partners in the education of their child.
- That promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- That new discoveries are planned with intentionality to encourage students to be independent, critical thinkers, developing at their own pace.
- That our stakeholders must be committed to the social competence, emotional well being, and individual cognitive growth of all students, in order to achieve and exceed State Early Childhood standards.
- That students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for life-long-learning.
- That professional development, training and reflective practices build a common language and a deeper understanding of the teaching and learning process for the faculty and lead to improved academic and social outcomes for students.

**B. School Program**

**Grade and age levels served\***

1. Eagle Academy Public Charter is an early childhood center serving the educational and social emotional needs of students attending:
  - Eagle Pre-School, Age 3 (must be 3 by December 31 of each year)
  - Pre-Kindergarten, Age 4
  - Kindergarten, Age 5.

The DCPCSB has granted the extension of educational services beginning 2008 – 2009 to serve students attending first grade.

2. Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited- or non-English proficient

The Eagle Academy Public Charter School offers a high quality educational program committed to building social competence, emotional well being, and individual cognitive growth in all students, and to achieve and exceed State Early Childhood standards.

All educators provide a developmentally appropriate, child-centered, hands-on learning environment rich with language development, while implementing curricula and instructional programs that involve active learning and support for all students at their levels of readiness. The educational practices at Eagle Academy meet the standards established by NAEYC and the National Head Start. Eagle has blended the Head Start curriculum with Core Knowledge for Pre-school. At the Pre-Kindergarten level teachers use the Early Learning Standards to inform their practice utilizing the scientifically research based Houghton Mifflin reading and mathematics program. At the Kindergarten Level, the faculty has implemented developmental reading using Houghton Mifflin materials.

All faculty and staff focus on vocabulary development throughout the day, engaging children in language and content rich discussions, modeling language and through reading award-winning literature. A professional librarian works with all students and families and provides weekly opportunities to read books from a vast selection of carefully chosen genres.

Students are provided with multiple opportunities to delve deeply into areas of interests, allowing them to develop deep insights in their areas of study. The courses of inquiry are tailored to each student's level and their demonstrations of learning are celebrated with classmates and families. This system of recognition allows students who have different rates of growth to share success in the same classroom. This year the students also participated in a Science Fair that was judged by the scientists from the Navy Yard as a result of an ongoing partnership with them.

Eagle Academy PCS spotlights the benefits of inclusive education and early intervention as a key educational focus. We enroll students with disabilities from Level 1 through Level 4. Regular education students and classified students learn together as required by law and by best educational practice. Students with disabilities can often outgrow apparent problems with the correct support at home and at school. Due to early intervention, many of the students who come to Eagle with a disability label leave the school with a regular education label and no longer require the support of special services. General education students and students with disabilities learn to grow educationally and to interact appropriately with peers.

This model embraces the belief that general education students and students with disabilities can learn to accept the disability as well as the challenge of growing and learning in a multi-level classroom. Students who require that 100% of their time be spent in a self-contained classroom (based upon their I.E.P.s) are served at Eagle Academy. Eagle Academy was one of the first schools with a primarily general education population to include Non-Categorical students as part of the recruitment process. No Limited English Proficient students were enrolled at Eagle for the 2008-2009 school year. We are prepared to provide quality education to any students wishing to enroll in the future.

### 3. Brief description of key mission-related programs

Eagle Academy PCS faculty, staff and the families we serve are committed to the mission and vision of this unique early childhood community. The administrators, faculty and staff utilize the lessons learned from the Design for the Future, the Middle States protocol, applying the Middle States standards to guide the education programs.

The school environment and culture developed and nurtured by administrators, faculty, staff and families facilitate the implementation of best practices to sustain a high quality education program. In an effort to continue the commitment to acknowledge and implement the idea of a 'common language' for teaching and learning and understanding of the components for key mission-related programs, Eagle PCS allocates two weeks prior to the students fall arrival for professional development and training focused on knowledge of skills and data driven strategies to sustain this high quality program. The technology program continues to grow as faculty seeks opportunities for student experiences that are developmentally appropriate. Ongoing professional development, training and support are available to teachers during the school day, throughout the school year.

Our students experience consistency throughout the school. Classroom routines enable students to feel secure in their school environment, to learn to work with peers, to express emotions with words rather than physical actions, and accept direct interventions by staff designed to facilitate social growth. The faculty is well schooled in the cultivation of developmental skills in our students in the social and emotional areas.

Eagle Academy plans multiple meaningful events throughout the year to provide families with opportunities to engage in their child's education. A photo gallery displayed throughout the halls captures events and visitors can see how families, faculty and staff build connections to the mission of the school.

Bi-weekly parent programs and monthly Parent Association Program meetings at Eagle provide a hub for drawing parent activity. This year parent participation was heightened through a number of events including our yearly science fair where parents and students worked together to explore topics. These and numerous other varied and regularly scheduled learning opportunities drew 84% of the families to participate at least once and helped to support our efforts to achieve the mission.

Eagle Academy provides a strong and consistent health program, which ensures student health and well being. The school is in its fourth year of a visitation program with Howard University Medical School's Pediatric Interns. The interns provide support for the emotional, social, and personal growth of the students as well as their physical health.

### 4. School year and hours of operation

School Year August to June

Hours of Operation: 8:30am- 4:00pm (After School Service 4:00pm-6:00pm)

### C. School Staff

1. Name and titles of those in key leadership positions in the school.

Davene White, RN, MPH, *Chairperson, Board of Trustees*

Gowon Thorpe, *Treasurer*

Betty Williams, *Secretary*

Cassandra Pinkney, M.A., *Executive Director*

Ron Hasty, M. Ed., *Principal*

Joe M. Smith, Ph.D., *Director of Finance*

Trenice Jett-Jones, *Special Education Coordinator*

2. Number of teachers\* 20
3. Number of teacher aides\* 14
4. Average class size\* 18
5. Qualifications and assignments of school staff\* See data sheet
6. Staff attrition rate\* .01 %
7. Salary range and average salary, for teachers and administrators.\* \$39,000 to \$125,000

### D. Student Characteristics

1. Number of students enrolled, by grade level\*
  - Pre-School - 116
  - Pre-Kindergarten - 127
  - Kindergarten – 77
  - Non-Category Special Education –10 (one counted in kindergarten and graduated)
2. Student attrition rate during the year reported\* 16%
3. Student re-enrollment\* 88.5%
4. Demographics\* See Data Sheet

<b>Data Sheet</b>
-------------------

School: Eagle Academy Public Charter School

Dates of School Year 2008-09: August 25, 2008 – June 12, 2009

Hours of Operation: 8:30 AM – 4:00 PM After school program available

***Student Enrollment (based on audited enrollment):***

1) Enrollment: 226

2) Grades/Ages Served: Pre-School, Pre-K and Kindergarten

3) Race/Ethnicity:

92% African-American (non-Hispanic)

3% Hispanic

3 % Asian/Pacific Islander

2 % Caucasian (non-Hispanic)

0 % American Indian/Alaskan Native

0 % Other

4) 62% Low-Income (qualifying for free or reduced cost lunch)

5) 14% Special Education

6) 0% LEP/NEP

7) 50% Male

8) 50% Female

9) Average Class Size: 18 (core subjects only—do not include specials)

10) Student: Teacher Ratio: 10:1 (the total reported students divided by the number FTE classroom teachers; do not include special needs teachers unless that is your school's focus)

11) Average Daily Membership: 301

12) Average Daily Attendance: 89%

13) Re-enrollment Rate: 88.5%

***Student Attrition:***

14) Number of students transferring out of school: .01%

15) Number of dropouts: 0 (students not enrolling in other educational program)

**Grade Advancement:**

16) Promotion rate: 99% (the percentage of students that moved to the next grade level)

17) Graduation rate: NA (see pg, 4, “Definitions”, for calculation)

Eagle Academy Public Charter School Charter School Annual Report Data Worksheet*
--

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director	1	1	1	1		1	100%
Principal	1	1	1	1		1	100%
Assistant Principal	1	1	1	1	1	1	100%
Classroom Teachers	20	1	5	15	0	15	75%
Special Subject Teachers	2	1	0	1	0	1	50%
Bilingual/ESL Teachers	0	0	0	0	1	0	0
Special Education Teachers	3	1	2	3	3	3	100%
Vocational/Career Teachers	0	0	0	0	0	0	N/A
Building Resource Teachers	0	0	0	0	0	0	0
Counselors	0	0	0	0	0	0	N/A
Librarians/Media Specialists	1	1	1	1	1	1	N/A
Coordinators	2	1	0	0	0	0	
Classroom Aides	10	N/A	N/A	N/A	N/A	13	68%
Title I Educational Aides	4	N/A	N/A	N/A	N/A	4	100%

*Staff Data:*

Staff Attrition Rate: .01% (the percentage of teachers that were employed by the school at the beginning of one school year but are no longer employed at the beginning of the following school year)

Salary Range for teachers: \$39,000 to \$57,000



Average Teacher Salary: \$46,138.55

Salary Range for school administrators: \$82,000 to \$125,000

Number of school administrators: 3

Salary Range for central office administrators: NA

Number of central office administrators: NA

5. Percentage of limited- and non-English proficient students\* 0
6. Percentage of students with special education IEPs\*14%
7. Percentage of students qualifying for free or reduced price lunch program\*61%
8. Average daily membership\* 301
9. Average daily attendance\* 89%

**E. Governance**

1. Board of Trustees members (names, addresses, and affiliations), officers, and committee assignments. Please identify parent members.

**Eagle Academy Board Member Roster  
2008-2009**

Davene M. White  
*Chairperson*

Betty Williams  
*Secretary*

Shannon Settle (P)

Sharon Floyd (P)  
New

Gowon Thorpe  
Acting Treasurer

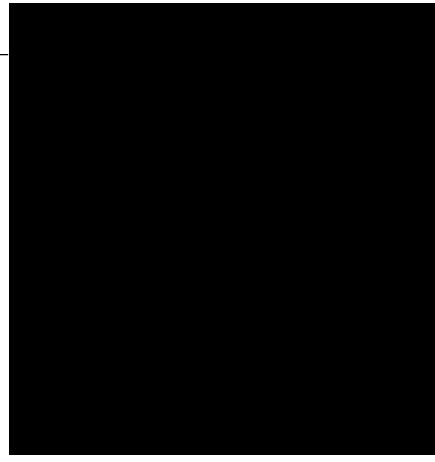
Paul Dalton



Eular Robinson  
*Parliamentarian*

John R. Johnson

Cassandra S. Pinkney  
*Executive Director*



(Finance Committee)

**2. Advisory committees (member names and affiliations)**

Parents Organization: Mykia Mahan, **President**;

**Finance**

- 1. A copy of the school's approved budget for the Fiscal Year 2008-09**

Eagle Academy PCS Budget	2008-2009SY	Approved Budget					
					Column A	Column C	Column D
<b>REVENUES</b>					501(c)3 School Applicant	Total Revenues by Funding Source	Percent of Total Public Funding
	Per Pupil Charter Payments				3,804,426	3,804,426	
	Per Pupil Facilities Allowance				1,025,970	1,025,970	
	Special Education				459,548	459,548	
	Summer School				186,363	186,363	
	Federal Entitlements NCLB				187,900	187,900	
B/L	Other Government Funding/Grants				70,000	70,000	
		<b>Total Public Funding</b>			5,734,207	5,734,207	
	Headstart				470,000	470,000	
550	Summer Camp				55,000	55,000	
	Lease revenue				80,400	80,400	
	Paid Lunch				23,750	23,750	
	Property Tax Rebate				202,000	202,000	
	Other Income (aftercare)				170,000	170,000	
		<b>Total Non-Public Funding</b>			1,001,150	1,001,150	
	<b>TOTAL REVENUES</b>				\$6,735,357	\$6,735,357	
<b>EXPENSES</b>					501(c)3 School Applicant	Combined Total	Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>							
	<b>Administrative Salaries</b>						
	Administrative Salaries				448,800	448,800	0.07826715
	Clerical Salaries				76,200	76,200	0.01328867
	<b>Instructional Staff</b>						
	Teachers Salaries				1,212,083	1,212,083	0.2113777
	Teacher Aides/Assistance Salaries				491,735	491,735	0.08575466
	Other Education Professionals Salaries				140,400	140,400	0.02448464
5000	ERF Trainers (3)				15,000	15,000	0.00261588
	<b>Support Services</b>						
3.5	Custodial Salaries				104,621	104,621	0.01824508
	Before/Aftercare				95,000	95,000	0.01656724
	Summer School Staff				35,000	35,000	0.00610372
23%	Employee Benefits				583,483	583,483	0.1017548
	<b>Subtotal: Personnel Costs</b>				\$3,202,322	\$3,202,322	0.47544958
<i>Direct Student Costs</i>							
100	Textbooks/Curriculum				33,000	33,000	0.00575494
250	Student Supplies and Materials				82,500	82,500	0.01438734

	Library and Media Center Materials				15,000	15,000	0.00261588
75	Computers and Materials				24,750	24,750	0.0043162
	Other Instructional Equipment				3,000	3,000	0.00052318
2500	Classroom Furnishings and Supplies				12,500	12,500	0.0021799
175	Student Assessment Materials				7,700	7,700	0.00134282
5000	Contracted Student Services				220,000	220,000	0.03836625
	Summer School Expenses				15,950	15,950	0.00278155
150	Miscellaneous Student Costs **				49,500	49,500	0.00863241
	Parent Program Staff & Consultants				14,000	14,000	0.01699184
	<b>Subtotal: Direct Student Costs</b>				\$477,900	\$477,900	0.08334196
<b>Occupancy Expenses</b>							
	Lease				893,701	893,701	0.15585434
10.45	Operations including utilities				525,854	525,854	0.09170483
	Building Maintenance and Repairs				3,500	3,500	0.00061037
1000	Janitorial Supplies				12,000	12,000	0.0020927
500	Equipment Rental and Maintenance				6,000	6,000	0.00104635
	Contracted Building Services				8,343	8,343	0.00145495
	<b>Subtotal: Occupancy Expenses</b>				\$1,449,398	\$1,449,398	0.25276355
<b>Office Expenses</b>							
20	Office Supplies and Materials				6,600	6,600	0.00115099
	Office Furnishings and Equipment				6,000	6,000	0.00104635
	Office Equipment Rental and Maintenance				62,844	62,844	0.01095949
1800	Telephone/Telecommunications				21,600	21,600	0.00376687
	Legal, Accounting and Payroll Services				55,000	55,000	0.00959156
20	Printing and Copying				6,600	6,600	0.00115099
15	Postage and Shipping				4,950	4,950	0.00086324
2500	Technology contract				30,000	30,000	0.00617509
	HR Contract				48,000	48,000	0.00988014
	Marketing				30,000	30,000	0.00523176
	<b>Subtotal: Office Expenses</b>				\$271,594	\$271,594	0.04736383
<b>General Expenses</b>							
	Insurance				33,000	33,000	0.00575494
	Loan Repayment				14,000	14,000	0.00244149
	Debt					0	0
3.45	Food Service				135,254	135,254	0.02358719
0.25	Before/After Care snacks				7,125	7,125	0.00124254
	Administration Fee (to PCSB)				28,671	28,671	0.005
	Travel				36,000	36,000	0.00627811
	Depreciation				24,124	24,124	0.00420703
	Staff Development Costs				35,000	35,000	0.00610372
	Travel			12,000			

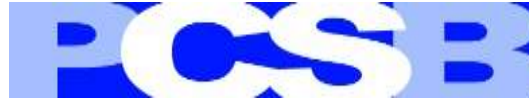
	Conferences			6,000			
	Consultants			17,000			
	Repay Loan				125,096	125,096	0.02181575
	Other General Expense				5,000	5,000	0.00087196
	<b>Subtotal: General Expenses</b>				\$443,270	\$443,270	0.07730273
	<b>TOTAL EXPENSES</b>				\$5,844,485	\$5,844,485	1.01923164
<b>EXCESS (OR DEFICIENCY)</b>					\$890,872	\$890,872	0.15536096
<b>ASSUMPTIONS</b>							
	Student Enrollment				330		
	Facility Size (square footage)				50,321		
	Average Teacher Salary				48,032		
	Student/Teacher Ratio				13.47		
	Other Major Assumptions				See Notes		
<b>NOTES:</b>	Students			teachers			
	Pre-S	120		Classroom	20	940,000	
	Pre-K	120		Spec Ed	1	47,000	
	K	90		Resource Tchr	2	90,000	
	Total	330		Librarian	0.50	26,780	
				Sp/Lang Ther	1.00	73,000	
				total	24.50	1,176,780	
				average		48,032	
Rental				Other Professional			
50321				Headstart Dir	46,350		
17.76	893,701			Activities Coor	58,000		
				Nurse	36,050		
					140,400		

## School Performance

This section will report on what has been learned about the school's performance against the goals contained in its accountability plan. The section also will describe actions that are being taken to use accountability information to improve school programs, practices, and performance. Finally, the section will describe how the information is being reported to parents and the public.

### **A. Evidence of Performance and Progress insert Data Report from PCSB**





**2008-2009 Accountability Plan Summary**

**Eagle Academy Public Charter School**

Reviewer: Carolyn Trice  
 Date: July 20, 200

**I. ACADEMIC OBJECTIVES**

Annual Target 2008-2009	Data Provided 2009	Target Met?	Comments
1.1 Pre-S and Pre-K will average 75-85% on the Brigance Profile for literacy	<p><u>School Reported:</u> 85% (86% - Pre-K; 84% - Pre-S)</p> <p><u>Evidence:</u> Verified students averaged 85% on the Brigance Developmental Profile for literacy /readiness.</p> <p><u>Baseline:</u> 74%</p>	YES	<p>Average of scores of Pre-S &amp; Pre-K students</p> <p>Pre-S averaged 84% Pre-K averaged 86%</p> <p>Although the performance indicator is the “<i>percent of students demonstrating proficiency</i>”, the school has not been able to define proficiency on this instrument. Therefore, Eagle Academy has reported and PCSB has verified the average score earned on the assessment. It is strongly suggested that the school either re-state the performance indicator to reflect average scores or determine proficiency and gather and report the data accordingly.</p> <p>'04 – '05 - 74% (Baseline)                      '05 – '06 – No data provided                      '06-'07 – 79%                      '07-08 – 84%                      '08-09 – 85%</p>
1.2 Pre-S and Pre-K will average 75-85% on the Brigance Profile for numeracy	<p><u>School Reported:</u> 85% (86% - Pre-K; 84% - Pre-S)</p> <p><u>Evidence:</u> Verified students averaged 85% on the Brigance Developmental Profile for literacy /readiness.</p>	YES	<p>Average of scores of Pre-S &amp; Pre-K students</p> <p>Pre-S averaged 84% Pre-K averaged 86%</p> <p>The assessment does not have a separate “literacy skills” section. The assessment focuses on the “whole child.” Therefore, the student performance data is used for both literacy and math academic play targets. The section headings are as follows:</p>



Annual Target 2008-2009	Data Provided 2009	Target Met?	Comments
	<u>Baseline:</u> 61%		<p>general information, social emotional, self-help, fine motor, gross, communication, work habit, and class participation.</p> <p>School leaders recognize that Academic Play does not provide discrete math and literacy scores, thus the leadership team added the Houghton Mifflin assessment and the Brigance Profile for a more concise evaluation of literacy skill development.</p> <p>Eagle Academy uses a score of “11” to determine proficiency for Academic Play</p> <p>’03-’04 – 61%            ’04-’05 – 73%            ’05-’06 – 89.4%            ’06-’07 – 79%            ’07-08 – 84%            ’08-09 – 85%</p>
1.3 Average score of 80-90% in literacy on Brigance Profile for K students.	<u>School Reported:</u> 92%  <u>Evidence:</u> Verified 92% per Brigance Profile assessment for literacy/readiness.  <u>Baseline:</u> 91%	YES	<p>Average of scores based on the Brigance Profile for literacy/readiness.</p> <p>The assessment does not have a separate “literacy skills” section. The assessment focuses on the “whole child.” Therefore, the student performance data is used for both literacy and math academic play targets. The section headings are as follows: general information, social emotional, self-help, fine motor, gross, communication, work habit, and class participation.</p> <p>’03-’04 – 91%            ’04-’05 – 91%            ’05-’06 – 85%            ’06-’07 – 86%            ’07-08 – 89%            ’08-09 – 92%</p>

Annual Target 2008-2009	Data Provided 2009	Target Met?	Comments
<p>1.4a Average scores of 80-90% for Kindergarten students on Brigance Profile for numeracy</p>	<p><u>School Reported:</u> 92%</p> <p><u>Evidence:</u> Verified 92% per Brigance Profile assessment for numeracy/readiness.</p> <p><u>Baseline:</u> 91%</p>	<p>YES</p>	<p>Average of scores based on the Brigance Profile for literacy/readiness.</p> <p>The assessment does not have a separate “literacy skills” section. The assessment focuses on the “whole child.” Therefore, the student performance data is used for both literacy and math academic play targets. The section headings are as follows: general information, social emotional, self-help, fine motor, gross, communication, work habit, and class participation.</p> <p>’03-’04 – 91%  ’04-’05 – 93%  ’05-’06 – 83%  ’06-’07 – 86%  ’07-08 – 89%  ’08-09 – 92%</p>
<p>1.4b 2% annual increase in percentage of kindergarten students at proficiency/mastery level in mathematical skills</p>	<p><u>School Reported:</u> 93%</p> <p><u>Evidence:</u> Verified 93% of students scored at proficiency/mastery level on Houghton Mifflin kindergarten curriculum assessment</p> <p><u>Baseline:</u> 82% (’03-04)</p>	<p>YES</p>	<p>Past performance</p> <p>’03-04 - 82%  ’04-05 – 82%  ’05-06 – 85%  ’06-07 - 85%  ’07-08 – 77%  ’08-09 – 93%</p>
<p>1.5 85-90 % of Preschool/Pre-Kindergarten students will demonstrate an average readiness score of 80-90%</p>	<p><u>School Reported:</u> No data reported</p> <p><u>Evidence:</u> No data reported</p> <p><u>Baseline:</u> 61%</p>	<p>No</p>	<p>No data provided</p> <p>The assessment does not have a separate “literacy skills” section. The assessment focuses on the “whole child.” Therefore, the student performance data is used for both literacy and math academic play targets. The section headings are as follows: general information, social emotional, self-help, fine motor, gross, communication, work habit, and class participation.</p> <p>School leaders recognize that Academic Play does not provide discrete math and literacy scores, thus the leadership team added the Houghton Mifflin assessment and the Brigance Profile for a</p>

Annual Target 2008-2009	Data Provided 2009	Target Met?	Comments
			<p>more concise evaluation of literacy skill development.</p> <p>Eagle Academy uses a score of “11” to determine proficiency for Academic Play</p> <p>'03-'04 – 61%  '04-'05 – 82%  '05-'06 – 89%  '06-'07 – 90%  '07-08 – No data provided</p>
<p>1.6 80-90% of Kindergarten students scoring at proficiency/mastery level in literacy/reading</p>	<p><u>School Reported:</u> 92%</p> <p><u>Evidence:</u> 92% per summary sheets of Houghton Mifflin Kindergarten Assessment and review of student records.</p> <p><u>Baseline:</u> 82.5%</p>	<p>YES</p>	<p>Past performance</p> <p>'03-04 – 83%  '04-05 – 91%  '05-06 – 96%  '06-07 – 72%  '07-08 – 84%  '08-09 – 92%</p>
<p>1.7 85-95% of Pre-school/Pre-Kindergarten students will score proficient on social/emotional adjustment measure.</p>	<p><u>School Reported:</u> 94% for Pre-S and 95% for Pre-K</p> <p><u>Evidence:</u> 95% (94.5%) average score per summary sheet on Learning Accomplishment Profile (Pre-S, Pre-K) and random review of student records</p> <p><u>Baseline:</u> 86%</p>	<p>YES</p>	<p>Past performance  Pre-k average score – 91%  Pre-S average score – 90.6%</p> <p>'03-04 – 86%  '04-05 – 86%  '05-06 – 96%  '06-07 – 98%  '07-08 – 91%  '08-09 – 95%</p>
<p>1.8 85-95% of Kindergarten students will score proficient on social/emotional adjustment measure.</p>	<p><u>School Reported:</u> 98%</p> <p><u>Evidence:</u> 98% per average scores on Learning Accomplishment Profile-R</p>	<p>YES</p>	<p>Past performance</p> <p>'03-04 – 100%  '04-05 – No data reported</p>

Annual Target 2008-2009	Data Provided 2009	Target Met?	Comments
	<u>Baseline: 100%</u>		'05-06 – 100% '06-07 – 98% '07-08 – 98% '08-09 – 98%
1.9 75-85% of students receiving special education services will demonstrate adequate yearly progress.	<u>School Reported:</u> 80% (79.5%)  <u>Evidence:</u> Verified 80% of students demonstrated progress on IEP reports  Baseline: 61%	YES	Based on percentage of special education students who achieve 80% mastery of academic IEP goals based on yearly IEP  5 out of 12 students achieved 80% mastery  Past Performance '03-04 – 61% '04-05 – 66% '05-06 – 80% '06-07 – 88% '07-08 – 69% '08-09 – 80%
2.1 a 92% Kindergarten students will attend school.	<u>School Reported:</u> 91%  <u>Evidence:</u> Verified 91% (91.06%) through OLAMS	NO	
2.1 b 85% of Pre-S and Pre-K will attend school	<u>School Reported:</u> Pre-school – 87% (87.22%); Pre-K – 89% (88.9%)  <u>Evidence:</u> Verified 88% average Pre-S and Pre-K attendance through OLAMS	YES	
2.2 30-50% of parents will participate in at least one event during the school year.	<u>School Reported:</u> 84%  <u>Evidence:</u> 84% of parents participated in at least one activity during the school year	YES	Per spreadsheet, parents attended at least one out of 16 school-sponsored events.  Past Performance

Annual Target 2008-2009	Data Provided 2009	Target Met?	Comments
	<u>Baseline: 78%</u>		'03-04 – 78% '04-05 – No data reported '05-06 – No data reported '06-07 – 79% '07-08 – No data reported '08-09 – 84%
2.3 a 80-90% of parents responding to the Parent Satisfaction Survey will have an average score of 4 or above.	<u>School Reported:</u> 80%  <u>Evidence:</u> Verified 80% per Tally Sheet of responses on Parent Satisfaction Survey.  <u>Baseline:</u> 97%	YES	43 out of the 54 surveys returned indicated an average score of 4 (agree) or 5 (strongly agree) on the Parent Satisfaction Survey. School reported that survey numbers are low because survey was administered in June rather than May.)  <b>Note:</b> If school uses a Likert Scale to score surveys in the future, be sure ratings are balanced and language is consistent (i.e. strongly agree/agree must be balanced with a strongly disagree/disagree, etc.) Past Performance '03-04 – 97% '04-05 – No data '05-06 – No data '06-07 – 97% '07-08 – 99% '08-09 – 80%
2.3 b 80-85% of teachers will have an average score of 4 or above on a Staff Satisfaction Survey.	<u>School Reported:</u> 100%  <u>Evidence:</u> Verified 100% per analysis of individual Staff Satisfaction Surveys.  <u>Baseline:</u> 82%	YES	100% of the teachers had average rating of 4 or above on the Staff Satisfaction Survey.  Past Performance '03-04 – 82% '04-05 – No data '05-06 – No data '06-07 – 81% '07-08 – 82% '08-09 – 100%

Academic Targets Met - 9  
Academic Targets not Met - 1  
Total -Academic Targets - 10

Non-Academic Targets Met - 4  
Non-Academic Targets not Met - 1  
Total Non-Academic Targets - 5

**a. Student Academic Performance:**

<b>Annual Target 2008 – 2009</b>
1.1 Pre-S and Pre-K will average 75-85% on the Brigance Profile for literacy

Eagle Academy achieved its target for 2008 – 2009 school year with the students in Pre-S and Pre-K achieving an average of 85%. This is the fourth year of steady progress demonstrating student learning.

<b>Annual Target 2008 – 2009</b>
1.2 Pre-S and Pre-K will average 75-85% on the Brigance Profile for numeracy

Eagle Academy achieved this target for 2008 – 2009 school year with the students in Pre-K achieving an average of 85%. This is the fourth year of steady progress demonstrating students learning about numeracy.

<b>Annual Target 2008 – 2009</b>
1.3 Average score of 80-90% in literacy on Brigance Profile for K students.

Eagle Academy achieved its target for the 2008 – 2009 school year with K students averaging 92% on the Brigance. This is the fourth year of steady progress demonstrating growth in students learning.

<b>Annual Target 2008 – 2009</b>
1.5 85-90 % of Preschool/Pre-Kindergarten students will demonstrate an average readiness score of 80-90%

Eagle Academy did not report data on this target

<b>Annual Target 2008 – 2009</b>
1.6 80-90% of Kindergarten students scoring at proficiency/mastery level in literacy/reading

Eagle Academy achieved its target for the 2008 – 2009 school year with students with 92% of Kindergarten students scoring at proficiency/mastery level in literacy/reading. This is the third year of mastery level in literacy/reading demonstrating continuous progress during the last three years.

## Accountability Plan Performance Worksheet

Complete the matrix below with the academic and student non-academic performance objectives that appear in your school's approved accountability plan, most recent version of unapproved plan, or a revision of the accountability plan in the approved application that is better aligned with the program as implemented. For each objective, include the targets, *if established*, and the actual performance each year. Please use verified performance data from previous PCSB's Accountability Plan Summaries.

<b>Academic Performance Objectives</b>							
Performance Objective or Goal	Baseline Data (Year One Performance)	Annual Target	Five-Year Target	Year Two Performance	Year Three Performance	Year Four Performance	Year Five Performance
1.1 Pre-S and Pre-K will average 75-85% on the Brigance Profile for literacy	74%	75-83%	75-83%	No Data	79%	84%	85%
1.2 Pre-S and Pre-K will average 75-85% on the Brigance Profile for numeracy	61%	75 -85%	75 –85%	89.%	79%	84%	85%
1.3 Average score of 80-90% in literacy on Brigance Profile for K students.	91%	80-90%	80-90%	91%	86%	89%	92%
1.4a Average scores of 80-90% for Kindergarten students on Brigance Profile for numeracy	91%	80-90%	80-90%	85%	86%	89%	93%
1.4b 2% annual increase in percentage of kindergarten students at proficiency/mastery level in mathematical skills	82%	84%	86%	85%	85%	77%	94%

1.5 85-90 % of Preschool/Pre- Kindergarten students will demonstrate an average readiness score of 80-90%	61%	85-90%	85-90%	62%	89%	90%	No Data
1..6 80-90% of Kindergarten students scoring at proficiency/mastery level in literacy/reading	83%	80-90%	80-90%	96%	72%	84%	92%
1.7 85-95% of Pre- school/Pre- Kindergarten students will score proficient on social/emotional adjustment measure.	86%	85-95%	85-95%	96%	98%	91%	95%
1.8 85-95% of Kindergarten students will score proficient on social/emotional adjustment measure.	100%	85-95%	85-95%	98%	100%	98%	95%
1.9 75-85% of students receiving special education services will demonstrate adequate yearly progress.	61%	75-85%	75-85%	80%	88%	69%	80%



<b>Student Non-Academic Performance Objectives</b>							
Performance Objective or Goal	Baseline Data (Year One Performance)	Annual Target	Five-Year Target	Year Two Performance	Year Three Performance	Year Four Performance	Year Five Performance
2.1 a 92% Kindergarten students will attend school.	87%	92%	92%	83%	No data	91%	91.06%
2.1 b 85% of Pre-S and Pre-K will attend school	87%	85	85	No data	83%	88%	87%
2.2 30-50% of parents will participate in at least one event during the school year.	78%	30-50%	30-50%	No data	79%	No data	84%
2.3 a 80-90% of parents responding to the Parent Satisfaction Survey will have an average score of 4 or above.	97%	80-90%	80-90%	No data	97%	99%	80%
2.3 b 80-85% of teachers will have an average score of 4 or above on a Staff Satisfaction Survey.	82%	80-85%	80-85%	No data	81%	82%	100%

**b. Student Non-Academic Performance**

- Using the Accountability Plan Performance Worksheet, provide a report of performance on each of the non-academic performance indicators included in the school’s accountability plan.

**Student Non-Academic Performance**

<b>Annual Target 2008 – 2009</b>
1.7 85-95% of Pre-school/Pre-Kindergarten students will score proficient on social/emotional adjustment measure.

Eagle Academy achieved its target for the 2008 – 2009 school year. 95 % of Pre- school and Pre-Kindergarten students scored proficient on social/emotional adjustment measure. Eagle continues to make substantial gains in achieving the target.

<b>Annual Target 2008 – 2009</b>
1.8 85-95% of Kindergarten students will score proficient on social/emotional adjustment measure.

Eagle Academy achieved its target for the 2008 – 2009 school year. 98% of the Kindergarten students surpassed the target scoring proficient on the social/emotional measure.

<b>Annual Target 2008 – 2009</b>
1.9 75-85% of students receiving special education services will demonstrate adequate yearly progress.

Eagle Academy achieved its target for the 2008 – 2009 school year as evidenced with 80% of students demonstrated adequate progress on IEP reports These results surpassed accomplishments from the last school year.

**Annual Target 2008 – 2009**

2.1 a  
92% Kindergarten students will attend school.

Eagle Academy missed its target for the 2008 – 2009 school year with kindergarten attendance at 91.06%, just short of the 92%. The administration and faculty continues to work with families to ensure high attendance rate.

**Annual Target 2008 – 2009**

2.1 b  
85% of Pre-S and Pre-K will attend school

Eagle Academy achieved its target for the 2008 – 2009 school year Eagle Academy verified 88% average Pre-S and Pre-K attendance through OLAMS. The administration and faculty diligently work to encourage parents to bring their young children to school daily.

**Annual Target 2008 – 2009**

2.2  
30-50% of parents will participate in at least one event during the school year

Eagle Academy achieved its target for the 2008 – 2009 school year and achieved 80% parent participation rate. The school provides ongoing activities that engage parents in participation.

**Annual Target 2008 – 2009**

2.3 b  
80-85% of teachers will have an average score of 4 or above on a Staff Satisfaction Survey.

Eagle Academy achieved its target for the 2008 – 2009 school year. Eagle Academy parents responded to the survey with 100% staff satisfaction. This represents an administration and faculty focused on building bridges for the family - school connections.

**1. Provide certification that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are in full force and effect.**

Response: Eagle Academy PCS certifies that the following are in effect: lease (5 years remaining); Certificate of Occupancy (on file); Insurance: property, liability, officers coverage



August 28, 2009

To Whom It May Concern:

Eagle Academy Public Charter School has a Certificate of Occupancy and has maintained all the liability, officers and directors and related insurance required by the DC Public Charter School Board and the District of Columbia. Eagle Academy PCS is in compliance with all legal and regulatory requirements for the operation of a public charter school in the District of Columbia and in compliance with all federal regulations governing public schools and special needs students.

Sincerely,

Joe M. Smith, PH.D.  
Chief Financial Officer

## **B. Unique Accomplishments**

### **Middle States Accreditation**

Eagle Public Charter upholds high standards while working to create and successfully implement a high quality Early Childhood Public Charter School program for the children. In order to ensure continued forward movement, the Eagle Academy entered into a year long study of the school programming under the guidance of the Middle States Accreditation Board while using their protocol for creating a quality strategic plan entitled *Design for the Future*. In September 2009, after a year of intensive self-study and evaluation, and with the combined efforts of teachers, staff, Middle States staff and peer reviewers, the Middle States Accreditation Board officially recognized the Eagle Academy Public Charter School as having met the criteria for accreditation under the Middle States Accreditation standards.

The Eagle Academy Board, Administration, faculty and staff share a tremendous sense of accomplishment. The school's program was recognized as meeting the high standards required to provide a top quality educational plan and a for creating a viable strategic plan for future efforts of the school based on the *Design for the Future* protocol.

### **Eagle Academy PCS Charter Status**

At the February 23, 2009 DC Public Charter School Board Meeting, Dr. Dora Marcus moved that Eagle Academy PCS's charter status remain in full continuance. The Charter Board recorded a unanimous vote. This accomplishment makes it possible for Eagle to move forward while adhering to the accountability plan and strategic goals.

### **LEA Status**

Eagle Academy requested permission of DC Public Charter School Board (DCPCB) to change the LEA status from a D.C. Public School (DCPS) to become its own LEA for purposes of the amended section of Part B of the IDEA and the amended Section 504 of the Rehabilitation Act of 1973. Approval from DCPCSB was granted at the Board meeting held on February 23, 2009.

### **Expansion to First Grade**

Eagle Academy received permission from its authorizing agency to expand the grades served from Pre-School to 1<sup>st</sup> grade for the 2009 – 2010 school year. Parents had requested that the school make this change so Eagle could continue to provide a high quality educational program for their children. This is significant because it demonstrates that Eagle Academy staff implemented strategies and systems from "Lessons Learned" in last year's Annual Report and improved significantly in all areas. Eagle staff members are open to change and to improving the quality of all of our programs.

### **Curriculum Change**

Eagle has been granted permission by the DCPCSB to change the current curriculum to incorporate the Core Knowledge curriculum phasing in with Pre-School and First Grade in the 2009 – 2010 school year.

### **Promoting Positive Education of Parents (PPEP)**

Each month a facilitator meets with parents to discuss how best to help their child in school, as well as topics that relate to how to enhance parenting skills across all domains: social, emotional, psychological, and recreational. Ten PPEP meetings were held during the school year. The average number of families attending PPEP was twenty-two (22) with a total fifty-one families participating in the meetings.

### **Parent Involvement**

Eagle's Parent Teacher Organization achieved 82% participation by the parents. In its fourth year, the organization has continued to be active and supportive in helping the school.

### **Graduation**

Eagle Academy sponsored its fourth graduating class. The event was held at Eagle Academy cafeteria. The crowd exceeded the room's capacity of 275. Eagle students performed, and displayed their many talents, including public speaking. Eagle's students with special needs had significant roles in the graduation program. All graduating students with special needs achieved at least 90% of their IEP goals and objectives with the majority achieving 100%. Eagle staff members are very proud of all of our students.

### **Eagle Academy's Family Fun Night**

The family fun night has been designed to bring families together and was a success for all who attended. Games were developed to enable parents/guardians to part take in organized fun while demonstrating how learning can be incorporated into family events. All who attended shared a Spaghetti Dinner.

### **Celebration of Black History Month**

The Office of Judge Advocate General Corp and the Naval Facilities Engineering Command hosted Eagle Academy's Black History Celebration. The evening program hosted hundreds of parents who came to watch their children perform recitations, songs, poetry, and speeches that recognized important figures in African - American history.

### **1<sup>st</sup> Annual Fashion Show**

Faculty and staff volunteers came together to make the first Fashion Show a huge success. Everyone was welcomed to attend, and families brought friends to enjoy the event. The guests attending agreed that the event met everyone's interest.

### **Pre-School Peanut Butter and Jelly Pow-Wow**

This well attended social gathering offers students and their families a time to meet, greet and build a foundation for building positive relationships that will last throughout the school year. The theme for this year's POW wow was *Dances from Around the World*.

### **Walk for the Homeless/ Green Door Homeless Walk**

Eagle students (with parental permission) participated in a mini walk for the homeless. Teachers helped students make the connections about how their efforts can help support the community. All participants received T-Shirts.

### **Letters for Soldiers**

Students wrote letters and drew pictures for soldiers in the United States Air Force at the Joint Contracting Command-Iraq, in the International Zone of Baghdad. The students received a letter thanking them for the items sent.

### **DC Arts and Humanities Collaboration**

The students at Eagle Academy benefited from the support of the DC Arts and Humanities Collaboration by attending theatre productions during the school year. These events were much enjoyed by students and faculty alike.

### **Parent Letters**

Eagle received tremendous praise from parents regarding the dedication and skill of the instructional staff. Parents also recognized the well developed after school program that engages children in popular activities such as salsa dancing, construction/building, use of technology and other areas of interest for students. By offering a comprehensive and meaningful after school program, Eagle continues to encourage parent participation in other school activities.

### **Thanksgiving Sharing**

As a caring community, Eagle Academy staff and parents collected food for needy families within school. Eagle collected so much food that there was a surplus, which was distributed to needy families outside of the Eagle family.

### **Week of the Young Child**

Eagle Academy sponsored new activities each day of this week to celebrate the Week of the Young Child. This was a time during which many parents volunteered at the school to help classes celebrate. A special Parent Organization meeting was held as well.

### **Donuts for Dads**

Engaging the supporting Dads and Grandfathers in the school community helped build a special connection between school and family. This unique celebration was well attended and appreciated by those in attendance.

### **Community Relations**

Eagle Academy PCS has continued to enjoy a good community relationship with Parks and Recreation. Eagle Academy PCS's students are permitted to use the Joe Evans therapeutic playground near the school during the times it is not used for the therapeutic programs. Eagle Academy PCS provides support for the therapeutic playgrounds after-school programs.

### **Howard University Medical School & Howard University Hospital**

Eagle Academy has a continuing relationship with Howard University Medical School and Howard University Hospital in which residents and pediatric interns provided health screenings at a community health fair sponsored by Eagle Academy and performed a medical practicum with ours students and families this year. Every pediatric intern was required to perform the Denver Screening with our students. Nursing students also participated in the health screenings as part of their practicum.

### **SE Library**

Eagle Academy PCS has continued in their partnership with the SE Library Branch of the District of Columbia Public Library. Eagle Academy students participate in a weekly library program designed to meet needs of the Early Childhood students. The Library and Eagle Academy staff believe it is important for students to learn as early as possible how to use a library and about the resources a library can provide for students. Together we work to build a positive disposition toward reading.

### **Head Start**

Eagle Academy continues the collaboration with United Planning Organization to develop a Head Start program within Eagle's regular early childhood program. Eligible students and families are identified and enrolled in both programs. Head Start students and their teachers receive additional services and support that benefits all children in the school. Eagle is proud to have developed this program and initiated the operation this year.

### **Lessons Learned and Actions Taken Based on Accountability Information and Review Findings**

1. Eagle Academy Public Charter School has developed systems for collecting and reporting data on the school's accountability plan performance. The systems for collecting data for new Performance Management Framework will continued to be monitored to ensure all measures are build into our systems.
2. Eagle Academy achieved 90 % of the Academic Targets. As we continued our efforts to reach high quality standards in Pre-school and Pre-K we did not use the measurement for academic play this year. The DC PCSB has approved the integration of Core Knowledge curriculum for phase in for Pre K- First Grade.
3. The leadership team at Eagle Academy reviewed the findings of the Program Development Review to determine areas of foci for ongoing professional growth. Specifically the faculty continues the study of differentiated instructional focused in the areas of reading and math developmental levels Professional development and training will continue to develop formative and summative assessment tools.

### **D. Reporting Accountability Information to Students, Teachers, Parents, and the Public**

Eagle Academy PCS's Annual Report was posted on our web site. The Annual Report was distributed at the parent's meeting in November 2008. Three copies of our annual Report were made available at the front desk in November. This was announced at a parent's meeting.

The Annual Report was mailed to the District of Columbia Library.





# Appendix R



Starting Early, Soaring High...

An Early Childhood Education Institution  
for children ages 3 to 8 years old

Ronald A. Hasty,  
Principal

Cassandra S. Pinkney,  
Executive Director | Founder



# ANNUAL REPORT

## 2011

Eagle Academy Public Charter School  
770 M Street, SE | 1017 New Jersey Ave, SE  
Washington, DC 20003  
202-544-2646 phone  
202-544-0187 fax

[www.eagleacademypcs.org](http://www.eagleacademypcs.org)

Office Hours: Monday - Friday | 8:00AM-4:00PM

# Table of Content

## **I. School Description**

A. Mission Statement	Page 3
B. School Program	Page 3-6
C. School Staff	Page 7
D. Student Characteristics	Page 7-8
E. Governance	Page 9-10
F. Finance	Page 11-14

## **II. School Performance**

A. Evidence of Performance and Progress	Page 15-22
B. Lessons Learned and Actions Taken Based on Performance Management Data and Review Finding	Page 23-24
C. Reporting Performance Management Framework Information to Students, Teachers, Parents, & the Public	Page 24
D. Unique Accomplishments	Page 25-30
ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS	Page 31-37

### **A. Mission Statement**

The mission of Eagle Academy Public Charter School is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem solving abilities, and emphasizing cognitive, social and emotional growth by engaging children as active learners.

## **EAGLE ACADEMY PCS STATEMENTS OF BELIEF**

Eagle Academy Public Charter School, a culturally sensitive Early Childhood Learning Community, believes in the following:

- That each classroom setting serves as a provocative learning environment which promotes learning experiences inspiring a sense of awe and wonderment for the young learner.
- That a carefully constructed bridge between school and home encourages and invites parents/guardians to be partners in the education of their child.
- That promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- That new discoveries are planned with intentionality to encourage students to be independent, critical thinkers, developing at their own pace.
- That our stakeholders must be committed to the social competence, emotional well being, and individual cognitive growth of all students in order to achieve and exceed State Early Childhood standards.
- That students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for life-long-learning.
- That professional development, training, and reflective practices build a common language and a deeper understanding of the teaching and learning process for the faculty, and lead to improved academic and social outcomes for students.

### **B. School Program**

#### **1. Grade and age levels served\***

Eagle Academy Public Charter School is an Early Childhood/Primary School serving the emotional needs of students attending Eagle Academy PCS:

- Pre-School, Age 3 (must be 3 by December 31 of each year)
- Pre-Kindergarten, Age 4
- Kindergarten, Age 5
- Grade 1-2

\*The DCPCSB has granted the extension of educational services beginning 2011-2012 to serve students attending third grade.

## 2. School year and hours of operation

School Year: August 23, 2010 to June 10, 2011

Hours of Operation: 8:30am- 4:00pm (After School Service 4:00pm-6:00pm)

## 3. Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited- or non-English proficient

Eagle Academy Public Charter School offers a high quality educational program that is committed to building social competence, emotional well - being, and individual cognitive growth in all students, and to achieve and exceed State Early Childhood standards. The practices of the school community are culturally responsive and take into account the diversity of children's ethnic and racial background.

All educators provide a developmentally appropriate, child-centered, hands-on learning environment, rich with language development while implementing curricula and instructional programs that involve active learning and support for all students at their levels of readiness. The educational practices at Eagle Academy PCS meet the standards established by NAEYC and National Head Start. Eagle has blended the Head Start curriculum with Core Knowledge for Pre-school. At the Pre-Kindergarten level, teachers use the Early Learning Standards to inform their practice by utilizing the scientific research-based Houghton Mifflin reading and mathematics program with the Core Knowledge curriculum sequence. At the Kindergarten Level, the faculty has implemented developmental reading using Houghton Mifflin materials and integrated Core Knowledge sequence. Grades 1 and 2 utilizes the Core Knowledge curriculum sequence supplemented by Houghton Mifflin resources. Kindergarten through Grade 2 curricula is designed to build a positive disposition towards learning with a desire to be engaged in mathematical thinking and scientific inquiry.

All faculty and staff focus on vocabulary development throughout the day, engaging children in language and content rich discussions, modeling language and through reading award-winning literature. Two professional librarians engage all students and families in a positive disposition toward reading and provide weekly opportunities to read books from a vast selection of carefully chosen genres. The school library, rich with children's literature, is open to all families on a daily basis.

Students are provided with multiple opportunities to delve deeply into areas of interests, allowing them to develop deep insights in their areas of study. The courses of inquiry are tailored to each student's level and their demonstrations of learning are celebrated with

classmates and families. This system of recognition allows students who have different rates of growth to share success in the same classroom. This is the fifth year that students participated in a Science Fair. Each student created an exhibit that was judged by the scientists from the Washington Navy Yard.

Eagle Academy PCS spotlights the benefits of inclusive education and early intervention as a key educational focus. We enroll students with disabilities from Level I through Level 4. General education students and classified students learn together as required by law and by best educational practice. Students with disabilities can often outgrow apparent problems with the correct support at home and at school. As a result of individualized early intervention services, many of the students who enter Eagle Academy PCS with exceptionality are able to obtain the compensatory skills necessary to succeed in the general education curriculum. General education students and students with disabilities learn to grow educationally and to interact appropriately with peers.

This model embraces the belief that general education students and students with disabilities can learn to accept the disability as well as the challenge of growing and learning in a multi-level classroom. Students who require that 100% of their time be spent in a self-contained classroom (based upon their I.E.P.s) are also served at Eagle Academy PCS. Eagle was one of the first schools with a primarily general education population to include Non-Categorical students as part of the recruitment process. During the 2009 – 2010 school year, no Limited English Proficient students were enrolled at Eagle. We are prepared to provide quality education to any students wishing to enroll in the future.

#### 4. Brief description of key mission-related programs

Eagle Academy PCS faculty, staff and families we serve are committed to the mission and vision of this unique early childhood/primary community. The administrators, faculty and staff utilize the lessons learned from the Design for the Future, the Middle States protocol, and the application of the Middle States standards to guide the educational programs.

The school environment and culture developed and nurtured by administrators, faculty, staff and families facilitate the implementation of best practices to sustain a high quality education program. In the fall of 2009 – 2010, Eagle Academy PCS embarked upon a yearlong self-study to learn the environment supports student outcomes and examining the competencies of effective interactions with students.

Committed to continuous improvement, Eagle Academy PCS contracted with Howard University for Urban Progress to conduct pre and post classroom observations with research based assessment tools to study how the skills, strategies and instructional practices of the school community aligned with our mission. The Fall administration of the assessment was conducted utilizing Early Childhood Environmental Rating Scale (ECERS) School - Age Care Environment Rating Scale, (SACERS) and The Classroom Assessment Scoring System (CLASS) tools to measure multiple competencies.

Upon completion of the first classroom observation teachers were provided with individual consultation with Howard University to discuss the findings. The data collected provided individual and group results, informing differentiated professional development. Eagle Academy PCS secured online professional development through the University of Virginia to provide weekly support.

The Spring of 2011 assessments were conducted utilizing the Early Language and Literacy Classroom Observation (ELLCO) and CLASS assessment tools. All teachers received the comprehensive data results to review areas of growth, continuing strengths and areas for future development. The data informed areas of foci for differentiated professional development, overall school-wide goals, and have helped shape systemic change.

In an effort to continue the commitment to acknowledge and implement the idea of a 'common language' for teaching and learning and understanding of the components for key mission-related programs, Eagle Academy PCS allocates two weeks prior to the students' Fall arrival for professional development and training focused on a mission driven school with the knowledge, skills, strategies, and disposition to teach in a data driven environment. The technology program continues to grow as faculty members seek opportunities for student experiences that are developmentally appropriate.

Ongoing professional development, training and support are available to teachers during the school day and throughout the school year.

Our students experience consistency throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social growth. The faculty is well schooled in the cultivation of developmental skills in our students in the social and emotional areas. Eagle Academy PCS participates in the Safe Schools, Healthy Children Initiative.

Eagle Academy PCS plans multiple meaningful events throughout the year to provide families with opportunities to engage in their children's education. Photo galleries displayed throughout the halls captures our many events, and visitors can see how families, faculty and staff build connections to the mission of the school.

Parent programs and monthly Parent Teacher Organization meetings at Eagle provide a hub for energizing parent activity. This year parent participation was heightened through a number of events, including our yearly science fair, where parents and students worked together to explore topics. These, and other numerous varied and regularly scheduled learning opportunities, drew 92% of the families to participate at least once and helped to support our efforts to achieve the Eagle mission.

Eagle Academy PCS provides a strong and consistent health program, which ensures student health and well being. The school is in its sixth year of a visitation program with Howard University Medical School's Pediatric Interns. The interns provide support for the emotional, social, and personal growth of the students, as well as for their physical health. HUH has administered the



Denver Screening to help identify students with special and unique needs. Additionally, Eagle Academy PCS provided all students with a dental check up including dental prophylaxis and some received fluoride and or dental sealants on their teeth.

**C. School Staff**

1. Name and titles of those in key leadership positions in the school.

- Davene White, RN, MPH, Chairperson, Board of Trustees
- Gowon Thorpe, Treasurer
- Betty Williams, Secretary
- Cassandra Pinkney, M.A., Executive Director
- Ronald A. Hasty, Principal
- Joe M. Smith, Ph.D., Chief Financial Officer
- Trenice Jett-Jones, Special Education Director

2. Number of teachers | 33

3. Number of teacher aides | 24

4. Average class size | 16

5. Qualifications and assignments of school staff | See data sheet

6. Staff attrition rate | 16 %

7. Salary range and average salary, for teachers and administrators.\* \$40,000 to \$130,000

**D. Student Characteristics**

1. Number of students enrolled, by grade level\*

<b>770 M Street, SE</b>	
Pre-School	134
Pre-Kindergarten	146
Kindergarten	92
1 St Grade	34
Non-Category Special Education	11
Student attrition rate during the 2010-2011 school year	11%
Student re-enrollment	89%
Demographics*	92% African-American (non-Hispanic) 3%

	Hispanic 3.7% Hispanic 1.5 % Asian/Pacific Islander 2.8 % Caucasian (non-Hispanic) 0 % American Indian/Alaskan Native 0% Other
Percentage of limited and non-English proficient students	0%
Percentage of students with Special Education IEPs	11%
Percentage of students qualifying for free or reduced lunch	60%
Average daily membership	395
Average daily attendance	95%
Promotion Rate	99.5%
<b>1017 New Jersey AVE</b>	
1 St Grade	59
2 <sup>nd</sup> Grade	46
Non-Category Special Education	6
Student attrition rate during the 2010-2011 School year	5%
Student re-enrollment	95%
Demographics*	See above
Percentage of limited and non-English proficient students	0%
Percentage of students with Special education IEPs	30%
Percentage of students qualifying for free or reduced lunch	60%
Average daily membership	105
Average daily attendance	95%
Promotion Rate	99.5%

**E. Governance**

1. Board of Trustees members (names, addresses, and affiliations), officers, and committee assignments. Please identify parent members.

**Eagle Academy Board Member Roster  
2010-2011**

**Davene M. White**  
*Chairperson*  
Howard University Hospital

**Betty Williams**  
*Secretary*  
District of Columbia Public Charter School

**Gowon Thorpe**  
*Treasurer*  
Internal Revenue Service

**Eular Robinson**  
*Parliamentarian*  
District of Columbia Government (Ret.)

**Paul Dalton**  
*Principal & Lawyer*  
Dalton & Dalton LLC.

**Loray White**  
Prince George's County Public Schools

**Kerry Lewis**  
Howard University Hospital

**Charletta Lewis**  
Outreach/Behavior Management/LLBNS

**Elinor Hardrick**

**Shannon Settle**  
*Parent Representative*  
District of Columbia Government

**Sharon Floyd**  
*Parent Representative*

2. Advisory committee (member names and affiliations)

**Committee Assignments**

Davene White, Chairperson, is a member of all subcommittees

**Audit Committee**

Gowon Thorpe, Board

Joe Smith, CFO

Shailendra Baghel, Controller

Andrea Shorter, ACSCPA, Inc., external accountant

### **Education Committee**

Loray White, Board

Eular Robinson, Board

Ronald A. Hasty, Principal

### **Planning Committee**

Paul Dalton, Board

Charletta Lewis, Board

Shannon Settle, Board

Cassandra Pinkney, Executive Director

Joe Smith, CFO

### **Operations Committee**

Betty Williams, Board

Cassandra Pinkney, Executive Director

Ronald A. Hasty, Principal

### **Advisory Committees - None**

3. A description of any training received by members of the Board of Trustees, including workshops. Retreats, facilitated work sessions, attendance at conferences, etc.
  - Davene White attended the National Charter School Conference, the School Health Conference, and the DC Conference on Public Private Partnerships.
  - Charletta Lewis and Davene White participated in four day-long facilitated work sessions with executive staff on long range planning, strategic planning, and marketing conducted by Edge Advertising.
  - Eular Robinson attended a PCSB workshop on Board membership.
  - All Board members attended two facilitated workshops on construction financing conducted by the Ten Square Group and by Arendt Fox.
  - All Board members attended a facilitated work session on internal controls conducted by ACSCPA, Inc.

**Eagle Academy PCS Financial Report 2010-2011**

				Column A	Column C	Column D
<b>REVENUES</b>				501(c)3 School Applicant	Total Revenues by Funding Source	Percent of Total Public Funding
	Per Pupil Charter Payments			\$5,673,948	\$5,673,948	
	Per Pupil Facilities Allowance			\$1,560,000	\$1,560,000	
	Special Education			\$1,019,730	\$1,019,730	
	Summer School			\$334,543	\$334,543	
	Federal Entitlements NCLB			\$208,000	\$208,000	
B/L	Other Government Funding/Grants			\$105,000	\$105,000	
	City BUILD Grant			\$998,800	\$998,800	
	<b>Total Public Funding</b>			\$9,900,021	\$9,900,021	
	Headstart			\$495,000	\$495,000	
575	Summer Camp			\$86,250	\$86,250	
	Paid Lunch			\$29,250	\$29,250	
	770 M St. Property Tax Rebate			\$232,000	\$232,000	
	NJ Ave Property Tax Rebate			\$160,991	\$160,991	
	Other Income (aftercare)			\$305,000	\$305,000	
	<b>Total Non-Public Funding</b>			\$1,308,491	\$1,308,491	
	<b>TOTAL REVENUES</b>			\$11,208,512	\$11,208,512	
<b>EXPENSES</b>				501(c)3 School Applicant	Combined Total	Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>						
<b>Administrative Salaries</b>						
	Administrative Salaries			655,500	655,500	0.066212
	Clerical Salaries			201,000	201,000	0.020303
	Part-Time Support			37,440	37,440	0.0037818
	ProInspire Fellows (2)			80,000	80,000	0.0080808
<b>Instructional Staff</b>						
	Teachers Salaries			1,874,628	1,874,628	0.1893559
22	Teacher Aides Salaries			794,109	794,109	0.0802128
	Other Education Professionals Salaries			435,032	435,032	0.0439425
<b>Support Services</b>						
	Security			47320	42000	0.0042424
6	Custodial Salaries			220,720	220,720	0.0222949
	Before/Aftercare			95,000	95,000	0.0095959
	Employee Incentives			42,000	42,000	0.0042424
	Summer School Staff			26,000	26,000	0.0026263
24%	Employee Benefits			1,056,834	1,056,834	0.1067507
	<b>Subtotal: Personnel Costs</b>			\$5,565,582	\$5,560,262	0.4965496
<b>Direct Student Costs</b>						
100	Textbooks/Curriculum			52,000	52,000	0.0052525

200	Student Supplies and Materials		104,000	104,000	0.010505
	Library and Media Center Materials		15,000	15,000	0.0015151
50	Computers and Materials		26,000	26,000	0.0026263
	IT Support		22,000	22,000	0.0022222
	Other Instructional Equipment		6,000	6,000	0.0006061
3500	Classroom Furnishings and Supplies		21,000	21,000	0.0021212
75	Student Assessment Materials		39,000	39,000	0.0039394
8000	Contracted Student Services		608,000	608,000	0.061414
	Summer School Expenses		16,950	16,950	0.0017121
150	Miscellaneous Student Costs **		78,000	78,000	0.0078788
	Parent Program Staff & Consultants		16,000	16,000	0.0016162
	<b>Subtotal: Direct Student Costs</b>		<b>\$1,003,950</b>	<b>\$1,003,950</b>	<b>0.1014089</b>
<b>Occupancy Expenses</b>					
	Lease		929,540	929,540	0.0938927
10.25	Operations including utilities		515,790	515,790	0.0520999
	Building Maintenance and Repairs		3,500	3,500	0.0003535
1000	Janitorial Supplies		12,000	12,000	0.0012121
500	Equipment Rental and Maintenance		6,000	6,000	0.0006061
	NJ Avenue Lease		148,740	148,740	0.0150242
	NJ Ave Operating Expenses		39,160	39,160	0.0039555
	NJ Avenue RE Tax		160,991	160,991	0.0162616
	Modular Classroom Lease		38,400	38,400	0.0038788
	Construction/Renovation NJ Avenue		150,000	150,000	0.0151515
	Facility Professional Services		175,000	175,000	0.0176767
	Misc Expenses		5,000	5,000	0.000505
	Contracted Building Services		8,343	8,343	0.0008427
	<b>Subtotal: Occupancy Expenses</b>		<b>\$2,192,463</b>	<b>\$2,192,463</b>	<b>0.2214605</b>
<b>Office Expenses</b>					
30	Office Supplies and Materials		15,600	15,600	0.0015758
	Office Furnishings and Equipment		9,000	9,000	0.0009091
	Office Equipment Rental and Maintenance		40,848	40,848	0.0041261
3000	Telephone/Telecommunications		36,000	36,000	0.0036364
	Professional Services		150,000	150,000	0.0151515
30	Printing and Copying		15,600	15,600	0.0015758
15	Postage and Shipping		7,800	7,800	0.0007879
	HR Contract		75,000	75,000	0.0154377
	Misc Expenses		5,000	5,000	0.0010292
	Marketing		50,000	50,000	0.0050505
	<b>Subtotal: Office Expenses</b>		<b>\$404,848</b>	<b>\$404,848</b>	<b>0.0408937</b>
<b>General Expenses</b>					
	Insurance		33,000	33,000	0.0033333
4.27	Food Service		223,816	223,816	0.0226077
0.6	Before/After Care		17,100	17,100	0.0017273

	snacks					
	Administration Fee (to PCSB)			49,500	49,500	0.005
	Travel			62,000	62,000	0.0062626
	Depreciation			22,124	22,124	0.0022347
	Staff Development Costs			32,000	32,000	0.0032323
	Travel			15,000		
	Conferences			4,000		
	Consultants			13,000		
	Other General Expense			5,000	5,000	0.000505
	<b>Subtotal: General Expenses</b>			<b>\$444,540</b>	<b>\$444,540</b>	<b>0.044903</b>
	<b>TOTAL EXPENSES</b>			<b>\$9,611,384</b>	<b>\$9,606,064</b>	<b>0.9703075</b>
	<b>EXCESS (OR DEFICIENCY)</b>			<b>\$1,597,127</b>	<b>\$1,597,127</b>	<b>0.1613257</b>
	<b>ASSUMPTIONS</b>					
	Student Enrollment			520		
	Facility Size (square footage)			50,321		
	Average Teacher Salary			47,831		
	Student/Teacher Ratio			13.33		
	Other Major Assumptions			See Notes		
<b>NOTES:</b>	Students		Teachers			
	Pre-S	120	Classroom	30	\$1,424,209	
	Pre-K	135	Spec Ed	3	\$152,129	
	K	110	Resource Tchr	3	\$156,060	
	Grade 1	95	Librarian	1	\$55,000	
	Grade 2	60	Sp/Lang Ther	1	\$78,030	
	Total	520	Reading Specialist	1	\$56,000	
			School Psychologist	1	\$69,000	
M St Rental			Total	39.00	\$1,865,428	
50321				Average	\$47,831	
\$18	\$929,540					
			Other Professional			
			Headstart Coordinator	\$51,000		
			Activities Coor	\$62,782		
			Business Mngr	\$75,400		
			Controller	\$77,700		
			IT Director	\$69,430		
			IT Support 1/2time	\$18,720		
			Nurse (2)	\$80,000		
				\$435,032		

**List of Donors Who's Contribution Exceeds \$500**

None

**List of Non-Government Grantors:**

General Mills Grant

United Way Grant

Association of American Medical Colleges Grant

Lowes Tools for Education Grant

United Planning Organization; Foster Grandparents Program



## **School Performance**

### **1. Evidence of Performance and Progress**

Provide a summary of the Accountability Plan

#### **Student Progress**

##### **Core Knowledge Literacy Assessment – Pre-School**

**Accountability Plan Link → 75 % of all Pre-School students will achieve mastery on the Core Knowledge Assessment**

96% of all Pre-School students (3 years old) achieved 75% mastery as measured on the Core Knowledge Assessment in Literacy surpassing the target. This was the second year of implementation of the Core Knowledge literacy sequence at the PreK-3 age groups.

Eagle Academy PCS was without benefit of the PCSB Performance Management Framework with the Early Childhood School Specific Measure Recommendations. The 75% of all students target established for the measurement of Core Knowledge literacy for Pre- School was achieved as written in the Accountability Plan.

##### **Core Knowledge Math Readiness Assessment – Pre-School**

**Accountability Plan Link → 75 % of all Pre-School students will achieve mastery on the Core Knowledge Assessment**

97% of all Pre-School students (3 years old) achieved 75% mastery as measured on the Core Knowledge Assessment in Math Readiness skills, surpassing the target. This was the second year of implementation of the Core Knowledge math sequence at the PreK-3 age groups.

Eagle Academy was without benefit of the PCSB Performance Management Framework with the Early Childhood School Specific Measure Recommendations. The 75% target established for the measurement of Core Knowledge Math Readiness for Pre- School was achieved as written in the Accountability Plan.

##### **Brigance - Literacy – Grade Pre-K4 to 1st**

**Accountability Plan Link → 80% of all Pre-Kindergarten 4 – Grade 1 students will score at or above 80% mastery in Literacy.**

In the Spring across grades PreK-4 - First, 86% of all assessed Literacy skills were mastered.

- o Pre-Kindergarten 4 students went from 56% skills mastery in the Fall to 79% skills mastery in the Spring, showing an overall percentage gain of 23%.

- o Kindergarten students went from 62% skills mastery in the Fall to 86% skills mastery in the Spring, showing an overall percentage gain of 24%.
- o First Grade students went from 73% skills mastery in the Fall to 92% skills mastery in the Spring, showing an overall percentage gain of 19%.

Eagle Academy PCS was without benefit of the PCSB Performance Management Framework with the Early Childhood School Specific Measure Recommendations. The 80% mastery target established for measuring the Brigance in Literacy for PreK through First Grade was not met according to the charter board. **Eagle Academy PCS performance met the DCPCSB recommended standard of 50%**

**Brigance - Math – Grade PreK-4 to 1st**

**Accountability Plan Link →80% of all Pre-Kindergarten 4 – Grade 1 students will score at or above 80% mastery in Math Readiness Skills.**

In the Spring across grades Pre-K4 to First 91% of all assessed Math Readiness skills were mastered.

- o Pre-Kindergarten 4 students went from 70% skills mastery in the Fall to 88% skills mastery in the Spring, showing an overall percentage gain of 18%.
- o Kindergarten students went from 78% skills mastery in the Fall to 93% skills mastery in the Spring, showing an overall percentage gain of 15%.
- o First Grade students went from 82% skills mastery in the Fall to 92% skills mastery in the Spring, showing an overall percentage gain of 10%.

Eagle Academy PCS was without benefit of the PCSB Performance Management Framework with the Early Childhood School Specific Measure Recommendations. The 80% target established for measuring Brigance achievement in Mathematics for Pre kindergarten through First grade was not met as written in the Accountability Plan. **Eagle Academy PCS performance met the DCPCSB recommended standard of 50%.**

**STAR - Math – 2nd Grade**

**Accountability Plan Link →75% of all 2<sup>nd</sup> grade students will score between 70-75% mastery in STAR Math.**

- The Grade Equivalent (GE) Score can range from 0.0 to 12.9 which describes the grade level at which a student is performing, on average
  - o The GE Score for Second Grade students is capped at 5, three grade levels above the average; therefore no student would be reported as scoring higher than 5 in GE.
- Eagle used the STAR Math “Grade Equivalent” score to determine the level of mastery

- A GE score of 2.7 or higher indicates overall “Mastery” of content.
- Any student that obtained a GE score of 1.8 or above was considered 70% “Proficient”
- In the Fall, based on pre-test results, students had an average GE score of 1.8
  - Based on our guidelines, 46% of students were “At or above” the 70% Proficiency level
  - Based on our guidelines, 54% of students were “Below” the 70% Proficiency level
- In the Spring, based on post-test results, students had an average GE score of 2.4
  - Based on our guidelines, 77% of students were “At or above” the 70% Proficiency level
  - Based on our guidelines, 23% of students were “At or above” the 70% Proficiency level
- From the Fall to the Spring, students increased their scores from 1.8 to 2.4, showing an overall percentage gain of 31%<sup>1</sup>

Based on our guidelines, 70% of the students achieve Proficiency level and 23% of students were “Below” the 70% Proficiency level in mathematics and the target was not achieved. The Charter Board finding is that we have not met the target.

## **Student Achievement**

### **DIBELS – Grade 1**

**Accountability Plan Link →80% of all 1<sup>st</sup> Grade students will be at Benchmark in literacy.**

#### **Overview**

There were 93 students in first grade across 5 classes. This information is a summary of the detailed data report pulled from the DIBELS online data management system.

#### **Letter Naming Fluency**

This assessment measure is only administered at the beginning of the school year, thus we only have one data point.

- All 93 students were tested in this area
- 56% of students were considered “Low Risk”
- 31% of students were considered “Some Risk”
- 13% of students were considered “At Risk”

---

<sup>1</sup> 31% is derived from the change in percentage from Fall to Spring, 77%-46% = 31%, which represents the overall percentage gain

### **Phoneme Segmentation Fluency**

This assessment measure is administered at the beginning, middle and end of the year

- All 93 students were tested in this area at the BOY, MOY; Only 89 were tested at the EOY
- At the BOY, 30% of students were tested at a “Deficit” benchmark level; by the EOY, only 2% were tested at a that same level
- By the EOY, 98% of students tested at either an “Emerging” or “Established” benchmark level
  - 78% of students tested at an “Established” benchmark level
  - 20% of students tested at an “Emerging” benchmark level

### **Nonsense Word Fluency – CLS**

This assessment measure is administered at the beginning, middle and end of the year

- All 93 students were tested in this area at the BOY, MOY; Only 89 were tested at the EOY
- At the BOY, 29% of students were tested at a “Deficit” benchmark level; by the EOY, only 9% were tested at a that same level
- By the EOY, 91% of students tested at either an “Emerging” or “Established” benchmark level
  - 45% of students tested at an “Established” benchmark level
  - 46% of students tested at an “Emerging” benchmark level

### **Oral Reading Fluency – Words Correct**

This assessment measure is administered at the middle and end of the year

- All 93 students were tested in this area at the MOY; Only 89 were tested at the EOY
- At the MOY, 22% of students were tested at a “Deficit” benchmark level; by the EOY, 13% were tested at a that same level
- By the EOY, 86% of students tested at either an “Some Risk” or “Low Risk” benchmark level
  - 57% of students tested at an “Low Risk” benchmark level
  - 29% of students tested at an “Some Risk” benchmark level

### **Oral Reading Fluency – Accuracy**

This assessment measure is administered at the middle and end of the year. There are no official benchmark levels established for this assessment area.

- All 93 students were tested in this area at the MOY; Only 89 were tested at the EOY

### **Oral Reading Fluency – Retell**

This assessment measure is administered at the middle and end of the year. There are no official benchmark levels established for this assessment area.

- All 93 students were tested in this area at the MOY; Only 89 were tested at the EOY

### **Word Use Fluency**

This assessment measure is administered at the beginning, middle and end of the year. There are no official benchmark levels established for this assessment area.

- All 93 students were tested in this area at the MOY; Only 89 were tested at the EOY

Eagle Academy PCS was without benefit of the PCSB Performance Management Framework with the Early Childhood School Specific Measure Recommendations. The 80% mastery target established for the measuring DIBELS in Grade 1 was not met. **Eagle Academy PCS performance exceeded the DCPCSB recommended standard of 50%**

### **Social and Emotional Development**

Eagle Academy PCS was without benefit of the PCSB Performance Management Framework with the Early Childhood School Specific Measure Recommendations. The Brigance Assessment for measuring social and emotional development does not provide assessment measures for second grade students. Therefore, the 2<sup>nd</sup> grade students were administered the Social Skills Improvement System (SSIS) which addresses the need for an evidence-based, multi-tiered assessment and intervention system to help students develop, improve and maintain important social skills.

### **Performance Data for Students with Disabilities**

- 74 % of students with Individual Educational Plans met their targets in reading and math.

### **Data for English Language Learners**

- In 2010 – 2011 school year the enrollment data reflects no English Language Learners were enrolled at Eagle Academy PCS.

#### **b. Non academic performance data:**

The results from the 2010 – 2011 compliance review

- Eagle Academy PCS has 100% compliance for 2010 - 2011 school year. Eagle submitted all of the required documents to Public Charter Board and the Office of the State Superintendent on time.

The Board of Trustees meets every other month. Committees of the Board meet with various school administrators and operating groups within the school organization. The Chair of the Board meets with the Executive Director and the Chief Financial Officer at least every other week, plus attends various meetings with members of City Council, the Mayor's Office, and various government agencies with whom we do joint planning. At least two members of the Board attended four strategic planning sessions facilitated by Edge Advertising. The treasurer participated in two of the audit meetings. As a practice, the Board is engaged with the school in terms of policies and procedures and offering support in the development of the school.

### **Successes**

1. The Board participated in the submission to the District of Columbia that allowed Eagle Academy PCS to be awarded the right to negotiate for the McGogney Elementary School site.
2. Board members worked with the administrative staff to change the education law in DC so that PreK students would be considered part of the elementary education system. That law was passed unanimously by City Council and signed by then Mayor Fenty in December 2010. PreK students are now eligible for NCLB funding throughout the District.
3. The Board participated in the selection of the three organizations that provided support in negotiating the terms of the lease with the DC Department of Real Estate Services.
4. Eagle was approved by DC PCSB to open a third campus at Howard University for PreK students.
5. The Board of Trustees supported the expansion of the school to Third Grade.
6. The Board reviewed and approved programs that would improve student and teacher performance. A primary contract was the Howard University Center for Urban Progress contract that brought external experts using validated research instruments to assess the effectiveness of each faculty member and provide data for a professional improvement program.
7. The Board was pleased to support the program with the DC Department of Health that allowed over 400 Eagle children to receive free dental care and sealant for their teeth. Eagle has the largest number of student participants in the District.

### **Challenges**

1. Completing the lease for McGogney.
2. Completing the Financing for The Eagle Center.
3. Completing the sublease with Howard University for the occupancy of the healthplex.
4. Conducting self-analysis to know how the Board needs to grow to support the new Eagle Academy structure as an active community school.

Department of Consumer and Regulatory Affairs

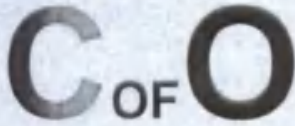
Permit Operations Division

1100 4th Street SW

Washington DC 20024

Tel. (202) 442 - 4589 Fax (202) 442 - 4862

TO SCHEDULE INSPECTIONS PLEASE CALL (202) 442 - 9557



**CERTIFICATE OF OCCUPANCY**

THIS CERTIFICATE MUST ALWAYS BE CONSPICUOUSLY DISPLAYED AT THE ADDRESS MAIN ENTRANCE

PERMIT NO. CO1002599

Date: 11/22/2010

Address of Use: <b>770 M ST SE</b>		Zone: ES/C-3-A	Ward: 6	Square: 0907	Suffix:	Lot: 0015
Description of Occupancy: <b>PUBLIC CHARTER SCHOOL PRE-K TO 3RD GRADE - 493 STUDENTS &amp; 53 STAFF WITH ACCESSORY FOOD SERVICE.</b>						
Permission is Hereby Granted To: <b>Eagle Academy, Inc.</b>		Trading As: <b>eagle academy psc</b>		Floor(s) Occupied <b>1ST FLOOR</b>	PERMIT FEE: <b>\$340.96</b>	
Property Owner: <b>Madison 770 M Street, Llc</b>		Previous Use(s): <b>Other (Specify)</b>		Occupant Load:	BZA Number: <b>0</b>	
Type of Application: <b>Load Change</b>		Occupied Sq. Footage: <b>50321</b>	Approved Use(1): <b>Other (Specify)</b>			
Conditions/ Restrictions:  As a condition precedent to the issuance of this Certificate, the owner agrees to conform with all conditions set forth herein, and to maintain the use authorized hereby in accordance with the approved application and plans on file with the District Government and in accordance with all applicable laws and regulations of the District of Columbia. The District of Columbia has the right to enter upon the property and to inspect all spaces whose use is authorized by this Certificate and to require any changes which may be necessary to ensure compliance with all the applicable regulations of the District of Columbia.						
Director: Linda K. Argo		Permit Clerk:  Lucrecia McKinney		Expiration Date:		
TO REPORT WASTE, FRAUD OR ABUSE BY ANY DC GOVERNMENT OFFICIAL CALL THE DC INSPECTOR GENERAL AT 1-800-521-1639 FOR CONSTRUCTION INSPECTION INQUIRIES CALL (202) 442-9557 TO SCHEDULE INSPECTIONS PLEASE CALL (202) 442-9557						

Department of Consumer and Regulatory Affairs

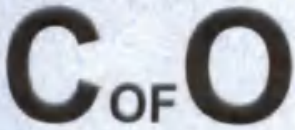
Permit Operations Division

941 North Capitol Street NE Room 2100

Washington DC 20002

Tel. (202) 442 - 4589 Fax (202) 442 - 4862

TO SCHEDULE INSPECTIONS PLEASE CALL (202) 442 9557



CERTIFICATE OF OCCUPANCY

THIS CERTIFICATE MUST ALWAYS BE CONSPICUOUSLY DISPLAYED AT THE ADDRESS MAIN ENTRANCE

PERMIT NO. CO0903356

Date: 09/10/2009

Address of Use: 1017 NEW JERSEY AVE SE		Zone: C-3-C	Ward: 6	Square: 0740	Suffix:	Lot: 0042
Description of Occupancy: PUBLIC CHARTER SCHOOL FOR 141 CHILDREN (AGES 5 OR OVER) AND 14 STAFF, WITH 10 REQUIRED PARKING SPACES						
Permission is Hereby Granted To: Eagle Academy Pcs	Trading As: EAGLE ACADEMY	Floor(s) Occupied: 1ST,2ND	PERMIT FEE: \$89.00			
Property Owner: 1021 New Jersey Ave Llc	Previous Use(s):	Occupant Load: 141	BZA Number:			
Type of Occupancy: Ownership Change	Occupied Sq. Footage: 6800	Approved Use(1):				
Conditions/ Restrictions:  As a condition precedent to the issuance of this Certificate, the owner agrees to conform with all conditions set forth herein, and to maintain the use authorized hereby in accordance with the approved application and plans on file with the District Government and in accordance with all applicable laws and regulations of the District of Columbia. The District of Columbia has the right to enter upon the property and to inspect all spaces whose use is authorized by this Certificate and to require any changes which may be necessary to ensure compliance with all the applicable regulations of the District of Columbia.						
Director: Linda K. Argo	Permit Clerk: Lucretia	Expiration Date:				
TO REPORT WASTE, FRAUD OR ABUSE BY ANY DC GOVERNMENT OFFICIAL, CALL THE DC INSPECTOR GENERAL AT 1-800-521-1639 FOR CONSTRUCTION INSPECTION INQUIRIES CALL (202) 442-9557 TO SCHEDULE INSPECTIONS PLEASE CALL (202) 442-9557.						



## B. Lessons Learned and Actions Taken Based

1. **What issues, if any were encountered in collecting and reporting data for the performance management framework? What issues, if any were encountered in collecting and reporting accountability plan data? In light of the new accountability systems, what changes will be made in order to remedy these data collection issues.**

Eagle Academy PCS Accountability Plan was hastily developed in June 2011 due to turn around constraints for Charter Board review and approval. The plan written by Eagle Academy PCS with guidance of the Charter Board representative and approved by the DCPCSB is flawed. Most importantly, the plan was written without benefit of the PCSB Performance Management Framework with the Early Childhood School Specific Measure Recommendations. The Accountability Report for 2011-2012 school year needs to be revised.

Data reports are generated by the assessment tool and need to be organized in a manner that can be easily accessible for reporting. A Data Manager will provide a remedy for easily accessible data collection while working with Power School technology.

2. **What student-related academic issues were identified as a result of the evaluation of the school's performance framework and accountability plans? What program changes will be undertaken or are under consideration as a result of the evaluation of the school's performance?**

The ongoing evaluation of the school's performance through multiple assessment tools continues to inform Eagle Academy faculty and staff, and parents that our students demonstrate continuous academic growth. The review of data in November 2011 led to the hiring of a reading specialist for the second semester.

Students in need of academic support are served through the Safety Net Program. Safety Net is a method of academic intervention used at Eagle Academy PCS, designed to provide early, effective assistance to young children who are experiencing difficulty mastering readiness skills. Safety Net seeks to prevent academic failure through early intervention and frequent progress monitoring for young children. With our increase in enrollment and the positive outcomes of Safety NET we have increased staffing for the Safety Net Program due to increase enrollment numbers.

3. **What program changes or improvements will be undertaken or are under consideration as a result of the most recent Program Development/Self Study Review Findings?**

At Eagle Academy PCS, we continue the focus on the improvement and expansion of a sustainable assessment system as a major component of instruction. An assessment team consisting of faculty and

administration reviewed assessment tools to determine which systems need to be utilized in providing ongoing data that informs instruction and measures the academic progress of our students over time. To that end the position of Data Manager has been created, and a reporting system has been developed.

The efforts continue to support Eagle's ability to provide rich and meaningful data reports to parents and stakeholders regarding the academic, social emotional and cognitive growth of our students through the use of the Gold Assessment System for students enrolled in Pre-school through Kindergarten. The 2011 – 2012 school year assessment calendar identified the external assessments to be administered, the timeline for assessment, and a data conference schedule. The use of the STAR Assessment Systems for students in grades one and two began in the 2010 - 2011 school year. The ongoing professional development and training in the area of assessment provides a structure and protocol for all faculty and staff, and establishes a common language and means by which to monitor our curriculum instruction. Teachers continue to deepen their understanding about formative assessments.

#### C. Reporting Performance Management Framework and /or Accountability Plan/Self Study Review Findings.

At Eagle Academy PCS, we are intentional in continuous efforts to maintain sustainable systems and structures to report and communicate school-wide data to faculty, staff, school board, parents, the PCSB and other community members. The Annual Report is posted on the school web site and was distributed at the parent meeting in November 2010. As announced during this parent meeting, three copies of our Annual Report were made available at the front desk in September. The Annual Report is also mailed to the District of Columbia Library for their files. Teachers review findings at grade level team meetings. Eagle Academy PCS authors The Annual Report, documenting performance data and program information with pictures that is shared with stakeholders and community as a whole.

## D. Unique Accomplishments

### **McGogney ES Facility**

Through a competitive process, the District awarded Eagle a 67,000Sf school on 4.1 acres in Ward 8 (3400 Wheeler Road, SE) – the former McGogney elementary School- in which the develop the Eagle Center: An integrated Community-Services School. The facility will be renovated utilizing healthy and sustainable building components, and the new addition for the gym, pool, and healthplex will be certified at least LEED Silver. An environmental education program will also be established for the community using the building itself as a model for how to be environmentally friendly at home. We estimate that the renovated facilities will be ready for occupation by the Fall of 2012.

### **High Quality Instructional Program**

Committed to a high quality instruction and professional development and training, Eagle Academy PCS now has two dedicated positions for Instructional Coaches who work side by side with the teachers to support the educational program for all students. Common planning periods are supported in focusing on instructional practices, leading to improve student outcomes and professional learning communities.

The partnership with George Mason Early Childhood professors yielded the opportunity to engage in a study of early writing with Pre K teachers. Professors met with teachers to analyze student writing, identify dispositions and attitudes of teachers, and share research and educational articles.

### **The School Based Dental Sealant Program**

Eagle Academy PCS provided all students with a dental prophylaxis, and some received fluoride and/or dental sealants on their teeth. While waiting to see the dentist, an age-appropriate video was shown about brushing the teeth, eating healthy foods, and visiting the dentist.

### **OSSE Pre-K Enhancement and Expansion Grant Awarded**

Through this grant, Eagle Academy PCS acquired the necessary educational and assessment products and training to implement the “Handwriting without Tears” Pre-K program as well as increase the participation of parents in monthly evening meetings. Parent involvement at school boosts program effectiveness and promotes school readiness.

### **General Mills Foundation and United Way of the National Capital Area in partnership with OSSE – School Physical Fitness and Nutrition Education Grant Awarded**

Eagle Academy PCS strengthened and scaled up the approach to fitness and nutrition by (1) implementing a curriculum that focuses on fitness and nutrition for all our students to learn what it means

to live a healthy life; (2) working with our partner, Revolution Foods, to conduct nutrition workshops for parents and nutritional lessons and food tasting sessions for Eagle's Kindergarten – Grade 3 students; and (3) bringing our partner, Southeast Tennis and Learning Center, to the school to teach our Kindergarten – Grade 3 students how to play tennis as well as to develop an age-appropriate fitness program to get these students ready for tennis. Our partner program and Eagle's Physical Education teacher plan jointly for the implementation of the program.

### **Association of American Medical Colleges Grant Awarded**

“Young First Aiders” will prepare Eagle's young students (ages 3 – 8) for emergency medical situations they may encounter when they are not at school. They will acquire the skills needed to identify and handle an emergency situation. The program will promote a healthy lifestyle and teach children injury-prevention activities. Topics in the program include how to respond to an emergency situation, first aid, personal safety, and fire prevention and response. The program builds students' confidence and leadership skills.

### **Department of Immunization Award**

For the fourth consecutive year, Eagle Academy PCS has been awarded the Immunization Excellent Award for 100 % compliance.

Safe Schools/ Healthy Schools completed the second year of providing support in the implementation of Second Steps across all grade levels.

### **Parents' Night Out**

Eagle Academy PCS provided a Friday night respite for parents as their children attended a Campout at school. The children enjoyed Storybook Alive, a Moon Bounce, Smoothie Time and many other fun activities. Parents were most pleased with the opportunity to have their children participate.

### **Poetry Café**

National Poetry Month was celebrated by students and parents at the Eagle Poetry Café. The burgeoning poets of all ages presented their creative work for an audience of family and friends at an evening event.

### **The Fifth Annual Science Fair**

The purpose of the science fair at Eagle Academy PCS is to offer young students the opportunity to deepen their understanding of scientific inquiry and exploration processes while building a positive

disposition toward science concepts. The young scientific investigators were challenged by this year's theme, "Transforming Trash into Treasure." In keeping with the school's commitment to going green, student's projects focused on recycling and re-using materials in their environment. Our engineering partners from the Navy Yard judged the science projects.

### **Read Across America**

Oh, what wonderful engaging events captured the students' involvement during a week of celebrating the stories written by Dr. Seuss! The daily events for this celebration included visits from his popular storybook characters, children dressing like their favorite character, the Dr. Seuss parade, and students from the University of Maryland football team reading to students.

### **The National Black History Month: Community, Partnership, Mentoring and Diversity**

The OJAG – NAVFAC Diversity Committee commemorated the Black History Program entitled, "Past, Present, Future – Limitless Possibility," with United States Navy Judge Advocate General RADM Steven Talon JAGC, USN offering the greeting for this event held at the Navy Yard.

### **Middle States Accreditation Maintained**

Eagle Public Charter continues to uphold high standards while working to create and successfully implement a high quality Early Childhood Public Charter School program for the children. In order to ensure continued forward movement, Eagle Academy PCS entered into a year-long study of the school programming under the guidance of the Middle States Accreditation Board while using their protocol to create a quality strategic plan entitled "Design for the Future." In September 2009, after a year of intensive self-study and evaluation, and with the combined efforts of teachers, staff, Middle States staff and peer reviewers, the Middle States Accreditation Board officially recognized Eagle Academy Public Charter School as having met the criteria for accreditation under the Middle States Accreditation standards.

### **Expansion to Third Grade**

Eagle Academy received permission from its authorizing agency to expand the grades served from Pre-School to Grade 3 for the 2011 - 2012 school year. Parents had requested that the school make this change so Eagle could continue to provide a high quality educational program for their children. This is significant because it demonstrates that Eagle Academy staff implemented strategies and systems from "Lessons Learned" in last year's Annual Report and improved significantly in all areas. Eagle staff members are open to systemic change and to continuous improvement enhancing the quality of all of our programs.

### **3rd Annual Fashion Show**

Back by popular demand, faculty and staff volunteers came together to make the third Fashion Show another huge success. Attended by Eagle families, many also brought friends to enjoy the event to help the event achieve attendance of approximately 450 people! The guests attending agreed that the event surpassed everyone's expectations.

### **Before and After Care**

Eagle Academy PCS provides a rich and robust Before and After Care program for the over 200 students. The program offers a variety of interesting clubs for the students to choose from each semester. Sala/Spanish, Zula Science, Boys Hip Hop, Chant Team, Steppers, Girl Scouts, Pom Poms, Dance, Creative Arts were among the selections

Compton Auditorium on the Howard University campus was the venue for 1000 family members and friends as they enjoyed the wonderful singing, dancing and holiday presentations performed by the Eagle Academy PCS students.

### **Special Education Sensory Room**

Eagle Academy PCS is one of few public schools in the country to have a dedicated Sensory Room. Eagle Academy funded and built the Sensory Room designed to provide important stimulation for special-needs students with sensory issues. It allows the school occupational therapists to incorporate sensory integration treatment into their related services. The suspended equipment allows for intensive "vestibular input" in the form of spinning, swing, jumping and other forms of aggressive movement. Use of the equipment with proper treatment by trained therapists allows students to become more regulated in the classroom and/or school environment. They seek out less movement and are able to remain seated longer, their moods can become more stable, and their sensitivities can become less uncomfortable. Other significant benefits such as an increase in spontaneous language and overall coordination are known to be a result of intensive vestibular input provided by sensory integration equipment.

### **Near 100% Parent Involvement**

Given the fact that parental involvement is an important predictor for school outcomes, Eagle Academy continues to benefit from putting major efforts in place to have parents involved in their children's education. We provide multiple opportunities to bring parents together. During the course of the year, 92% of parents participated in at least one of Eagle Academy's programs and events!

### **Health Suite with 2 Full-Time Nurses**

Eagle Academy PCS has a dedicated health suite and 2 full-time nurses to administer the health program and to take care of our students. Eagle provides all of the necessary funds to staff and run the health suite. The nurses maintain the medical records for all students, ensure that 100% of our students are fully immunized, administer medication as needed, and coordinate and supervise the dental program and annual health screenings. For the past 4 years, Eagle Academy PCS has been recognized by the Immunization Coalition of Washington, DC for having attained at 100% immunization coverage rate.

### **Special Education Department**

Eagle Academy's Special Education Department is one of the best in the Washington region. It includes: (1) Diagnostic and prescriptive Evaluation; (2) Individualized Education Programs; (3) Early Childhood Curricula Related Services, which include Occupational Therapy, Physical Therapy, Speech Language Therapy and Behavior Support Counseling (individual and group therapy); and (4) Mental Health Services. For the 2010-2011 school year, Eagle had 2 full inclusion classrooms consisting of general education, special education, occupational therapy, physical therapy, speech language therapy and counseling services throughout the school day. All students benefited from these services. Our special learners were very successful and experienced several benefits, including, growth in social cognition, improvements in self-concept, development of personal principles, warm and caring friendships, and academic gains

### **Susan G. Komen Walk for Breast Cancer**

Eagle Academy PCS's teachers, staff and parents continued to participate in the annual Susan G. Komen Walk for Breast Cancer at the National Mall. The school has raised over 1,000 by selling Susan G. Komen pins, bumper stickers, t-shirt, wrist bands, and pink lemonade. The students drew pictures for breast cancer patients. Eagle Academy PCS also conducted a breast cancer awareness program for our parents through Howard University Hospital.

### **Foster Grandparents**

Through the partnership with United Planning Organization, Eagle Academy PCS benefits greatly from the foster grandparent program. The volunteers are assigned 2 -3 children to work with individually. Specific goals of reading, vocabulary, writing, speech, social interactions and math are assigned for each student and the grandparents help in achieving these goals.

## **Parent Letters**

Eagle continues to receive tremendous praise from parents regarding the dedication and skill of the instructional staff. Parents also recognized the well developed After Care program that engages children in popular activities such as salsa dancing, construction/building, use of technology and other areas of interest for students. By offering a comprehensive and meaningful After Care program, Eagle continues to encourage parent participation in other school activities.



**Mission Statement**

1. Enter your Campus/LEA's Mission Statement in the space provided below.

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners.

**School Contact Information**

2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

Eagle Academy

3. Was your organization accredited in the 2010-2011 school Year? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

Yes

Middle States Accreditation

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

**Name**

Ronald A. Hasty

**Title**

Principal

**School Street Address**

770 M Street, SE 8th Street Entrance Washington, DC

**School Zip**

20003

**School Ward**

6

**Direct Phone Number**

202-544-2646-EX241

**Email**

rahasty@eagleacademypcs.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.

PK3

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year.

2

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions)

8:30

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions)

4:00

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Regular School Day:8:30AM- 4:00PM After Care Program:4:00- 6:00PM

10. Please enter the Start and End Dates for the 2010-11 School Year.

**Start Date**

August 23, 2010

**End Date**

June 10, 2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

No

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size: Calculate using core subjects only-do not include specials. Student: Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to # of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.

Average Class Size:

16

Student/Teacher Ratio:

16:1

Student Attrition and Grade Advancement

13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)

# Transferring out/Withdrawals

84

# Short Term Out of School Suspensions

1

# Long Term Out of School Suspensions

0

# Expulsions

0

# of Dropouts

0

# Retained at grade level

6

Staff Demographics

14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.

# of Directors

1

# with Bachelors

1

# with Masters

1

# Degree in Field of Expertise

0

# Meeting NCLB Requirements

1

% Meeting NCLB Requirements

100%

15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.

# of Principals

1

# with Bachelors

1

# with Masters

1

# Degree in Field of Expertise

1

# Meeting NCLB Requirements

1

% Meeting NCLB Requirements

100%

16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.

# of Asst. Principals

1

# with Bachelors

1

# with Masters

1

# Degree in Field of Expertise

0

# Meeting NCLB Requirements

1

**% Meeting NCLB Requirements**  
100%

17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.

**# of Classroom Teachers**  
29

**# with Bachelors**  
24

**# with Masters**  
5

**# Degree in Field of Expertise**  
16

**# Meeting NCLB Requirements**  
24

**% Meeting NCLB Requirements**  
83%

18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.

**# of Special Subject Teachers**  
1

**# with Bachelors**  
1

**# with Masters**  
0

**# Degree in Field of Expertise**  
1

**# Meeting NCLB Requirements**  
1

**% Meeting NCLB Requirements**

100%

19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.

**# of Bilingual/ESL Teachers**  
0

**# with Bachelors**  
0

**# with Masters**  
0

**# Degree in Field of Expertise**  
0

**# Meeting NCLB Requirements**  
0

**% Meeting NCLB Requirements**  
0%

20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.

**# of SPED Teachers**  
3

**# with Bachelors**  
3

**# with Masters**  
1

**# Degree in Field of Expertise**  
3

**# Meeting NCLB Requirements**  
3

**% Meeting NCLB Requirements**  
100%

21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.

# of Vocational Teachers  
0

# with Bachelors  
0

# with Masters  
0

# Degree in Field of Expertise  
0

22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.

# of Build Resource Teachers  
0

# with Bachelors  
0

# with Masters  
0

# Degree in Field of Expertise  
0

# Meeting NCLB Requirements  
0

% Meeting NCLB Requirements  
0

23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.

# of Counselors  
0

# with Bachelors  
0

# with Masters  
0

# Degree in Field of Expertise  
0

24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.

# of Librarians/Media Specialists  
1

# with Bachelors  
1

# with Masters  
1

# Degree in Field of Expertise  
1

25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.

# of Coordinators  
1

# with Bachelors  
1

# with Masters  
1

# Degree in Field of Expertise  
1

# Meeting NCLB Requirements  
1

% Meeting NCLB Requirements  
100%

26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.

# of Classroom Aides  
24

# Meeting NCLB Requirements

21

**% Meeting NCLB Requirements**  
88%

27. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.

**# of Title I Educational Aides**  
4

**# Meeting NCLB Requirements**  
4

**% Meeting NCLB Requirements**  
100%

28. Are you a single-campus LEA or a central office?

Yes

29. Please complete the following entries regarding staffing statistics listed below.

**Staff Attrition Rate**  
17%

**Number of Teachers**  
33

**Salary Range for Teachers**  
40,000-61,000

**Average Teacher Salary**  
50,500

**Number of School Administrators**  
8

**Salary Range for School Administrators**  
75,000-102,500

**Average School Administrator Salary**  
102,500

**Number of Central Office Administrators**  
5

**Salary Range for Central Office Administrators**  
50,000-120,000

**Average Central Office Administrator Salary**  
85,000

**Number of School Support Staff**  
8

**Salary Range for School Support Staff**  
32,000-55,000

**Average School Support Staff Salary**  
43,500

30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.\* #31. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

**Board Chair Name**  
Davene White

**Board Chair Title**  
Mrs.

**Board Chair Email**  
dmwhite@howard.edu

**Board Chair Phone**  
202-544-2646

**Board Chair Mailing Address**  
770 M Street, SE 8th Street Entrance

**Board Chair Mailing City, State**  
Washington, DC

Deployment Type: Web  
Completion Time: Sep 12, 2011 11:19AM Page 11 of 13

**Board Chair Mailing Zip**  
20003

**Exec. Director Name**  
Cassandra S. Pinkney

**Exec. Director Title**  
Mrs.

**Exec. Director Email**  
pinkney001@comcast.net

**Exec. Director Phone**  
202-544-2646

**Exec. Director Mailing Address**  
770 M Street, SE 8th Street Entrance

**Exec. Director Mailing City, State**  
Washington, DC

**Exec. Director Mailing Zip**  
20003

**Principal Name**  
Ronald A. Hasty

**Principal Title**  
Mr.

**Principal Email**  
rahasty@eagleacademypcs.org

**Principal Phone**  
202-544-2646

**Asst. Principal Name**  
Royston M. Lyttle

**Asst. Principal Title**  
Mr.

Deployment Type: Web  
Completion Time: Sep 12, 2011 11:19AM Page 12 of 13

**Asst. Principal Email**  
roystonmax@yahoo.com

**Asst. Principal Phone**  
202-544-2646

**Business Manager Name**  
Jalinda Mallory

**Business Manager Title**  
Ms.

**Business Manager Email**  
jmallory@eagleacademypcs.org

**Business Manager Phone**  
202-544-2646

**Business Manager Mailing Address**  
770 M Street, SE 8th Street Entrance

**Business Manager Mailing City, State**  
Washington, DC

**Business Manager Mailing Zip**  
20003

**Complaint Staff Member Name**  
Ronald A. Hasty

**Complaint Staff Member Title**  
Mr.

**Complaint Staff Member Phone**  
202-544-2646

**Complaint Staff Member Email**  
rahasty@eagleacademypcs.org

**Complaint Board Member Name**  
Davene White

Deployment Type: Web  
Completion Time: Sep 12, 2011 11:19AM Page 13 of 13

**Complaint Board Member Title**  
Mrs.

**Complaint Board Member Phone**  
202-544-2646

**Complaint Board Member Email**  
dmwhite@howard.edu

# Appendix S





# ANNUAL REPORT

## School Year

## 2011-2012



**Eagle Academy Public Charter School**

**3400 Wheeler Road, SE  
Washington, DC 20032**

**(202) 544-2646**

**Board Chair: Davene M. White**

**1017 New Jersey Avenue, SE  
Washington, DC 20003**

**(202) 459-6825**

# Table of Contents

<b>I. School Description</b>	Page 3
A. Mission/Vision Statement	Page 3
B. School Program	Page 4-10
C. School Staff Characteristics	Page 10
D. Student Characteristics	Page 11-12
E. Finance	Page 12
F. Facilities	Page 12-13
<b>II. School Performance</b>	Page 14
A. Evidence of Performance and Progress	Page 14-16
B. Lessons Learned and Actions Taken	Page 16-17
C. Unique Accomplishments	Page 17-23
<b>APPENDIX A:</b>	DATA COLLECTION TEMPLATE (M Street Campus)
<b>APPENDIX A:</b>	DATA COLLECTION TEMPLATE (New Jersey Avenue Campus)

## APPENDICES REFERENCED IN ANNUAL REPORT

**APPENDIX 1** - Unaudited Year-End Financials for Fiscal Year 2011 – 2012

**APPENDIX 2** - Copy of the School's Approved Budget for the Fiscal Year 2011 – 2012

**APPENDIX 3** – Grants Awarded to Eagle Academy PCS for the Fiscal Year 2011 -2012

**APPENDIX 4** – Qualifications and Assignments of School Staff SY 2011 -2012

**APPENDIX 5** – Parent Involvement Meetings/Activities SY 2011 - 2012

## **I. SCHOOL DESCRIPTION**

### **A. Mission/Vision Statement**

The mission of Eagle Academy Public Charter School is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem solving abilities, and emphasizing cognitive, social and emotional growth by engaging children as active learners.

### **EAGLE ACADEMY PCS STATEMENTS OF BELIEF**

Eagle Academy Public Charter School, a culturally sensitive Early Childhood Learning Community, believes in the following:

- That each classroom setting serves as a provocative learning environment which promotes learning experiences inspiring a sense of awe and wonderment for the young learner.
- That a carefully constructed bridge between school and home encourages and invites parents/guardians to be partners in the education of their child.
- That promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- That new discoveries are planned with intentionality to encourage students to be independent, critical thinkers, developing at their own pace.
- That our stakeholders must be committed to the social competence, emotional well being, and individual cognitive growth of all students in order to achieve and exceed State Early Childhood standards.
- That students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for life-long-learning.
- That professional development, training, and reflective practices build a common language and a deeper understanding of the teaching and learning process for the faculty, and lead to improved academic and social outcomes for students.

## **B. School Program**

### **1. Grade and Age Levels Served\***

- Pre-School, Age 3 (must be 3 by December 31 of each year)
- Pre-Kindergarten, Age 4
- Kindergarten, Age 5
- Grade 1-2 – 3

### **2. Summary of Curriculum Design and Instructional Approach**

Eagle Academy Public Charter School offers a high quality educational program that is committed to building social competence, emotional well-being, and individual cognitive growth in all students. The program is aimed at achieving and exceeding State Early Childhood standards at the Pre-K level, and the Common Core Standards from Kindergarten through Third Grade. The practices of the school community are culturally responsive and take into account the diversity of children’s ethnic and racial backgrounds.

All educators provide a developmentally appropriate, child-centered, hands-on learning environment, rich with language development while implementing curricula and instructional programs, involving active learning and support for all students at their levels of readiness. The educational practices at Eagle Academy PCS meet the standards established by NAEYC and National Head Start. Eagle has blended the Head Start curriculum and Core Knowledge Curricula to reach all students, Pre-K through Third Grade. Our curriculum is content-driven and designed to build a positive disposition towards learning: to encourage students to gain the desire to be engaged in mathematical thinking and scientific inquiry as proficient readers and writers. We use the City of Washington, DC and surrounding areas as a living textbook bringing the content and concepts to life.

A curriculum team has aligned the Common Core Standards utilizing the Atlas Rubicon system to create curriculum maps for all teachers. This online system provides teachers with the opportunity to access the maps at any time and we remain ‘green’ in our efforts to be paperless.

In addition to the administrators, the education program is supported by two highly effective instructional coaches who provide side by side coaching, modeling of lessons, data conferences, job embedded professional development, and curriculum support. Teachers receive feedback on lesson plans with recommendations.

To standardize the data-dispersion system at Eagle Academy, the Data Manager and the instructional team held formalized data conferences with individuals and small groups at every checkpoint to review the data compiled from the assessments administered. These conferences were held to ensure that all teachers understood their data, reflected on the meaning and implications of the data, and created an action plan for every student to meet him or her at the correct point to move forward. It is the policy of Eagle Academy that all data must inform instructional practices, and thus all students in grades 1-3 have individual plans for constant growth.

Students in need of academic support are served through the Safety Net Program. Safety Net is a method of academic intervention used at Eagle Academy, which is designed to provide early and effective assistance to young children who are experiencing difficulty in mastering readiness skills. Safety Net seeks to prevent academic failure through early intervention and frequent progress monitoring for young children. With our increase in enrollment and the positive outcomes of Safety Net, we have increased staffing for the Safety Net Program to provide a specialist who is solely focused on providing support.

Intervention and support is also provided at the primary grades through a reading specialist who works with teachers to develop individualized literacy plans and create small group instructional opportunities. All assessment data is reviewed and monitored to determine instructional strategies and materials necessary to support student learning with the focus on our students to achieve proficiency in both reading and mathematics.

In order to foster collaboration, standardization across grade levels, and common assessments, Eagle Academy ensured that due to the largely increased student body, teachers in the same grade levels would be given common planning periods every day. These planning periods were used for a variety of purposes: PLCs, team meetings, planning meetings, coaching meetings, and data conferences. They also served to build cohesive and collaborative programming at Eagle Academy.

Additionally, teachers were encouraged, as always, to seek out those professional development opportunities from outside sources that they felt would be beneficial to their growth. Eagle Academy's administration created a system wherein any staff member could request permission to pursue a professional development opportunity with the promise of a refund from the school's professional development budget. The attending staff member was requested to

provide a summary session of the PD to share key strategies and skills learned with their colleagues. Many staff members took advantage of this opportunity.

Students are provided with multiple opportunities to take advantage of their curiosity and delve deeply into areas of interests, helping them to develop insights in their areas of study. The courses of inquiry are tailored to each student's level and their demonstrations of learning are celebrated with classmates and families. This system of recognition allows students who have different rates of growth to share success in the same classroom. This is the fifth year that students participated in a Science Fair. Each student created an exhibit that was judged by the scientists from the Washington Navy Yard.

Eagle Academy remains committed to providing technology to support the instructional program. Hatch Technology Boards & Promethean Boards were available at every grade level this year, a welcome addition to our program to provide research-based methods of learning. Those classrooms without the boards were able to borrow or collaborate with other classrooms at any time. The boards were used for interactive learning, especially during morning meetings giving students the opportunity to use them in their presentations. Additionally, they were used with a number of educational software programs that provide systems to enhance learning.

All faculty and staff focus on vocabulary development throughout the day, engaging children in language and content rich discussions, modeling language and through reading award-winning literature. Two professional librarians work to engage all students and families in supporting a love for books by providing weekly opportunities to read books from a vast selection of carefully chosen genres. The school library, rich with awarding winning children's literature, is open to all families on a daily basis.

Eagle Academy spotlights the benefits of inclusive education and early intervention as a key educational focus. We enroll students with disabilities which span from Level I through Level 4. General education students and classified students learn together as required by law and by best educational practice. Students with disabilities can often outgrow apparent problems with the correct support at home and at school. As a result of individualized early intervention services, many of the students entering Eagle Academy with exceptionality are able to obtain the compensatory skills necessary to succeed in the general education curriculum. General education students and students with disabilities learn to grow educationally and to interact appropriately with peers.

This model embraces the belief that general education students and students with disabilities can learn to accept the challenge of growing and learning in a multi-level classroom. Students who require that 100% of their time be spent in a self-contained classroom (based upon their IEPs) are also served at Eagle Academy. Eagle Academy was one of the first schools with a primarily general education population to include Non-Categorical students as part of the recruitment process. During the 2011 – 2012 school year, no Limited English Proficient students were enrolled at Eagle. We are prepared to provide quality education to any students wishing to enroll in the future.

### 3. Description of Key Mission-Related Programs

Eagle Academy administrators, faculty, staff and the families we serve are committed to the mission and vision of this unique early childhood/primary community. The administrators, faculty and staff utilize the lessons learned from the Design for the Future, the Middle States Accreditation protocol, and the application of the Middle States standards to guide the educational programs.

The school environment and culture developed and nurtured by administrators, faculty, staff and families facilitate the implementation of best practices to sustain a high quality education program. Eagle Academy continues its efforts to build on a year long self study in order to link environmental supports to student outcomes and examining the competencies of effective interactions with students.

To expand the focus on this mission a group of committed educators has developed a culture/climate overhaul for the entire constituency of Eagle Academy. The faculty and staff embraced PRIDE: Professionalism, Respect/Responsibility, Innovation, Dedication, Exceptionalism - the ideals that Eagle Academy's administration has decided will govern the school. A culture and climate team was created last year to assess via a survey the current climate and areas of opportunity. The team created a series of pep events, shout-out boards, and classroom of the month programs to rally around the school's ideals and engage the entire community in their practice.

Continuing our commitment to continuous improvement, Eagle Academy has contracted with Howard University Center for Urban Progress to continue to conduct pre and post classroom observations with research based assessment tools to study how the skills, strategies and instructional practices of the school community align with our mission. The Classroom Assessment Scoring

System (CLASS) and the Early Language and Literacy Classroom (ELLCO) tools - which measure multiple competencies - were conducted for new teachers. The Spring 2011 results served as baseline for returning teachers.

The data collected provided individual and group results, informing differentiated professional development. Eagle Academy secured online professional development through the University of Virginia to provide weekly support. All teachers were provided with differentiated job embedded training and also attended sessions, which built on those skills and strategies, embedded in the assessment tool. Classroom videotaping was conducted to support teacher skills and reflections. The Spring Assessment serves as a starting point for the yearlong professional development and ongoing coaching opportunities provided to each teacher.

In an effort to continue the commitment to acknowledge and implement the idea of a “common language” for teaching and learning and to deepen our understanding of the components for key mission-related programs, Eagle Academy allocates one week prior to the students’ Fall arrival for full-time professional development and training. This training period is focused on inspiring the staff in our mission driven school to develop and use the knowledge, skills, strategies, and disposition needed to teach in a data driven environment. The technology program continues to grow as faculty members seek opportunities for student experiences in this area that are developmentally appropriate. Ongoing professional development, training and support are available to teachers during the school day and throughout the school year.

Our students experience consistency throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work cohesively with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social growth. The faculty is well schooled in the cultivation of developmental skills in the social and emotional areas. Eagle Academy participates in the Safe Schools, Healthy Children Initiative.

After a summer of professional development and training sessions for teachers, Wolf Trap Science, Technology, Engineering, Arts and Math (STEAM) lessons were implemented in Pre-K classrooms. Artists came to the school on a monthly basis to implement various techniques and team-teach with our Wolf Trap-trained staff. Music, math, art, and games were taught in innovative and engaging ways integrating science and engineering into the curriculum. After a successful year,



planning began to ensure that these lessons become a mainstay Eagle's curriculum. Accordingly, a new STEAM coaching staff member has been added to infuse these Wolf Trap-inspired lessons into every classroom's daily activities.

Eagle Academy provides a strong and consistent health program which ensures student health and well-being. The school is in its sixth year of a visitation program with Howard University Medical School's Pediatric Interns. The interns provide support for the emotional, social, and personal growth of the students, as well as for their physical health. HUH has administered the Denver Screening to help identify students with special and unique needs. Additionally, Eagle Academy provided all students with a dental check up including dental prophylaxis and some students received fluoride and or dental sealants on their teeth.

4. Parent-Involvement Efforts (including types and amounts)

As always, Eagle Academy's parental involvement proved to be crucial to student success. Parent programs and monthly Parent Teacher Organization (PTO) meetings at Eagle Academy provide a hub for energizing parent activity.

Parents came to a variety of school events, volunteer opportunities, assemblies, picnics, and after-school shows. Parents also engaged in a variety of adult-learning opportunities, such as financial literacy, presented by outside consultants. These community-type events are key to Eagle Academy's mission of educating the whole child, as parents who are more informed will be able to instill values into their children at home while away from the school.

Eagle Academy plans multiple meaningful events throughout the year to provide families with opportunities to engage in their children's education. Photo galleries displayed throughout the halls capture our numerous events, and visitors can see how families, faculty and staff build and support connections to the mission of the school.

Given the strong start with social media in the 2010-2011 SY, the administration began strategizing about the best way to use the Facebook and Twitter forums to communicate successes, events, and other relevant information to parents, community members, supporters, and staff.

Eagle Academy's administration continues to enjoy a strong bond with the PTO. This year, the entire 3<sup>rd</sup> grade graduation and surrounding events were special projects of the PTO, who met with the planning committee at every turn to ensure that funding was available. They also purchased graduation shirts for the entire

graduating class and relevant staff members. Meetings were held monthly, and they created the first-ever Eagle PTO Newsletter to alert all parents of important fundraising opportunities, community events, and more!

Events within included Family Partnership Agreement Meetings, Back to School Night, Grandparents Day, Thanksgiving Basket Donation of 320 baskets, Toys for TOTS and an end of the year family field trip.

### **C. School Staff Characteristics**

#### **1. Name and Titles of Those in Key Leadership Positions in the School**

- Davene White, RN, MPH, Chairperson, Board of Trustees
- Gowon Thorpe, Treasurer, Board of Trustees
- Betty Williams, Secretary, Board of Trustees
- Cassandra Pinkney, M.A., Executive Director
- Ronald A. Hasty, Principal
- Joe M. Smith, Ph.D., Chief Financial Officer
- Trenice Jett-Jones, Special Education Director

#### **2. Number of Teachers**

33

#### **3. Number of Teacher Aides**

24

#### **4. Average Class Size**

16

#### **5. Qualifications and Assignments of School Staff**

See Appendix 4

#### **6. Staff Attrition Rate**

9%

#### **7. Salary Range and Average Salary, for Teachers and Administrators**

Salary Range for Teachers: \$28,563.00 - \$56,100.00

Salary Range for Administrators: \$51,500.00 - \$150,100.00

Average Salary for Teachers: \$47,534.53

Average Salary for Administrators: \$101,977.51

## D. Student Characteristics

1. Student Enrollment by Grade Level\*
2. Student Re-Enrollment Rate\*
3. Demographics (race, gender, ethnicity, ELL-status, special education status, FARM status, alternative risk factor classifications)\*
4. Attendance (in-seat attendance, average daily attendance)\*
5. Student Discipline Data\*

<b>770 M Street, SE</b>	
Pre-School (PreK-3)	147
Pre-Kindergarten (PreK-4)	148
Kindergarten	124
1 <sup>st</sup> Grade	21
Non-Category Special Education	10
Student Re-Enrollment Rate	89%
Demographics	<u>Race/Ethnicity</u> 97% African-American 1.7% Hispanic/Latino 1.3% Caucasian 0% Asian/Pacific Islander 0% Other Race <u>Gender</u> 54% Male 46% Female <u>ELL Status</u> 0% <u>Special Education Status</u> 17% <u>FARM Status</u> 61%
Attendance	<u>In-Seat Attendance</u> 82.7% <u>Average Daily Attendance</u> 97.2%
Student Discipline Data	3 Students with Discipline Record
Average daily membership	395
Student Attrition Rate	11%
Promotion Rate	99.5%
<b>1017 New Jersey AVE</b>	
1 <sup>st</sup> Grade	43
2 <sup>nd</sup> Grade	68
3 <sup>rd</sup> Grade	39

Non-Category Special Education	10
Student Re-Enrollment Rate	95%
Demographics	<u>Race/Ethnicity</u> 98% African-American 0% Hispanic/Latino 1.25% Caucasian 0% Asian/Pacific Islander .75% Other Race <u>Gender</u> 52% Male 48% Female <u>ELL Status</u> 0% <u>Special Education Status</u> 14% <u>FARM Status</u> 61%
Attendance	<u>In-Seat Attendance</u> 91% <u>Average Daily Attendance</u> 92.9%
Student Discipline Data	0 Students with Discipline Record
Average Daily Membership	105
Student Attrition Rate	5%
Promotion Rate	99.5%

## E. Finance

1. Unaudited Year-End Financials for Fiscal Year 2011 – 2012  
See Appendix 1
2. A Copy of the School's Approved Budget for the Fiscal Year 2011 – 2012  
See Appendix 2
3. A List of All Donors and Grantors that Have Contributed Monetary or In-Kind Donations Having a Value Equal to or Exceeding \$500 During the Year Reported  
See Appendix 3

## F. Facilities

1. Square Footage  
770 M Street, SE
1017 New Jersey Avenue, SE

Entire Building: 50,381  
Classroom Space: 35,000

Entire Building: 12,000  
Classroom Space: 8,000

2. Room Inventory by Grade and Subjects

770 M Street, SE

PreK-3: 9  
PreK-4: 8  
K: 5  
Grade 1: 1  
Ungraded: 2

1017 New Jersey Avenue, SE

Grade 1: 3  
Grade 2: 3  
Grade 3: 2  
Ungraded: 1

3. Student/Classroom and Teacher/Classroom Ratio

770 M Street, SE

Student/Classroom Ratio: 450:24  
Teacher/Classroom Ratio: 29:24

1017 New Jersey Avenue, SE

Student/Classroom Ratio: 160:9  
Teacher/Classroom Ratio: 9:9

## II. School Performance

### A. Evidence of Performance and Progress

Eagle Academy Public Charter School is proud to report that all of the targets from the 2011 – 2012 School Year Accountability Plan have been achieved. As it relates to our PreK-3 students, our data indicates that they are arriving in dire need of school readiness opportunities and the end of the year data supports the students have made significant progress.

The results of the Accountability Plan are as follows:

#### Student Performance:

- **Target:** 70% of Pre-Kindergarten-3 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration on the Core Knowledge assessment.

**Results:** 99.3% of students demonstrated growth of one level or maintained mastery surpassing the target. Eagle Academy utilizes the highly regarded Core Knowledge Assessment in Literacy. The 2011-2012 school year was the third year of implementation of the Core Knowledge literacy sequence with the PreK-3 age groups. The teachers focused on the data to inform instruction providing students and family with language development experiences to build on prior knowledge. The teachers focused on the data to inform instruction providing students and family with language development experiences to build on prior knowledge. The teachers focus on the data to inform instruction yielded amazing results. There were 141 PK-3 students assessed during the Fall and Spring cycles. To determine student progress we set a target for at least 70% of students to grow at least one categorical level (i.e. from “Not Yet to Progressing” or “Progressing to Ready”). From the Fall to the Spring cycle, 99.3% of our students achieved this goal.

- **Target:** 70% of Pre-Kindergarten-4 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration on the Houghton Mifflin Assessment.

**Results:** The class size of 18:2 benefits students working in small flexible groups. Each student is assessed individually and the teachers provide students opportunities to develop a positive disposition towards learning through building opportunities for success in developing literacy skills. 79.9% of the 139 students that were assessed achieved 75% mastery, with many students showing continuous growth throughout the year.

- **Target:** 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.

**Results:** 78.6% of students demonstrated growth of at least one level or maintained proficiency. STAR online tool offered monthly assessments for all students. STAR Early Literacy is an online assessment that adapts to each student's current level of understanding. This innovative approach to assessment allows teachers to both understand what students know as well as what skills they are ready to begin targeting. This was the second year of implementation for the STAR Early Literacy assessment. Throughout the year, there were 246 students assessed using this tool. At 78.6% we surpassed our goal of having 50% of K-2 students demonstrate or maintain proficiency.

#### Student Achievement Targets:

- **Target:** 60% of Kindergarten through Second Grade students will score proficient on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.

**Results:** 70.2% of students scored proficient. The tool provided individual student progress data informing teachers of student progress and identified areas in need of attention. K-3 students are assessed 3 times per year using DIBELS and the results play a critical role in helping teachers understand student's needs as it pertains to literacy. Across K-2 there were 246 students assessed, of which 70.2% achieved "Benchmark" status indicating proficiency. The data conferences held with teachers and instructional coach and reading specialist built a system for developing individual learning plans targeting area of instructional focus yielded improved results.

#### Leading Indicator Targets:

- **Target:** On average, Pre-Kindergarten-3 and Pre-Kindergarten-4 students will attend school 88% of the days.

**Results:** The average daily attendance was 94.4%. Eagle Academy has worked with parents to demonstrate the importance of attendance.

- **Target:** On average, Kindergarten through Second Grade students will attend school 92% of the days. Eagle Academy holds attendance assemblies to promote the importance of attendance.

**Results:** The average daily attendance was 92.9%.

### Mission Specific Targets:

- **Target:** 80% of parents surveyed will report being “satisfied” or “highly satisfied” with the school on the end of year survey.

**Results:** 95.6% of parents surveyed reported being “satisfied” or “highly satisfied.” Parents have supported Eagle Academy and the school community demonstrates PRIDE for all families.

- **Target:** 65% of First and Second Grade students will score at or above average on the Scale in Social Skills Improvement System (SSIS) assessment.

**Results:** 81.0% of students scored at or above average. The school community promotes the importance of social skills throughout the day. Parents are true partners in achieving this target.

## **B. Lessons Learned and Actions Taken**

The ongoing evaluation of the school’s performance through multiple assessment tools continues to inform Eagle Academy faculty and staff, and parents that our students demonstrate continuous academic growth. At Eagle Academy, we continue the focus on the improvement and expansion of a sustainable assessment system as a major component of instruction. An assessment team consisting of faculty and administration reviewed assessment tools to determine which systems need to be utilized in providing ongoing data that informs instruction and measures the academic progress of our students over time. To that end, the position of Data Manager has been created and a reporting system has been developed.

The efforts continue to support Eagle Academy’s ability to provide rich and meaningful data reports to parents and stakeholders regarding the academic, social, emotional and cognitive growth of our students through the use of the Gold Assessment System for students enrolled in Pre-school through Kindergarten. The 2011 – 2012 school year assessment calendar identified the external assessments to be administrated, the timeline for assessment, and a data conference schedule. The use of the STAR Assessment Systems for students in grades one through third continued during the 2011 - 2012 school year. The ongoing professional development and training in the area of assessment provides a structure and protocol for all faculty and staff, and establishes a common language and means by which to monitor our curriculum instruction. The use of technology for student practice and assessment monitoring provided immediate feedback and is improving the efforts of using data to inform instruction.



We have identified areas of overlap in assessments and have streamlined the process. Working with The Achievement Network (ANet), teachers and administrators continue to deepen their understanding and develop processes to address the academic gaps students may demonstrate.

The foci of data conferences conducted with the data manager, coaches and reading specialist, teachers and administrators pinpoint targets with a developed implementation plan and is monitored to ensure quality delivery and outcomes.

The data from the ongoing system of assessment, instruction, data conferences and reflective practice indicate the students are achieving continuous progress.

### **C. Unique Accomplishments**

#### **NEAR 100% PARENT INVOLVEMENT**

Given the fact that parental involvement is an important predictor for school outcomes, Eagle Academy continues to benefit from allocating major efforts to involve parents in their children's education. We provide multiple opportunities to bring parents together. During the course of the year, 92% of parents participated in at least one of Eagle Academy's programs and events!

#### **LET'S GO BOYS AND GIRLS**

Eagle Academy has partnered with Let's Go Boys and Girls to provide an enrichment program which will enhance student understanding of real-life engineering applications. A team of volunteer engineers came to the school on a bi-weekly basis to work with students on conducting experiments, reading and discussing books, and sharing their interests and experiences in the field of engineering.

#### **SAFETY NET PROGRAMS**

Based on ongoing assessments beginning when students are in PreK-3, Eagle Academy identifies those students who are at-risk for not being able to make the necessary gains in literacy and math. The individualized programs assist students as they prepare to grasp the challenging curriculum. Through the "School Ready Safety Net Program," individualized teaching is provided to at-risk students when they are in PreK-4 and Kindergarten. These students are not identified special education students but benefit from an individualized education model. We also individually assess transfer students in Grades 1 - 3 to determine if and where they need support from Eagle Academy's "Early Childhood Safety Net Program." The students are pulled-out of their regular classroom to work with a reading specialist in decoding, comprehension, sight words and/or fluency.

### **EXPANSION TO THIRD GRADE**

The Public Charter School Board approved Eagle Academy's request to add Grade 3 during the 2011-2012 school year. Parents had requested that the school make this change and 39 students who were with Eagle for their Second Grade were enrolled in Third Grade. 3<sup>rd</sup> Grade Graduation was an important pivotal point for Eagle. The first third grade class graduated at the end of the year and celebrated with a picnic and a graduation ceremony attended by family, friends, teachers and other Eagle Academy staff. The event featured various speakers, including Founder/Executive Director Cassandra Pinkney, both the Principal and Vice Principal, both 3<sup>rd</sup> grade teachers, and the student Valedictorian and the Salutatorian.

### **Online Enrollment**

As a part of the roll-out of the new website designed over the 2011-2012 school year, online enrollment was the initial piece introduced to the school community at large. The online system allows for parents to complete their student registration for the 2012-2013 school year completely online, and insert all information into a database for all of the DC-wide programs for attendance and lunch. To streamline this process, Eagle Academy placed two computers in the school lobby for any parent to use to register his or her child at any time during the day. This introduction of such technology has reduced labor tremendously and increases efficiency of the front office staff and systems.

### **MIDDLE STATES ACCREDITATION MAINTAINED**

Eagle Academy continues to uphold high standards while working to successfully implement a high quality early childhood education program for the students. In order to ensure continued forward movement, Eagle Academy entered into a year-long study of the school programming under the guidance of the Middle States Association of Schools, Colleges, and Universities while using their protocol to create a quality strategic plan entitled "Design for the Future."

### **OVER 400 EAGLE STUDENTS RECEIVED FREE DENTAL CARE**

In celebration of the National Children's Dental Health Month, Eagle partnered with the DC Department of Health Oral Health Division "School-Based Dental Program" to offer our students free dental screenings, cleanings, fluoride and sealant programs. There was no charge for participation. Children who needed further assessment and treatment were referred to a pediatric dentist. 406 students participated in the free dental program and the remaining students were screened by their own dentists - 100% of Eagle students have had their annual dental check-up! ☑

### **100% IMMUNIZATION AWARD**

For the 5<sup>th</sup> consecutive year, Eagle Academy has been recognized by the Immunization Coalition of Washington, DC for having attained a 100% immunization coverage rate. We want to make sure our students grow up healthy and free from the effects of serious disease. One of the easiest and most effective steps we can take to help achieve this goal is to make sure that our students receive all the recommended childhood immunizations. Research has proven that healthy children are better learners.

### **NEW FACILITIES IN WARD 8**

This year, Eagle Academy administration was excited to begin the final process of moving to the new facility at 3400 Wheeler Road in Ward 8. The ground-breaking ceremony occurred this year and brought a slew of well-known figures in the city, including Ward 8 Councilmember Marion Barry and Mayor Vincent Gray. Founder/Executive Director Cassandra Pinkney and Chairman of the Board Davene M. White delivered remarks alongside other important figures to Eagle Academy's history. Students and teachers from all grade levels were present to experience this exciting event. It had been a long time coming, and the facility will be inhabited for the 2012-2013 school year. The second campus at 1017 New Jersey Avenue will continue to host Eagle Academy students under the leadership of a new principal. The new facilities will consist of a three-floor main building, a large multi-purpose room, a recreation complex offering a gymnasium and indoor pool, and a community health center to be administered by a local hospital. By thoughtfully and strategically integrating education in a mixed-use development, Eagle Academy is providing students with an enriching learning environment in which they can thrive inside and outside the classroom. Students, teachers, and the community flourish when worlds separated in the past come together.

### **NCLB FUNDING FOR PREK-3 AND PREK-4 IN DC**

Eagle Academy was instrumental in obtaining changes to the DC law that defines elementary school now to include PreK education thus making it legally eligible to receive funds under Title I, Part A of the Elementary and Secondary Education Act (No Child Left Behind - NCLB). Starting with the 2012-2013 school year, the DC Office of State Superintendent of Education has said that it will again include PreK students in the formula for allocating Title I, Part A funds.

### **CHINESE DELEGATION AND EAGLE'S SCIENCE CURRICULUM**

In 2011, a delegation of Chinese research technologists and scientists from the research and development department of one of China's leading education and technology conglomerates visited Eagle Academy to observe the successful implementation of the Zula's Inquiry-Based, Hands-On Science Curriculum currently

being used by our PreK-4 through Grade 3 students. The delegation spent the day at Eagle Academy meeting with educators, reviewing curriculum materials, observing classroom activities and interacting with students.

#### **THE 8<sup>TH</sup> ANNUAL SCIENCE FAIR**

The purpose of the annual science fair at Eagle Academy is to offer students the opportunity to deepen their understanding of scientific inquiry and exploration processes while building a positive disposition toward science projects. Eagle Academy's young scientific investigators were challenged by the 2011 theme, "Transforming Trash Into Treasure." In keeping with the school's commitment to going green, students' projects focused on recycling and reusing materials in their environment. Engineers from the Washington Navy Yard judged the science projects and selected the winners.

#### **THE BEFORE AND AFTER CARE 4<sup>TH</sup> ANNUAL HOLIDAY PERFORMANCE**

The 4<sup>th</sup> Annual Holiday Extravaganza premiered at Howard University's Cramton Auditorium for an audience of 1500 parents and friends. The program included performances from the various Before and After Care Program Clubs such as Salsa/Spanish, Boys' Hip Hop, Dance, Chant Team, Pom-Pom, Steppers, Creative Arts, Zula Science, Daisies, Musical Theatre, and our newest club, Ballroom Dance. Participating in the clubs and performances teaches students stage presence, balance, teamwork, accountability, appreciation for the arts, and confidence.

#### **THE 3<sup>RD</sup> ANNUAL FASHION SHOW**

Back by popular demand, faculty and staff volunteers came together to make the 3<sup>rd</sup> Annual Fashion Show another huge success. Approximately 450 guests in attendance agreed that the event surpassed everyone's expectations. The purpose of the annual fashion show is to offer students the opportunity to gain self-confidence by being on stage in front of a large audience.

#### **GOING GREEN AND EARTH DAY CELEBRATION**

Last year, DC Council Member Mary Cheh visited Eagle Academy to celebrate Earth Day and the school's efforts in "Going Green." The "Planting Ahead: The Eagle Center" event featured students from each grade level planting trees which at a later date will be transferred and re-planted at our new facilities in Ward 8. Eagle Academy is a green school that is 100% wind powered, uses 100% green cleaning products, provides natural and locally-sourced meals, and runs a recycling program. Eagle Academy teaches and inspires students, faculty and staff the importance of a green environment and lifestyle.

### **PARENT'S NIGHT OUT**

Eagle Academy provided a Friday night respite for parents as their children attended a Campout at school. The children enjoyed Storybook Alive, a Moon Bounce, Smoothie Time and many other fun activities. Parents were most pleased with the opportunity to have their children participate.

### **MEMBER OF THE ACHIEVEMENT NETWORK**

In 2011, Eagle Academy joined The Achievement Network, a national organization designed to provide schools with effective data-driven strategies to identify and close gaps in student learning and embed those strategies into the school's everyday routines. Founded in 2005 as Massachusetts Public School Performance to serve seven schools, The Achievement Network (ANet) provides tools and support for urban, low-income schools to close the achievement gap and raise student achievement. In 2009-2010, ANet is serving 85 schools in five networks, nearly 2,300 teachers and over 18,000 students. ANet schools have consistently outperformed their peers.

### **LOWE'S TOOLS FOR EDUCATION GRANT**

Lowe's Charitable and Educational Foundation selected Eagle Academy to receive a grant for the implementation of "Greenhouses in the Urban Classroom" project. As part of their science curriculum, Eagle Academy students learn about the various parts of a plant, what they need to live and grow, and their relationship to clean air for humans. Students used the indoor greenhouses to see first hand how plants grow. In addition, indoor plants do more than just brighten up a room with color and living energy. Along with being pleasing to the eye, they bring real health benefits to your body. Plants can remove a variety of toxic air emissions including ammonia, formaldehyde and carbon monoxide.

### **ASSOCIATION OF AMERICAN MEDICAL COLLEGES GRANT**

The Association of American Medical Colleges awarded a grant to Eagle Academy for the establishment of the "Young First Aiders" program. The program is preparing Eagle Academy's students for emergency medical situations they may encounter when they are not at school. Students are acquiring the skills needed to identify and handle an emergency situation. The program promotes a healthy lifestyle and teaches children injury-prevention activities. Topics in the program include first aid, personal safety, and fire prevention and response.

### **GENERAL MILLS FOUNDATION/UNITED WAY GRANT**

General Mills Foundation and United Way of the National Capital Area, in partnership with the DC Office of State Superintendent of Education, selected Eagle Academy to receive a grant under the School Physical Fitness and Nutrition Education Program. Eagle is strengthening and scaling up its approach to fitness and nutrition by (1) implementing a curriculum that focuses on fitness and nutrition for all our students to learn what it means to live a healthy life; (2) working with our partner, Revolution Foods, to conduct nutrition workshops for parents and nutritional lessons and food tasting sessions for students; and (3) bringing our partner, SE Tennis and Learning Center, to the school to teach our students how to play tennis as well as to develop an age-appropriate fitness program to get the students ready for tennis.

### **NEIGHBORHOOD INVESTMENT FUND GRANT**

The DC Office of the Deputy Mayor for Planning and Economic Development awarded Eagle Academy a Neighborhood Investment Fund Predevelopment Grant to support the predevelopment and project financing activity for the construction and rehabilitation of The Eagle Center, Eagle Academy's new facilities in Ward 8. The project is about economic development and neighborhood revitalization in Congress Heights, one of 12 DC areas that have been targeted under this program.

### **SPECIAL EDUCATION SENSORY ROOM**

Eagle Academy PCS is one of few public schools in the country to have a dedicated Sensory Room. Eagle Academy funded and built the Sensory Room designed to provide important stimulation for special-needs students with sensory issues. It allows the school occupational therapists to incorporate sensory integration treatment into their related services. The suspended equipment allows for intensive "vestibular input" in the form of spinning, swing, jumping and other forms of aggressive movement. Use of the equipment with proper treatment by trained therapists allows students to become more regulated in the classroom and/or school environment. They seek out less movement and are able to remain seated longer, their moods can become more stable, and their sensitivities can become less uncomfortable. Other significant benefits such as an increase in spontaneous language and overall coordination are known to be a result of intensive vestibular input provided by sensory integration equipment.

### **SPECIAL EDUCATION DEPARTMENT**

Eagle Academy's Special Education Department includes: (1) Diagnostic and prescriptive Evaluation; (2) Individualized Education Programs; (3) Early Childhood Curricula Related Services, which include Occupational Therapy, Physical Therapy, Speech Language Therapy and Behavior Support Counseling (individual and group therapy); and (4) Mental Health Services. For the 2010-2011 school year, Eagle had 2 full inclusion classrooms consisting of general education, special education, occupational therapy, physical therapy, speech language therapy and counseling services throughout the school day. All students benefited from these services. Our special learners were very successful and experienced several benefits, including, growth in social cognition, improvements in self-concept, development of personal principles, warm and caring friendships, and academic gains

### **SUSAN G. KOMEN WALK FOR BREAST CANCER**

Eagle Academy's teachers, staff and parents continued to participate in the annual Susan G. Komen Walk for Breast Cancer at the National Mall. The school has raised over 1,000 by selling Susan G. Komen pins, bumper stickers, t-shirt, wrist bands, and pink lemonade. The students drew pictures for breast cancer patients. Eagle Academy also conducted a breast cancer awareness program for our parents through Howard University Hospital.

### **FOSTER GRANDPARENTS**

Through the partnership with United Planning Organization, Eagle Academy benefits greatly from the foster grandparent program. The volunteers are assigned 2-3 children to work with individually. Specific goals of reading, vocabulary, writing, speech, social interactions and math are assigned for each student and the grandparents help in achieving these goals.

### **PARENT LETTERS AND APPRECIATION OF STAFF**

Eagle Academy continues to receive tremendous praise from parents regarding the dedication and skill of the instructional staff. Parents also recognized the well-developed After Care program that engages children in popular activities such as Salsa dancing, construction/building, use of technology and other areas of interest for students. By offering a comprehensive and meaningful After Care program, Eagle Academy continues to encourage parent participation in other school activities.

# APPENDIX A: DATA COLLECTION TEMPLATE

## LEA ANNUAL REPORT

2011-2012 SCHOOL YEAR

### Data Collection Template

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for each campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at [tharwood@dcpcsb.org](mailto:tharwood@dcpcsb.org) by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

\* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

## Section 1

### Name and Contact Information ^

LEA name:	EAGLE ACADEMY PCS
Campus name:	Eagle Academy at New Jersey
Address 1	1017 New Jersey Avenue SE, Washington, DC 20003
Address 2	
Phone:	(202)459-6825
Fax:	(202)479-6796
Website:	<a href="https://www.eagleacademypcs.org/">https://www.eagleacademypcs.org/</a>

## Section 2

### Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

#### Eagle Academy at New Jersey

### School Program Data ^

Ages served	
Enrollment by grade level <i>(Please place a check mark next to the grades served by the campus)</i>	<input type="checkbox"/> PK-3; <input type="checkbox"/> PK-4; <input type="checkbox"/> PK; <input type="checkbox"/> KG; <input checked="" type="checkbox"/> 01; <input checked="" type="checkbox"/> 02; <input checked="" type="checkbox"/> 03; <input type="checkbox"/> 04; <input type="checkbox"/> 05; <input type="checkbox"/> 06; <input type="checkbox"/> 07; <input type="checkbox"/> 08; <input type="checkbox"/> 09; <input type="checkbox"/> 10; <input type="checkbox"/> 11; <input type="checkbox"/> 12; <input checked="" type="checkbox"/> Ungraded; <input type="checkbox"/> AO/PG



School instruction dates	Beginning Date: <u>08/22/2011.</u>
School instruction dates	End Date: <u>06/08/2012.</u>
	Total # of instructional days: # <u>180</u>

**Student Demographic Data ^**

Demographics (%)	<p>Race/ethnicity:</p> <p>African American <u>98</u> %          Hispanic/Latino <u>  </u> %          Caucasian <u>1.25</u> %          Asian/Pacific Islander <u>  </u> %          Other race <u>0.75</u> %</p> <p>Gender:</p> <p>Male <u>52</u> % Female <u>48</u> %</p>
Limited or Non-English Proficient	<u>0</u> %
Free or Reduced-Price Lunch	<u>61</u> %
Special Education	<u>14</u> %
# of students with 504 plan* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only)* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students incarcerated* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)

\*Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

**Elementary/Middle School PMF Metrics\*** *(Leave section(s) blank if not applicable to campus or data is not available by time of submission)*

Percent proficient and advanced, whole school population	Math: <u>27</u> % Reading: <u>43</u> %
Percent advanced, whole school population	Math: ___ % Reading: ___ %
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: <u>43</u> %      Grade 8 Math: ___ %
Median Growth Percentile, whole school population	Math: Reading:

**High School PMF Metrics\*** *(Leave section(s) blank if not applicable to campus or data is not available by time of submission)*

2012 Graduation rate	___ %
PSAT performance, 11 <sup>th</sup> grade	___ %
SAT performance, 12 <sup>th</sup> grade	___ %
College acceptance rate	___ %
Percent proficient and advanced, whole school population	Math: ___ % Reading: ___ %
Percent advanced, whole school population	Math: ___ % Reading: ___ %
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

**Attendance Data\*** *(Leave section(s) blank if not applicable to campus)*

Average Daily Attendance, whole school <i>(Use validated ADA percentage in column C from the discipline verification spreadsheet)</i>	<u>96.3</u> %
In-seat Attendance Rate, whole school <i>(Use validated ADA percentage in column F from the discipline verification spreadsheet)</i>	<u>86.2</u> %
Chronically Absent Rate, whole school <i>(Use validated ADA percentage in column G from the discipline verification spreadsheet)</i>	<u>26.3</u> %

**Note:** The discipline verification spreadsheet was sent to each LEA executive director on August 6<sup>th</sup>.

**Accountability Plan Results ^** *(Leave section(s) blank if not applicable to campus)*

Targets	Results	Target Met
50% K-2 Demonstrate Proficiency in STAR Literacy	<b>79.9%</b>	<b>Y</b>
60% K-2 Score Proficiency in DIBELS	<b>70.2%</b>	<b>Y</b>
Attendance rate for K-2	<b>92.9%</b>	<b>Y</b>
80% Parents Report Satisfied or Highly Satisfied	<b>95.6%</b>	<b>Y</b>
65% 1 <sup>st</sup> & 2 <sup>nd</sup> Average or Above Average on SSIS	<b>81.0%</b>	<b>Y</b>

**Discipline Data \***

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	6
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	<u>1.33</u> .
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	<u>0.04</u> %

**Note:** The discipline verification spreadsheet was sent to each LEA executive director on August 6<sup>th</sup> .

### Section 3

#### Unverified Data Elements

School Characteristics ^ (Leave section(s) blank if not applicable to campus)

Average # students per class, by grade level and whole school	PK-3	#
	PK-4	#
	KG	#
	1	# <u>15</u>
	2	# <u>22</u>
	3	# <u>20</u>
	4	#
	5	#
	6	#
	7	#
	8	#
	9	#
	10	#
	11	#
	12	#
	Ungraded	# <u>6</u>
	AO/PG	#
	Whole school	# <u>16</u>

Student : Teacher Ratio, average by grade level and whole school

Student : Teacher Ratio	
PK-3	_____:
PK-4	_____:
KG	_____:
1	15:1.
2	22:1.
3	20:1.
4	_____:
5	_____:
6	_____:
7	_____:
8	_____:
9	_____:
10	_____:
11	_____:
12	_____:
Ungraded	6:1.
AO/PG	_____:
Whole school	16: 1.

**Staff Characteristics ^**

Teacher Years of service, number and percentage for Teachers and Teacher Aides.

(Years of service = total years of teaching experience)

	Number	Percentage
0 to 3 years	# 4	50%
4 to 7 years	# 1	12.5%
8 or more years	# 3	37.5%

Teacher Attrition, number and percentage for Teachers and Teacher Aides

By years of service:		
	Number	Percentage
0 to 3 years	# 4	50%
4 to 7 years	# 1	12.5%
8 or more years	# 3	37.5%

Salary

**Teachers**

Average	\$ <u>49,000.00</u> .
Range	Min: \$ <u>42,000.00</u> .    Max: \$ <u>56,000.00</u> .

**Teacher aides**

Average	\$ <u>37,000.00</u> .
Range	Min: \$ <u>30,000.00</u> .    Max: \$ <u>44,000.00</u> .

**Support Staff**

Average	\$ <u>55,917.63</u> .
Range	Min: \$ <u>37,000.00</u> .    Max: \$ <u>81,030.04</u> .

**School administration**

Average	\$ <u>101,977.51</u> .
Range	Min: \$ <u>51,500.00</u> .    Max: \$ <u>150,000.00</u> .

**Central Office**

Average	\$ <u>49,176.16</u> .
Range	Min: \$ <u>30,001.00</u> .    Max: \$ <u>83,100.00</u> .

HQT Count

Number of teachers	# <u>8</u>
--------------------	------------

**Facilities ^**

Square footage	<table border="1"> <tr> <td data-bbox="776 233 1247 285">Entire for building</td> <td data-bbox="1247 233 1429 285"># 10000</td> </tr> <tr> <td data-bbox="776 285 1247 338">Entire for total classroom space</td> <td data-bbox="1247 285 1429 338"># 8000</td> </tr> </table>	Entire for building	# 10000	Entire for total classroom space	# 8000																																										
Entire for building	# 10000																																														
Entire for total classroom space	# 8000																																														
Room inventory	<p style="text-align: center;"><b>Number of rooms by subject:</b></p> <table border="1"> <tr><td>Math</td><td>#</td></tr> <tr><td>Science</td><td>#</td></tr> <tr><td>Social Studies</td><td>#</td></tr> <tr><td>English/Language Arts</td><td>#</td></tr> <tr><td>Art/Music/PE/Other</td><td>#</td></tr> <tr><td>Library</td><td>#</td></tr> </table> <p style="text-align: center;"><b>Number of rooms by grade level:</b></p> <table border="1"> <tr><td>PK-3:</td><td>#__</td></tr> <tr><td>PK-4:</td><td>#__</td></tr> <tr><td>KG:</td><td>#__</td></tr> <tr><td>1</td><td># <u>3</u></td></tr> <tr><td>2</td><td># <u>3</u></td></tr> <tr><td>3</td><td># <u>2</u></td></tr> <tr><td>4</td><td>#__</td></tr> <tr><td>5</td><td>#__</td></tr> <tr><td>6</td><td>#__</td></tr> <tr><td>7</td><td>#__</td></tr> <tr><td>8</td><td>#__</td></tr> <tr><td>9</td><td>#__</td></tr> <tr><td>10</td><td>#__</td></tr> <tr><td>11</td><td>#__</td></tr> <tr><td>12</td><td>#__</td></tr> <tr><td>Ungraded:</td><td># <u>1</u></td></tr> <tr><td>AO/PG:</td><td>#__</td></tr> </table>	Math	#	Science	#	Social Studies	#	English/Language Arts	#	Art/Music/PE/Other	#	Library	#	PK-3:	#__	PK-4:	#__	KG:	#__	1	# <u>3</u>	2	# <u>3</u>	3	# <u>2</u>	4	#__	5	#__	6	#__	7	#__	8	#__	9	#__	10	#__	11	#__	12	#__	Ungraded:	# <u>1</u>	AO/PG:	#__
Math	#																																														
Science	#																																														
Social Studies	#																																														
English/Language Arts	#																																														
Art/Music/PE/Other	#																																														
Library	#																																														
PK-3:	#__																																														
PK-4:	#__																																														
KG:	#__																																														
1	# <u>3</u>																																														
2	# <u>3</u>																																														
3	# <u>2</u>																																														
4	#__																																														
5	#__																																														
6	#__																																														
7	#__																																														
8	#__																																														
9	#__																																														
10	#__																																														
11	#__																																														
12	#__																																														
Ungraded:	# <u>1</u>																																														
AO/PG:	#__																																														
Room to students and teacher ratio, average for whole school	<table border="1"> <tr> <td data-bbox="776 1461 1133 1514">Student to Classroom ratio</td> <td data-bbox="1133 1461 1429 1514"><u>160 : 9</u> .</td> </tr> <tr> <td data-bbox="776 1514 1133 1566">Teacher to Classroom ratio</td> <td data-bbox="1133 1514 1429 1566"><u>9 : 9</u> .</td> </tr> </table>	Student to Classroom ratio	<u>160 : 9</u> .	Teacher to Classroom ratio	<u>9 : 9</u> .																																										
Student to Classroom ratio	<u>160 : 9</u> .																																														
Teacher to Classroom ratio	<u>9 : 9</u> .																																														

## APPENDIX B: FORMULAS

The following formulas detail the methodology in calculations made by PCSB/OSSE for the data supplied to schools\* and the methodology for calculations prepared by schools^.

**^Attrition Rate (teachers)** – percentage of teachers (see Appendix B for definition) who left the school (voluntary or involuntarily) during the 2011-2012 school year

$$\frac{\text{total teachers who retired/resigned/were out – placed between October 5, 2011 and the first day of school 2012}}{\text{(total teachers employed as of October 5, 2011)}} \times 100$$

**\*Average Daily Attendance** – ratio for the entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled

$$\frac{\text{(total days present + total excused absences)}}{\text{total days enrolled}} \times 100$$

**\*Chronically Absent Rate** – ratio, written as a percentage, of the number of students who have been enrolled within a school for at least 20 days with at least 20 absences (excused and/or unexcused, not counting suspension days)

$$\frac{\text{(total kids with at least 20 absences who have been enrolled for at least 20 days)}}{\text{(total students enrolled as of October 2011 audit)}} \times 100$$

**\*Graduation Rate (2012)** – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

$$\frac{\text{(total students graduating in June/August 2012 with a standard diploma)}}{\text{(total first time 9th grade students from Fall 2008 + transfers in and out + emigrants + deceased students)}} \times 100$$

**\*Incident : Student Ratio** – ratio of exclusionary discipline incidents (out-of-school suspensions and proposed expulsions) to number of students with a discipline log for the 2011-2012 school year

*(total exclusionary incidents: OSS and proposed expulsion): (total students experiencing exclusionary discipline incidents)*

**\*In-seat Attendance** – ratio for the entire population, written as a percentage, of days present – in seat – to days enrolled

$$\frac{\text{(total days present)}}{\text{total days enrolled}} \times 100$$

**\*Instructional Days Lost** – percentage of instructional days lost due to exclusionary discipline events (i.e. out of school suspension or proposed expulsion)

$$\frac{\text{(sum of suspension days from exclusionary discipline events)}}{\text{(sum of enrollment days for all students enrolled as of October 2011 audit)}} \times 100$$

**\*Ninth Grade On-track Rate** – percentage of 9<sup>th</sup> grade students who have earned enough credits to be on-track for graduation within four years (based on a sampling of transcripts)



$$\frac{(\text{total 9th grade students on track as of first day of school 2012 – 2013})}{(\text{total 9th grade students enrolled as of last day of school 2011 – 2012})} \times 100$$

**^Student : Teacher Ratio** – ratio of the number of students as of the October 2011 audit to the number of teachers (see Appendix B for definitions) employed as of October 5, 2011

$$(\text{total students as of October 2011 audit}) : (\text{total teachers as of October 5, 2011})$$

\* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

The following definitions were created by PCSB, in concert with OSSE, to provide standardization in reporting.

**Central Office Administrator** – any adult who is employed by the LEA to oversee central office administrative tasks

**Classroom** – any room at a campus location whose primary purpose is for the instruction of students

**School Administrator** – any adult who is employed at the school level to oversee specific campus operations

**School Support Staff** – any adult who is responsible for the instruction of students less than 50% of the time and/or serve other roles within an LEA, including, but not limited to, school counselor, school social worker, instructional support teachers, etc.

**Support Staff** – any adult employed by an LEA other than a teacher or administrator

**Teacher** – any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows

**Teacher's Aide** – any adult, excluding those outlined in the definition above, who participates in classroom instruction and management with the support of a lead teacher

## APPENDIX D: NOTES FOR MULTI-CAMPUS LEAS

---

**Submission:**

- Submission of the Annual Report to AOIS may occur in the Central Office account if all campuses are represented in the file, OR
- Separate Annual Reports for each campus may be uploaded to AOIS

**Data Collection:**

- The Online Data Collection Tool must be completed for each campus and for the Central Office, meaning schools will need to complete the survey each time
- Updates to the School Contact List should be representative of LEA-level and school-level staff

**Presentation:**

- Presentation of the Annual Report information (board/staff listing; narrative) should be by campus

# APPENDIX A: DATA COLLECTION TEMPLATE

## LEA ANNUAL REPORT

2011-2012 SCHOOL YEAR

### Data Collection Template

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for each campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at [tharwood@dcpcsb.org](mailto:tharwood@dcpcsb.org) by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

\* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

## Section 1

### Name and Contact Information ^

LEA name:	EAGLE ACADEMY PCS
Campus name:	Eagle Academy at M Street
Address 1	770 M St SE, Washington, DC 20003
Address 2	
Phone:	(202)544-2646
Fax:	(202)544-0187
Website:	<a href="https://www.eagleacademypcs.org/">https://www.eagleacademypcs.org/</a>

## Section 2

### Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

#### Eagle Academy at M Street

### School Program Data ^

Ages served	3yrs-8yrs
Enrollment by grade level <i>(Please place a check mark next to the grades served by the campus)</i>	<input checked="" type="checkbox"/> PK-3; <input checked="" type="checkbox"/> PK-4; <input type="checkbox"/> PK; <input checked="" type="checkbox"/> KG; <input checked="" type="checkbox"/> 01; <input checked="" type="checkbox"/> 02; <input checked="" type="checkbox"/> 03; <input type="checkbox"/> 04; <input type="checkbox"/> 05; <input type="checkbox"/> 06; <input type="checkbox"/> 07; <input type="checkbox"/> 08; <input type="checkbox"/> 09; <input type="checkbox"/> 10; <input type="checkbox"/> 11; <input type="checkbox"/> 12; <input checked="" type="checkbox"/> Ungraded; <input type="checkbox"/> AO/PG

School instruction dates	Beginning Date: <u>08/22/2011</u> .
School instruction dates	End Date: <u>06/08/2012</u> .
	Total # of instructional days: # <u>180</u>

**Student Demographic Data ^**

Demographics (%)	<p>Race/ethnicity:</p> <p>African American <u>97%</u>  Hispanic/Latino <u>1.7%</u>  Caucasian <u>1.3%</u>  Asian/Pacific Islander <u>0%</u>  Other race <u>0%</u></p> <p>Gender:</p> <p>Male <u>53%</u> Female <u>46%</u></p>
Limited or Non-English Proficient	<u>0%</u>
Free or Reduced-Price Lunch	<u>61%</u>
Special Education	<u>17%</u>
# of students with 504 plan* (Select from one of the three categories)	<input type="checkbox"/> 0 students <input checked="" type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only)* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students incarcerated* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)

\*Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

**Elementary/Middle School PMF Metrics\*** (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

Percent proficient and advanced, whole school population	Math: ___% Reading: ___%
Percent advanced, whole school population	Math: ___% Reading: ___%
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: ___%      Grade 8 Math: ___%
Median Growth Percentile, whole school population	Math: Reading:

**High School PMF Metrics\*** (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

2012 Graduation rate	___%
PSAT performance, 11 <sup>th</sup> grade	___%
SAT performance, 12 <sup>th</sup> grade	___%
College acceptance rate	___%
Percent proficient and advanced, whole school population	Math: ___% Reading: ___%
Percent advanced, whole school population	Math: ___% Reading: ___%
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

**Attendance Data\*** (Leave section(s) blank if not applicable to campus)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	97.2%
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	82.7%
Chronically Absent Rate, whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	10.2%

**Note:** The discipline verification spreadsheet was sent to each LEA executive director on August 6<sup>th</sup>.

**Accountability Plan Results ^** (Leave section(s) blank if not applicable to campus)

Targets	Results	Target Met
70% PK3 Demonstrate Mastery Core Knowledge	99.3%	Y
70% PK4 Demonstrate Mastery Houghton-Mifflin	79.9%	Y
50% K-2 Demonstrate Proficiency in STAR Literacy	78.6%	Y
60% K-2 Score Proficiency in DIBELS	70.2%	Y
Attendance rate for PK3 & PK4	94.4%	Y
Attendance rate for K-2	92.9%	Y
80% Parents Report Satisfied or Highly Satisfied	95.6%	Y
65% 1 <sup>st</sup> & 2 <sup>nd</sup> Average or Above Average on SSIS	81.0%	Y

**Discipline Data \***

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	3
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	<u>1.</u>
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	<u>0.01</u> %

**Note:** The discipline verification spreadsheet was sent to each LEA executive director on August 6<sup>th</sup>.

### Section 3

#### Unverified Data Elements

School Characteristics ^ *(Leave section(s) blank if not applicable to campus)*

Average # students per class, by grade level and whole school	PK-3	# <u>16</u>
	PK-4	# <u>18</u>
	KG	# <u>20</u>
	1	# <u>20</u>
	2	#
	3	#
	4	#
	5	#
	6	#
	7	#
	8	#
	9	#
	10	#
	11	#
	12	#
	Ungraded	#
	AO/PG	#
	Whole school	# <u>19</u>



Student : Teacher Ratio, average by grade level and whole school

Student : Teacher Ratio	
PK-3	<u>16:2.</u>
PK-4	<u>18:2.</u>
KG	<u>20:2.</u>
1	<u>20:1.</u>
2	_____:
3	_____:
4	_____:
5	_____:
6	_____:
7	_____:
8	_____:
9	_____:
10	_____:
11	_____:
12	_____:
Ungraded	_____:
AO/PG	_____:
Whole school	<u>114 :9.</u>

**Staff Characteristics ^**

Teacher Years of service, number and percentage for Teachers and Teacher Aides.

(Years of service = total years of teaching experience)

	Number	Percentage
0 to 3 years	# <u>12</u>	<u>21%</u>
4 to 7 years	# <u>19</u>	<u>34%</u>
8 or more years	# <u>25</u>	<u>45%</u>

Teacher Attrition, number and percentage for Teachers and Teacher Aides

**By years of service:**

	Number	Percentage
0 to 3 years	# <u>2</u>	<u>0.04%</u>
4 to 7 years	# <u>2</u>	<u>0.04%</u>
8 or more years	# <u>1</u>	<u>0.018%</u>

Salary	<b>Teachers</b>	
	Average	\$ <u>47,534.53</u> .
	Range	Min: \$ <u>28,563.00</u> . Max: \$ <u>56,100.00</u> .
	<b>Teacher aides</b>	
	Average	\$ <u>33,363.51</u> .
	Range	Min: \$ <u>30,000.00</u> . Max: \$ <u>46,840.00</u> .
	<b>Support Staff</b>	
	Average	\$ <u>55,917.63</u> .
	Range	Min: \$ <u>37,000.00</u> . Max: \$ <u>81,030.04</u> .
	<b>School administration</b>	
	Average	\$ <u>101,977.51</u> .
	Range	Min: \$ <u>51,500.00</u> . Max: \$ <u>150,100.00</u> .
	<b>Central Office</b>	
	Average	\$ <u>49,176.16</u> .
Range	Min: \$ <u>30,000.00</u> . Max: \$ <u>83,000.00</u> .	
HQT Count		
	Number of teachers	# <u>29</u>

Facilities ^

Square footage	<table border="1"> <tr> <td data-bbox="781 233 1240 281">Entire for building</td> <td data-bbox="1240 233 1408 281"># <u>50381</u></td> </tr> <tr> <td data-bbox="781 281 1240 329">Entire for total classroom space</td> <td data-bbox="1240 281 1408 329"># <u>35000</u></td> </tr> </table>	Entire for building	# <u>50381</u>	Entire for total classroom space	# <u>35000</u>																																										
Entire for building	# <u>50381</u>																																														
Entire for total classroom space	# <u>35000</u>																																														
Room inventory	<p style="text-align: center;"><b>Number of rooms by subject:</b></p> <table border="1"> <tr><td>Math</td><td>#</td></tr> <tr><td>Science</td><td>#</td></tr> <tr><td>Social Studies</td><td>#</td></tr> <tr><td>English/Language Arts</td><td>#</td></tr> <tr><td>Art/Music/PE/Other</td><td>#</td></tr> <tr><td>Library</td><td>#</td></tr> </table> <p style="text-align: center;"><b>Number of rooms by grade level:</b></p> <table border="1"> <tr><td>PK-3:</td><td># <u>9</u></td></tr> <tr><td>PK-4:</td><td># <u>8</u></td></tr> <tr><td>KG:</td><td># <u>5</u></td></tr> <tr><td>1</td><td># <u>1</u></td></tr> <tr><td>2</td><td># <u>   </u></td></tr> <tr><td>3</td><td># <u>   </u></td></tr> <tr><td>4</td><td># <u>   </u></td></tr> <tr><td>5</td><td># <u>   </u></td></tr> <tr><td>6</td><td># <u>   </u></td></tr> <tr><td>7</td><td># <u>   </u></td></tr> <tr><td>8</td><td># <u>   </u></td></tr> <tr><td>9</td><td># <u>   </u></td></tr> <tr><td>10</td><td># <u>   </u></td></tr> <tr><td>11</td><td># <u>   </u></td></tr> <tr><td>12</td><td># <u>   </u></td></tr> <tr><td>Ungraded:</td><td># <u>2</u></td></tr> <tr><td>AO/PG:</td><td># <u>   </u></td></tr> </table>	Math	#	Science	#	Social Studies	#	English/Language Arts	#	Art/Music/PE/Other	#	Library	#	PK-3:	# <u>9</u>	PK-4:	# <u>8</u>	KG:	# <u>5</u>	1	# <u>1</u>	2	# <u>   </u>	3	# <u>   </u>	4	# <u>   </u>	5	# <u>   </u>	6	# <u>   </u>	7	# <u>   </u>	8	# <u>   </u>	9	# <u>   </u>	10	# <u>   </u>	11	# <u>   </u>	12	# <u>   </u>	Ungraded:	# <u>2</u>	AO/PG:	# <u>   </u>
Math	#																																														
Science	#																																														
Social Studies	#																																														
English/Language Arts	#																																														
Art/Music/PE/Other	#																																														
Library	#																																														
PK-3:	# <u>9</u>																																														
PK-4:	# <u>8</u>																																														
KG:	# <u>5</u>																																														
1	# <u>1</u>																																														
2	# <u>   </u>																																														
3	# <u>   </u>																																														
4	# <u>   </u>																																														
5	# <u>   </u>																																														
6	# <u>   </u>																																														
7	# <u>   </u>																																														
8	# <u>   </u>																																														
9	# <u>   </u>																																														
10	# <u>   </u>																																														
11	# <u>   </u>																																														
12	# <u>   </u>																																														
Ungraded:	# <u>2</u>																																														
AO/PG:	# <u>   </u>																																														
Room to students and teacher ratio, average for whole school	<table border="1"> <tr> <td data-bbox="781 1453 1127 1509">Student to Classroom ratio</td> <td data-bbox="1127 1453 1408 1509"><u>450</u> : <u>24</u> .</td> </tr> <tr> <td data-bbox="781 1509 1127 1566">Teacher to Classroom ratio</td> <td data-bbox="1127 1509 1408 1566"><u>29</u> : <u>24</u> .</td> </tr> </table>	Student to Classroom ratio	<u>450</u> : <u>24</u> .	Teacher to Classroom ratio	<u>29</u> : <u>24</u> .																																										
Student to Classroom ratio	<u>450</u> : <u>24</u> .																																														
Teacher to Classroom ratio	<u>29</u> : <u>24</u> .																																														

## APPENDIX B: FORMULAS

The following formulas detail the methodology in calculations made by PCSB/OSSE for the data supplied to schools\* and the methodology for calculations prepared by schools^.

**^Attrition Rate (teachers)** – percentage of teachers (see Appendix B for definition) who left the school (voluntary or involuntarily) during the 2011-2012 school year

$$\frac{\text{total teachers who retired/resigned/were out – placed between October 5, 2011 and the first day of school 2012}}{\text{(total teachers employed as of October 5, 2011)}} \times 100$$

**\*Average Daily Attendance** – ratio for the entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled

$$\frac{\text{(total days present + total excused absences)}}{\text{total days enrolled}} \times 100$$

**\*Chronically Absent Rate** – ratio, written as a percentage, of the number of students who have been enrolled within a school for at least 20 days with at least 20 absences (excused and/or unexcused, not counting suspension days)

$$\frac{\text{(total kids with at least 20 absences who have been enrolled for at least 20 days)}}{\text{(total students enrolled as of October 2011 audit)}} \times 100$$

**\*Graduation Rate (2012)** – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

$$\frac{\text{(total students graduating in June/August 2012 with a standard diploma)}}{\text{(total first time 9th grade students from Fall 2008 + transfers in and out + emigrants + deceased students)}} \times 100$$

**\*Incident : Student Ratio** – ratio of exclusionary discipline incidents (out-of-school suspensions and proposed expulsions) to number of students with a discipline log for the 2011-2012 school year

(total exclusionary incidents: OSS and proposed expulsion): (total students experiencing exclusionary discipline incidents)

**\*In-seat Attendance** – ratio for the entire population, written as a percentage, of days present – in seat – to days enrolled

$$\frac{\text{(total days present)}}{\text{total days enrolled}} \times 100$$

**\*Instructional Days Lost** – percentage of instructional days lost due to exclusionary discipline events (i.e. out of school suspension or proposed expulsion)

$$\frac{\text{(sum of suspension days from exclusionary discipline events)}}{\text{(sum of enrollment days for all students enrolled as of October 2011 audit)}} \times 100$$

**\*Ninth Grade On-track Rate** – percentage of 9<sup>th</sup> grade students who have earned enough credits to be on-track for graduation within four years (based on a sampling of transcripts)

$$\frac{(\text{total 9th grade students on track as of first day of school 2012 – 2013})}{(\text{total 9th grade students enrolled as of last day of school 2011 – 2012})} \times 100$$

**^Student : Teacher Ratio** – ratio of the number of students as of the October 2011 audit to the number of teachers (see Appendix B for definitions) employed as of October 5, 2011

*(total students as of October 2011 audit): (total teachers as of October 5, 2011)*

\* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

The following definitions were created by PCSB, in concert with OSSE, to provide standardization in reporting.

**Central Office Administrator** – any adult who is employed by the LEA to oversee central office administrative tasks

**Classroom** – any room at a campus location whose primary purpose is for the instruction of students

**School Administrator** – any adult who is employed at the school level to oversee specific campus operations

**School Support Staff** – any adult who is responsible for the instruction of students less than 50% of the time and/or serve other roles within an LEA, including, but not limited to, school counselor, school social worker, instructional support teachers, etc.

**Support Staff** – any adult employed by an LEA other than a teacher or administrator

**Teacher** – any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows

**Teacher's Aide** – any adult, excluding those outlined in the definition above, who participates in classroom instruction and management with the support of a lead teacher

---

## APPENDIX D: NOTES FOR MULTI-CAMPUS LEAS

**Submission:**

- Submission of the Annual Report to AOIS may occur in the Central Office account if all campuses are represented in the file, OR
- Separate Annual Reports for each campus may be uploaded to AOIS

**Data Collection:**

- The Online Data Collection Tool must be completed for each campus and for the Central Office, meaning schools will need to complete the survey each time
- Updates to the School Contact List should be representative of LEA-level and school-level staff

**Presentation:**

- Presentation of the Annual Report information (board/staff listing; narrative) should be by campus

**Eagle Academy Public Charter School**  
**Balance Sheet**  
**(unaudited)**  
As of June 30, 2012

**ASSETS**

**Current Assets**

Cash	941,547.09
Accounts Receivable	804,734.56
Other Current Assets	188,810.03

**Total Current Assets** 1,935,091.68

**Fixed Assets**

Fixed Assets	9,035,820.47
Accumulated Depreciation	(503,082.38)

**Total Fixed Assets** 8,532,738.09  
**Other Assets** 103,032.82

**TOTAL ASSETS** 10,570,862.59

**LIABILITIES & NET ASSETS**

**Liabilities**

**Current Liabilities**

**Accounts Payable** 2,914,592.87

**Other Current Liabilities**

Accrued Expenses	6,687.59
Retainage Payable	412,402.00
Accrued Vacation	38,117.10
Accrued Payroll	402,049.47
Deferred Revenue	99,042.55
Other Current Liabilities	51.80

**Total Other Current Liabilities** 958,350.51

**Total Current Liabilities** 3,872,943.38

**Long Term Liabilities** 2,959,386.69

**Total Liabilities** 6,832,330.07

**Net Assets**

Net Assets	2,363,612.16
Net Income	1,374,920.36
<b>Total Net Assets</b>	<u><u>3,738,532.52</u></u>

**NET ASSETS** 10,570,862.59



**Eagle Academy Public Charter School  
Statement of Revenue and Expenses  
(unaudited)**

For the Period Ending June 30, 2012

**Revenue**

Medicaid	18,032.58
Per Pupil Funding	10,168,072.49
Federal Entitlements	329,892.87
Federal Grants	913,754.80
Other Government Funding/Grants	550,094.95
Non-federal Grants	20,500.00
Other Income	715,502.61

**Total Revenue** 12,715,850.30

**Expense**

**PERSONNEL EXPENSES**

Payroll Expenses	5,987,113.72
Employee Benefits	1,201,691.28

**Total PERSONNEL EXPENSES** 7,188,805.00

**DIRECT STUDENT COSTS**

Contracted Staff & Consultants	57,303.68
Classroom Furnishings/Equipment	35,032.72
Computers and Materials	174,218.44
Contracted Student Services	229,618.11
Library & Media Center Materials	6,455.28
Miscellaneous Student Costs	81,669.55
Student Assessment Materials	22,034.78
Summer School Expenses	17,737.89
Student Supplies & Materials	112,174.02
Parent/Staff Program	9,334.82
Textbooks/Curriculum	47,541.52

**Total DIRECT STUDENT COSTS** 793,120.81

**OFFICE EXPENSES**

Copying & Printing	3,065.66
Equipment Rental/Maintenance	51,267.13
Marketing/Advertising	123,614.86
Miscellaneous	10,891.70
Office Furnishings/Equipment	8,849.00
Postage & Shipping	2,936.05
Professional Services	402,369.76
Supplies & materials	69,814.98
Telephone	51,566.25

**Total OFFICE EXPENSES** 724,375.39

**OCCUPANCY EXPENSES**

Contracted Building Services	13,550.86
Equipment Rental & Maintenance	11,534.22
Janitorial supplies	57,746.83
Maintenance & Repairs	25,215.02

**Eagle Academy Public Charter School  
Statement of Revenue and Expenses  
(unaudited)**

Miscellaneous- Occupancy For the Period Ending ~~June 30, 2012~~ **June 30, 2012**

Operating Expenses	527,864.22
Rent	987,887.73
Utilities	25,853.79
<b>Total OCCUPANCY EXPENSES</b>	<u>1,655,042.45</u>

**GENERAL EXPENSES**

Staff Development	193,634.63
Administrative Fees	98,999.47
Food Service	244,994.14
Insurance	83,726.40
Miscellaneous General Svcs	17,125.34
Travel	161,465.77
Depreciation Expense	179,640.54
<b>Total GENERAL EXPENSES</b>	<u>979,586.29</u>

**Total Expense** 11,340,929.94

**Change Net Assets** 1,374,920.36

		Column A	Column C	Column D
		501(c)3 School Applicant	Total Revenues by Funding Source	Percent of Total Public Funding
<b>REVENUES</b>				
	Per Pupil Charter Payments	\$6,680,425	\$6,680,425	
	Per Pupil Facilities Allowance	\$1,708,000	\$1,708,000	
	Supplemental Facility Allowance \$200	\$122,000	\$122,000	
	93 Special Education	\$1,697,135	\$1,697,135	
	200 Summer School	\$304,130	\$304,130	
	304 Federal Entitlements NCLB	\$364,800	\$364,800	
B/L	Other Government Funding/Grants	\$105,000	\$105,000	
	<b>Total Public Funding</b>	<b>\$10,981,490</b>	<b>\$10,981,490</b>	
	Headstart	\$395,000	\$395,000	
	300 Summer Camp	\$375,000	\$375,000	
	Paid Lunch	\$29,250	\$29,250	
	Property Tax Rebate	\$232,000	\$232,000	
	NJ Ave Property Tax Rebate	\$160,991	\$160,991	
	300 Other Income (aftercare)	\$337,500	\$337,500	
	<b>Total Non-Public Funding</b>	<b>\$1,529,741</b>	<b>\$1,529,741</b>	
	City BUILD Grant	\$998,800	\$998,800	
	<b>TOTAL REVENUES</b>	<b>\$13,510,030</b>	<b>\$13,510,030</b>	
<b>EXPENSES</b>				
<i>Personnel Salaries and Benefits</i>				
<b>Administrative Salaries</b>				
	Administrative Salaries	829,000	829,000	0.07549067
	Clerical Salaries	230,413	230,413	0.020981944
	Admin Part-Time Support	56,160	56,160	0.00511406
<b>Instructional Staff</b>				
	Teachers Salaries	2,695,768	2,695,768	0.245482909
30	Teacher Aides Salaries	973,645	973,645	0.08866238
	Other Education Professionals Salaries	525,362	525,362	0.04784065
<b>Support Services</b>				
	Security	51,500	42,000	0.003824618
9	Custodial Salaries	260,324	260,324	0.023705709
	Before/Aftercare/Summer School/Camp	210,434	210,434	0.01916261
	Employee Incentives	50,000	50,000	0.004553116
23%	Employee Benefits	1,315,236	1,315,236	0.119768484
	<b>Subtotal: Personnel Costs</b>	<b>\$7,197,842</b>	<b>\$7,188,342</b>	<b>0.532777638</b>
<b>Direct Student Costs</b>				
100	Textbooks/Curriculum	61,000	61,000	0.005554802
200	Student Supplies and Materials	122,000	122,000	0.011109604
	Library and Media Center Materials	15,000	15,000	0.001365935
50	Computers and Materials	30,500	30,500	0.002777401
	IT Support	22,000	22,000	0.002003371
	Other Instructional Equipment	32,000	32,000	0.002913994
3500	Classroom Furnishings and Supplies	21,000	21,000	0.001912309
75	Student Assessment Materials	45,750	45,750	0.004166101
6500	Contracted Student Services	604,500	604,500	0.055047177
	Summer School Expenses	26,000	26,000	0.002367621
150	Miscellaneous Student Costs **	91,500	91,500	0.008332203
	Parent Program Staff & Consultants	16,000	16,000	0.001456997

<b>Subtotal: Direct Student Costs</b>	<b>\$1,087,250</b>	<b>\$1,087,250</b>	<b>0.099007516</b>
---------------------------------------	--------------------	--------------------	--------------------

**Occupancy Expenses**

Lease		948,130	948,130	0.086338958
11 Operations including utilities		553,531	553,531	0.050405821
Building Maintenance and Repairs		12,000	12,000	0.001092748
1000 Janitorial Supplies		16,000	16,000	0.001456997
500 Equipment Rental and Maintenance		9,000	9,000	0.000819561
NJ Avenue Lease		154,242	154,242	0.014045636
NJ Ave Operating Expenses		39,160	39,160	0.003566001
NJ Avenue RE Tax		160,991	160,991	0.014660178
Facility Professional Services		175,000	175,000	0.015935907
Modular at NJ Avenue		35,000		
Misc Expenses		25,000	25,000	0.002276558
Contracted Building Services		8,343	8,343	0.000759733

<b>Subtotal: Occupancy Expenses</b>	<b>1,102,372</b>	<b>\$2,136,397</b>	<b>\$2,101,397</b>	<b>0.191358098</b>
-------------------------------------	------------------	--------------------	--------------------	--------------------

**Office Expenses**

30 Office Supplies and Materials		18,300	18,300	0.001666441
Office Furnishings and Equipment		9,000	9,000	0.000819561
Office Equipment Rental and Maintenance		40,848	40,848	0.003719714
1500 Telephone/Telecommunications		18,000	18,000	0.001639122
Professional Services		200,000	200,000	0.018212466
30 Printing and Copying		18,300	18,300	0.001666441
15 Postage and Shipping		9,150	9,150	0.00083322
HR Contract		84,000	84,000	0.017290249
Misc Expenses		5,000	5,000	0.001029181
Marketing		60,000	60,000	0.00546374

<b>Subtotal: Office Expenses</b>		<b>\$462,598</b>	<b>\$462,598</b>	<b>0.042125251</b>
----------------------------------	--	------------------	------------------	--------------------

**General Expenses**

Insurance		28,728	28,728	0.002616039
Disability		36,000		
4.71 Food Service	442551.6	341,324	341,324	0.031081783
0.76 Before/After Care snacks		21,660	21,660	0.00197241
Administration Fee (to PCSB)		82,361	54,907	0.005
Travel		86,000	86,000	0.00783136
Depreciation		22,124	22,124	0.002014663
Staff Development Costs		79,000	79,000	0.007193924
Travel	15,000			
Conferences	4,000			
Consultants	60,000			
Other General Expense		5,000	5,000	0.000455312

<b>Subtotal: General Expenses</b>		<b>\$702,197</b>	<b>\$638,744</b>	<b>0.058165491</b>
-----------------------------------	--	------------------	------------------	--------------------

<b>TOTAL EXPENSES</b>		<b>\$11,586,284</b>	<b>\$11,478,331</b>	<b>1.045243505</b>
-----------------------	--	---------------------	---------------------	--------------------

<b>EXCESS (OR DEFICIENCY)</b>		<b>\$1,923,746</b>	<b>\$1,923,746</b>	<b>0.175180769</b>
-------------------------------	--	--------------------	--------------------	--------------------

**Capital Budget**

- Land Loan
- Construction Loan
- Land
- Construction

March 1-June 30

Bank Fees

**ASSUMPTIONS**

Student Enrollment	610
Facility Size (square footage)	62,321
Average Teacher Salary	52,345
Student/Teacher Ratio	11.84
Other Major Assumptions	See Notes

**NOTES:**

Students		Statistical Analyst	1	52000
Pre-S	120	Classroom	40	\$1,916,667
Pre-K	170	Spec Ed	3	\$171,360
K	150	Resource Tchr	3	\$156,060
Grade 1-3	170	Librarian	2	\$80,151
		Sp/Lang Ther	1	\$81,030
Total	610	Reading Specialist	2	\$114,000
		Safety Net Teacher	1	\$45,000
		School Psychologist	1	\$79,500
		total	51.50	\$2,695,768
		average		\$52,345

M St Rental	
50321	
\$18	\$929,540

NJ Avenue Rental	
154242	

Pre-S	
Pre-K3	6
Pre-K4	8
K	7

Other Professional	
Parent Coordinator	\$52,000
Head Start Coordinator	\$48,000
Business Manager	\$80,500
IT Manager	\$73,000
IT Tech	\$33,280
Activities Coor	\$62,782
Inspire Fellow	\$42,000

APPENDIX 3

GRANTS AWARDED TO EAGLE ACADEMY PCS  
SY 2011 – 2012

Name of Grant	Amount	Award Period	Contact Person
Association of American Medical Colleges	\$4,500.00	8/2011 – 12/31/2011	Leslye Fulwider <a href="mailto:lfulwider@aamc.org">lfulwider@aamc.org</a> (202) 828-0646
General Mills Foundation and United Way of the National Capital Area in partnership with OSSE – School Physical Fitness and Nutrition Education Grant Year 1	\$16,000.00	8/15/2011 – 4/13/2012	Euniesha Davis <a href="mailto:edavis@uwnca.org">edavis@uwnca.org</a> (202) 507-1032
Office of the Deputy Mayor for Planning and Economic Development  Neighborhood Investment Fund	\$49,642.86	8/22/2011 – 8/21/2012	<a href="mailto:LaToyia.Hampton@dc.gov">LaToyia.Hampton@dc.g</a> <a href="mailto:LaToyia.Hampton@dc.gov">ov</a> (202) 724-8111

# EAGLE ACADEMY PUBLIC CHARTER SCHOOL

## STAFF DIRECTORY 2011-2012SY



Room Assignment	Teacher	Grade Level	Highly Qualified
3	Carla Nichols	PK3	N/A
4	Maryam Saleem	PK3	Y
17	Mary Johnson	PK3	N/A
7	Fonda White Smith	PK3	N/A
2	Nikki Harris   Lead Teacher	PK3	N/A
1	Alyson Porter	PK3	Y
5	Lola Brown	PK3	Y
6	Eva Thompson	PK3	N/A
8	Jacqueline Armorer	PK3	Y
29	Sharmel Porter   Lead Teacher	PK4	Y
28	Tiajuana Stickland	PK4	Y
19	Francine Milton	PK4	Y
15	Mimi Poku	PK4	Y
27	Avril Crooks	PK4	Y
26	Wanda Holden	PK4	N/A
31	Mariana Newsome	PK4	Y
30	Leah Pearson	PK4	N/A
38	Jill Howell   Lead Teacher	K	Y
35	Kimberly Hardy	K	Y
33	Aisha Anglin	K	Y
37	Kimberly Rose	K	Y
36	Danette Dicks	K	Y
16	Hamwattie Singh	K	Y
5(NJ)	Geneve Pointer	1st	Y
1C (NJ)	Sabrina O'Gilvie	1st	Y
1B(NJ)	Adora Hicks	1st	Y
1A (NJ)	Alise Grady   Lead Teacher	1st	Y

# EAGLE ACADEMY PUBLIC CHARTER SCHOOL

## STAFF DIRECTORY 2011-2012SY



Room Assignment	Teacher	Grade Level	Highly Qualified
2E	Tina Osborne (loop)	2nd	Y
2F	Anthony Hagler   Lead Teacher	2nd	Y
1E	Kerisha Dick	2nd	Y
2C	Tina Jean Pierre	3rd	Y
2D	Amy Zapatka   Lead Teacher	3rd	Y
8	Adelia Griggs   Lead Teacher	SPED	Y
18	Terena Swales-Thompkins	SPED	Y
	Daryl Johnson	SPED	Y
	Marcia Grant	SPED	Y
	Miya Jackson	SPED	Y
21	Melody Milford	Speech	N/A
21	Donna Rashad	Speech	N/A
Sport Nest	Eric Valentine	PE Instructor	N/A
Sport Nest	Chemark White	PE Instructor	N/A
12	Sonya Thomas	Art	Y
Library	Faith Williams	Librarian	Y
3A	Karen Ezell	Librarian	Y

**Key:**

**Y – Highly Qualified**

**N/A – HQ Not required**

**Note: Only core subject teachers in grade K and above are required to be HQ. PK3 and PK4 teachers are not required to be HQ.**





Starting Early, Soaring High...

## PARENT INVOLVEMENT MEETINGS/ACTIVITIES SY 2011 – 2012

- 8/25 & 26/11 Parent Orientation – 500 Participants**
- 9/29/11 Back to School Night – 200 Participants**
- 10/12/11 Pride Assembly – 50 Participants**
- 10/14/11 PTO Skate Night – 200 Participants**
- 10/19/11 Grandparents Day – 100 Participants**
- 11/3/11 Back on My Feet Walk for the Homeless – Grade K-3**
- 11/4/11 Parents / Family and Friends Night - 80 Participants**
- 11/22/11 Gave Out 320 Thanksgiving Baskets to Needy Families**
- 12/16/11 Before and After Care Performance at Cramton Auditorium  
900 Participants**
- 12/19/11 Health Seminar – 30 Participants**
- 1/10/12 Sabaru Library Book Donation 200 books Donated**
- 1/18/12 Recognition of Fathers' Program 65 Participants**
- 2/7/12 Parents, Family and Friends Night – 65 Participants**
- 2/7/12 Black History Program at the Navy Yard – Theme “Black  
History in American Culture” Students performed at the Navy  
Yard**
- 2/14/12 RIF Distribution**
- 2/27/12 Read Across America**
- 4/12/12 Parents Family and Friends Night – 50 Participants**
- 4/13/12 Groundbreaking Ceremony for Eagle Center**
- 4/23/12 Fourth Annual Fashion Show 300 Participants**
- 5/4/12 Staff Retreat- Entire School Staff**
- 5/9/12 Recognition of Mothers - 98 Participants**
- 5/22/12 World Asthma Day Program – 16 Participants**
- 6/1/12 Before and After Care Performance at Cramton Auditorium –  
500 Participants**
- 6/6/12 3 Grade Graduation – 300 participants**
- 6/7/12 End of Year Field Trip – 300 Participants.  
PTO Meeting (6) – Averaged 40 Participants Per Meeting  
Dental Program – Over 400 Students Participated**

# Appendix T

**EAGLE ACADEMY: 5 YEAR BALANCE SHEET ANALYSIS**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Assets</b>					
<b>Current Assets:</b>					
Cash/Cash equivalents	\$ 109,725	\$ 500,302	\$ 954,321	\$ 650,524	\$ 942,034
Accounts receivable	\$ 643,496	\$ 619,055	\$ 769,058	\$ 1,339,976	\$ 704,215
Employee loans	\$ 2,229	\$ -	\$ 6,397	\$ 16,984	\$ 36,864
Prepaid expenses	\$ 28,248	\$ 37,103	\$ 73,035	\$ 76,798	\$ 151,459
<b>Total Current Assets</b>	\$ 783,698	\$ 1,156,460	\$ 1,802,811	\$ 2,084,282	\$ 1,834,572
<b>Noncurrent Assets:</b>					
Property and equipment, net	\$ 119,349	\$ 228,162	\$ 425,221	\$ 897,107	\$ 8,380,788
Security Deposits	\$ 70,243	\$ 95,033	\$ 96,118	\$ 101,118	\$ 103,033
<b>Total Noncurrent Assets</b>	\$ 189,592	\$ 323,195	\$ 521,339	\$ 998,225	\$ 8,483,821
<b>Total assets</b>	\$ 973,290	\$ 1,479,655	\$ 2,324,150	\$ 3,082,507	\$ 10,318,393
<b>Liabilities and Net Assets</b>					
<b>Current liabilities:</b>					
Accounts payable and accrued expenses	\$ 311,118	\$ 390,406	\$ 628,191	\$ 675,876	\$ 3,773,618
Sublease deposit	\$ 5,052	\$ 5,052	\$ 5,052	\$ -	\$ -
Deferred revenue	\$ -	\$ 139,767	\$ -	\$ 56,112	\$ 99,043
Current portion of long-term debt	\$ 97,000	\$ -	\$ -	\$ -	\$ -
<b>Total current liabilities</b>	\$ 413,170	\$ 535,225	\$ 633,243	\$ 731,988	\$ 3,872,661
<b>Noncurrent liabilities:</b>					
Long-term debt, net	\$ 14,916	\$ -	\$ -	\$ -	\$ 2,959,387
<b>Total liabilities</b>	\$ 428,086	\$ 535,225	\$ 633,243	\$ 731,988	\$ 6,832,048
<b>Net Assets:</b>					
Net Income	\$ 455,911	\$ 399,226	\$ 746,477	\$ 659,612	\$ 1,135,826
Beg. Net Assets	\$ 89,293	\$ 545,204	\$ 944,430	\$ 1,690,907	\$ 2,350,519
<b>Total Net Assets (Ending Net Assets)</b>	\$ 545,204	\$ 944,430	\$ 1,690,907	\$ 2,350,519	\$ 3,486,345
<b>Total liabilities and net assets</b>	\$ 973,290	\$ 1,479,655	\$ 2,324,150	\$ 3,082,507	\$ 10,318,393
<b>Long-term debt/ Total Equity ratio:</b>	0.03	-	-	-	0.85
<b>Net-working capital:</b>	\$ 370,528	\$ 621,235	\$ 1,169,568	\$ 1,352,294	\$ (2,038,089)
<b>Liquidity ratio:</b>	1.90	2.16	2.85	2.85	0.47

**EAGLE ACADEMY: 5 YEAR INCOME STATEMENT ANALYSIS**

	2008	2009	2010	2011	2012
<b>Revenue:</b>					
Support and revenue:					
Fees and grants from government agencies	\$ 4,947,795	\$ 5,944,171	\$ 7,992,333	\$ 9,598,251	\$ 11,961,814
Sublease revenue	\$ 107,450	\$ 81,970	\$ 69,767	\$ 5,052	\$ -
Other Income	\$ 715,572	\$ 344,153	\$ 320,495	\$ 330,576	\$ 566,219
<b>Total revenue</b>	<b>\$ 5,770,817</b>	<b>\$ 6,370,294</b>	<b>\$ 8,382,595</b>	<b>\$ 9,933,879</b>	<b>\$ 12,528,033</b>
<b>Expenses:</b>					
Personnel costs	\$ 2,753,178	\$ 3,449,518	\$ 4,738,190	\$ 6,129,134	\$ 7,188,805
Direct student costs	\$ 435,385	\$ 404,943	\$ 571,207	\$ 625,471	\$ 967,834
Occupancy expenses	\$ 1,490,213	\$ 1,319,513	\$ 1,501,704	\$ 1,653,988	\$ 1,922,571
General and office expenses	\$ 636,130	\$ 797,094	\$ 825,017	\$ 865,674	\$ 1,312,997
<b>Total expenses</b>	<b>\$ 5,314,906</b>	<b>\$ 5,971,068</b>	<b>\$ 7,636,118</b>	<b>\$ 9,274,267</b>	<b>\$ 11,392,207</b>
<b>Net Income</b>	<b>\$ 455,911</b>	<b>\$ 399,226</b>	<b>\$ 746,477</b>	<b>\$ 659,612</b>	<b>\$ 1,135,826</b>
Beginning Net Assets	\$ 89,293	\$ 545,204	\$ 944,430	\$ 1,690,907	\$ 2,350,519
<b>Total Net Assets (Year End Balance)</b>	<b>\$ 545,204</b>	<b>\$ 944,430</b>	<b>\$ 1,690,907</b>	<b>\$ 2,350,519</b>	<b>\$ 3,486,345</b>
<b>Profit margin</b>	<b>8%</b>	<b>6%</b>	<b>9%</b>	<b>7%</b>	<b>9%</b>
<b>Personnel Costs/Total Revenue</b>	<b>48%</b>	<b>54%</b>	<b>57%</b>	<b>62%</b>	<b>57%</b>
<b>Direct Student Cost/Total Revenue</b>	<b>8%</b>	<b>6%</b>	<b>7%</b>	<b>6%</b>	<b>8%</b>
<b>Occupancy expenses/Total Revenue</b>	<b>11%</b>	<b>13%</b>	<b>10%</b>	<b>9%</b>	<b>10%</b>
<b>General and office expenses/Total Revenue</b>	<b>11%</b>	<b>13%</b>	<b>10%</b>	<b>9%</b>	<b>10%</b>

Personnel costs (FY2008-FY2012 averages)	55%
Direct student costs (FY2008-FY2012 averages)	7%
Occupancy expenses (FY2008-FY2012 averages)	11%
General and office expenses (FY2008-FY2012 averages)	11%

# **Appendix H**

## **PMF as Goals Policy**

POLICY TITLE:	Elect to Adopt the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014  Updated: November 17, 2014 Updated: November 16, 2015 Updated: March 20, 2017 Updated: September 18, 2017

**PURPOSE of this Revision**

The revision to this policy corrects one word in the grandfather clause of the Elect to Adopt the Performance Management Framework ("PMF") as Charter Goals policy. DCPCSB staff included a grandfather clause in the revisions to this policy specifically for schools undergoing review or renewal in school year ("SY") 2017-18 or SY 2018-19. One of the terms for these schools to be deemed as fully meeting the charter goals and academic achievement expectations currently states that schools must have "met all early childhood PMF **targets** in SY2013-14". This language should read that schools must have "met all early childhood PMF **floors** in SY2013-14". The corresponding footnote likewise changes from targets to floors.

**ELECT PMF AS GOALS POLICY**

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels they serve. Upon a school's request, the below review and renewal language and improvement clause will be added to its charter as an amendment, which will be approved by DC PCSB's Board. For specific information related to the timing of charter goals amendments, please refer to our Policy for Charter Amendments and Revised Goals and Academic Achievement Expectations.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School ("PK-8"), high school ("HS"), and/or adult education ("AE"), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these

should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now PK-8) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the PK-8 PMF) and the adult education PMF in school year 2013-14. Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

PCSB will not score or tier the PK-8 or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.

#### **Fifth-Year Charter Review**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF<sup>1</sup> as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school's average PMF score for the first four years must be equal to or exceed 40%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

#### **Tenth-Year Charter Review**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF<sup>1</sup> as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have earned an average PMF score since the previous review equal to or exceeding 45%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

---

<sup>1</sup> See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.

## **Charter Renewal and Every Review Thereafter**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have earned an average PMF score since the previous review equal to or exceeding 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

### *Tier 3 PMF Results*

As stated in the 2016-17 PMF Policy & Technical Guide, a school with a Tier 3 PMF result that meets one or more of the below criteria may be subject to a high-stakes review to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Adult Education PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

### *Additional Review Outside of 5-year Cycle*

DC PCSB may, as permitted by law,<sup>2</sup> elect at any time to conduct an "out-of-cycle" review – that is, outside of the reviews that occur every five years. Out-of-cycle reviews may be due to a school's Tier 3 status, or because a school is identified as low-performing by the Office of the State Superintendent of Education ("OSSE") under ESSA, or for other reasons of poor performance or non-compliance. When conducting such a review, DC PCSB will conduct an "out of cycle" charter review using the last five years of the school's data to determine if the school is meeting its charter goals under this policy. If a school is reviewed out-of-cycle, DC PCSB will evaluate the school according to the most recent review standard. For example, if a school is in its 7<sup>th</sup> year of operation, DC PCSB would conduct a review using the previous five years of data to determine if it is meeting the five-year review standard. If a school is in its 12<sup>th</sup> year of operation, DC PCSB would

---

<sup>2</sup> D.C. Official Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter ...shall review the charter at least once every 5 years..." Thus DC PCSB may review a charter more than once within a 5 year cycle.



conduct a review using the previous five years of data to determine if it is meeting the ten-year review standard.

#### *New Campuses of Existing LEAS/Campuses with Multiple PMF Frameworks*

If existing LEAs open new campuses between charter review cycles, their new campuses must have at least two years of PMF scores prior to the next review to be evaluated on their student academic achievement expectations.

In the case that new campuses have three years of PMF scores, new campuses will be evaluated based on the LEA's standard for review. For example, if a 10-year old LEA has a new campus that has three years of PMF scores, that new campus will have to meet the 10-year review standard. New campuses with only one year of a PMF score will not have their score included in the upcoming review. At charter review or charter renewal, continuance or closure/revocation decisions applied to the LEA's existing campuses will also be applied to the new campus whose scores were not included in the review or renewal analysis because only one score was available.

In the case that new campuses or a campus with a new framework (such as a middle school that is growing to grade 12) only has two years of PMF scores prior to the next review, those new campuses or the newest grades that use a different PMF framework (in the case of expanding schools) will be held to the 5-year review standard.<sup>3</sup> At the following review, the new campuses and new frameworks would have to meet the LEA's standard for review. For example, if a 10-year old charter middle school grows to serve through grade 12, and only has two high school PMF scores at the time of its 10-year review, DC PCSB would evaluate grades 6 through 8 using the ten-year review standard, and grades 9 through 11 using the 5-year review standard. At the LEA's 15-year charter renewal, all grades would be held to the 15-year charter renewal standard.

#### *Grandfather Clause for Schools Undergoing Review or Renewal in SY 2017-18 and SY 2018-19*

For campuses that transitioned to a new PMF framework after SY 2013-14 (those that were previously on the Early Childhood PMF framework and are now on the PK-8 PMF framework) that are undergoing review or renewal in SY 2017-18, the campuses' standard for review or renewal is as follows:

In order to be deemed as having fully met<sup>4</sup> the charter goals and academic achievement expectations, the campus will need to have:

- Met all Early Childhood PMF floors in SY 2013-14; and
- Obtain an average score of 40% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for five-year

---

<sup>4</sup> DC PCSB will determine a school to have substantially met their goals if they meet the PMF percentage average for their review cycle but missed no more than a quarter of their EC PMF floors in SY 2013-14. DC PCSB will determine a school to have partially met its goals if it meets the percentage average for their review cycle but missed no more than half of their EC PMF floors in 2013-14.

- review schools; OR
- Obtain an average score of 45% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for ten-year review schools; OR
  - Obtain an average score of 50% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for fifteen-year charter renewal schools and all subsequent reviews/renewals.
  - SY 2012-13 Early Childhood PMF pilot and SY 2012-13 Accountability Plan results will be displayed but not included in the analysis of whether or not schools met their charter goals and academic achievement expectations.

Board Approval Acknowledged by:



---

Darren Woodruff  
DC PCSB Board Chair

# **Appendix I**

## **Eagle PCS Qualitative Site Reports**



June 7, 2017

John Pinkney, Chairperson  
Eagle Academy PCS – Capitol Riverfront  
475 School Street SW  
Washington, DC 20024

Dear Mr. Pinkney:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of Eagle Academy PCS - Capitol Riverfront between April 3, 2017 and April 14, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Eagle Academy PCS – Capitol Riverfront.

Sincerely,

A black rectangular redaction box covering the signature of Naomi DeVeaux.

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Joe Smith

# Qualitative Site Review Report

**Date:** June 7, 2017

## **Campus Information**

**Campus Name:** Eagle Academy PCS – Capitol Riverfront

**Ward:** 6

**Grade levels:** PK3-3

## **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Two-week window:** April 3 - April 14, 2017

**QSR team members:** 2 DC PCSB staff including 1 Special Education specialist, 1 consultant

**Number of observations:** 12

**Total enrollment:** 145

**Students with Disabilities enrollment:** 17

**English Language Learners enrollment:** 0

**In-seat attendance<sup>1</sup> on the days the QSR team conducted observations:**

**Visit 1:** April 4, 2017 - 94.9%

**Visit 2:** April 6, 2017 - 88.4%

**Visit 3:** April 13, 2017 - 89.2%

## **Summary**

The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

Eagle Academy PCS – Capitol Riverfront has a welcoming school environment. Students and adults interacted in a respectful manner. There was consistent school language around the ABC's (Always doing their best, Being prepared, Considering their character) and most classrooms also displayed a positive reinforcement chart for behavior. Students eagerly participated in whole group and small group settings. Teachers displayed student art and work throughout the building and classrooms. In one observation a teacher surprised her class with a special poster related to the book she read. The teacher led the enthusiastic students through an activity with the poster and related the work to the events in the book.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 67% of observations as distinguished or proficient in the Classroom Environment domain and no observations were rated as unsatisfactory. In the component of *Creating an Environment of Respect and Rapport*, 100% of observations rated as proficient or distinguished. This was the highest scoring component in both domains of the

---

<sup>1</sup> This data has not been validated by the school. DC PCSB pulled the data in May 2017.

rubric. The school lives up to its goal to create a nurturing environment where friendly interactions, care and respect for each other predominate.

The school's core values (Eagle's ABCs) are evident in classrooms, on hallway signs and are often used by adults in the building. The school's commitment to the Responsive Classroom framework is evident in the structure of morning meetings that was observed in several classrooms, and the notes bearing the hopes and dreams of students, parents, and staff posted throughout the building.

*Managing Classroom Procedures* was the lowest scoring component in either domain with 58% of observations rated as basic. In several early childhood classrooms, center rotations were unmanaged and even when the teachers tried to work with small groups, they were not able to sustain focus because routines and procedures in the other centers were not well established. In other observations instructional time was lost due to repeated reminders to students, indicating that expectations were not clear nor reinforced consistently.

The QSR team scored 71% of observations as distinguished or proficient in the Instruction domain and no observations were rated as unsatisfactory. *Using Questioning and Discussion Techniques* and *Engaging Students in Learning* were the two highest scoring components in this domain. In each of these two components, 75% of observations rated as distinguished or proficient. Several teachers asked thought-provoking questions and designed tasks that would lead to critical thinking. Student choice was predominant in many observations as well. Students could self-select centers and determine how to demonstrate their learning.

#### Governance

A DC PCSB staff member attended an Eagle Academy PCS board meeting on March 22, 2017. A quorum was present. The board discussed enrollment projections, attendance rates, accreditation, board membership, and finances. The school reported that Middle States will visit the school in early April 2017. The board is expecting to meet a new potential board member soon and vote at the next meeting. An external accountant gave a financial report. The executive director, Joe Smith, explained the details of a construction loan and the board voted on the loan and the hiring of the construction company.

#### Specialized Instruction for Students with Disabilities

Eagle Academy PCS – Capitol Riverfront completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program, however, they were unable to observe these components in the pull-out/resource environment because the SPED teacher was testing students. Reviewers did see push-in services including small group instruction. The team observed effective implementation of its program for SWD in the general education classroom through lesson differentiation and gauging of student understanding.

- In the Special Education Questionnaire, the school stated the following resources are used in the general education classroom to support the learning of SWD: enlarged text, FM system, manipulatives, picture word cards, various visuals, Behavior Specialists, Speech Pathologists, Resource Teachers, Occupational

Therapist, flash cards, dedicated aides, and intervention kits. The general education and special education teachers co-taught and used enlarged text during a read-aloud. The Speech Pathologist and at least two dedicated aides supported students in the classroom using the app Drawing Pad on individual iPads for students and graphic organizers. However, the observer did not see the use of FM system, picture word cards/flash cards, or intervention kits.

- The school noted that lesson differentiation includes small group instruction, one on one instruction, use of technology, kinesthetic activities, use of manipulative and visuals, which is measured by student engagement. The observer saw small group instruction in the general education classroom where students were grouped at different stations working with teachers or aides in the classroom. In addition, the observer saw the use of kinesthetic and visual instruction through graphic organizers Drawing Pad on individual iPads enlarged book when debriefing. The observer noted most students engaged in the small group lesson, and the two students who worked directly with the special educator were fully engaged and completed their assigned tasks.
- The school explained that teachers use such informal assessments as anecdotal records, weekly assessments, teacher made quizzes, daily observations and any other assessments that are tailored to the needs of students. Teachers convened impromptu student-teacher conferences where students are given instant feedback and solutions to challenges. In a pull-out session, the special education teacher instituted testing and accommodations for students who required them for testing. In the push-in setting, the teachers provided frequent and timely feedback to students in the small-group and whole-group setting. In the whole-group setting, the teacher called on a few students to answer questions, allowed for students to “phone a friend” if they were unable to answer the questions, and frequently used choral repetition. The observers did not see the use of teacher-made quizzes.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

<b>Mission and Goals</b>	<b>Evidence</b>
<p>Mission: The mission of Eagle Academy - Capitol Riverfront Campus is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.</p>	<p>The QSR team saw evidence that Eagle Academy PCS – Capitol Riverfront is meeting its mission. The school is designed to meet the needs of students and many teachers were attuned to the emotional, social and academic states of their students. Eagle Academy PCS used some Responsive Classroom practices, such as morning meeting, to support students socially, emotionally, and personally.</p> <p>During the observations students were engaged in a variety of academic activities. Teachers provided whole group and small group work to deliver content. Students explained answers and participated in discussions about literature and math. Students worked together to solve problems and complete tasks.</p>
<p>PMF Indicator #1: Student Progress – Academic Improvement over time</p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards</p>	<p>The QSR team observed a range of literacy work including small group instruction, whole group read-alouds, guided reading groups, and independent reading. In most classrooms multiple adults helped move students to proficiency. In one early-childhood whole group observation, students "air wrote" high frequency words, made letter sounds together and helped fill in missing letters or words on the morning meeting chart.</p>



Mission and Goals	Evidence
	<p>In a primary classroom students rotated through three teacher-led groups: leveled reader/guided reading, iPads, and word work. Students took picture walks through the book with a partner and discussed what the book might be about as a small group. Students sounded out words and matched cards to words in their books. Other students used iPads to complete ELA games and talk to the teachers about their work. Teachers engaged students in discussions by asking their opinions and encouraging them to share their ideas.</p> <p>In a few elementary observations students practiced grammar and phonics using a scripted program and workbook. Although students were engaged with the work, the level of critical thinking, differentiated instruction and discussion were lower in these lessons than in other reading instruction observations.</p> <p>The QSR team only had the opportunity to observe two math classes. The school stated that they use enVision Mathematics and manipulatives to support the concretization of abstract ideas. The QSR team did not observe specific evidence of either of these strategies. There were a few instances of math incorporated into other parts of the day. During an elementary morning meeting, students chose to play a math facts game. In one of the math observations, students began with a timed math fact warm up and then moved into assessment review. Students discussed strategies and worked together to solve the word problems. In another math observation, students were unfocused on the displayed problem and instructional time was lost at the onset of the class period. Students were later dismissed to small groups and again struggled to engage productively with the content.</p>

Mission and Goals	Evidence
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p>	<p>The QSR team observed literacy skill development across all grades. Teachers incorporated literacy skills into morning meeting charts, whole and small group instruction, and in centers. Posted objectives did not always align with the observed lessons as some were still from the previous week. No grade level standards were clearly visible, but student work and learning tasks were grade-level appropriate.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p>	<p>DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations, the school had attendance rates above 85%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance on the days the QSR team conducted observations:</p> <p>Visit 1: April 4, 2017 - 94.9%  Visit 2: April 6, 2017 - 88.4%  Visit 3: April 13, 2017 - 89.2%</p>

## THE CLASSROOM ENVIRONMENT<sup>2</sup>

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 67% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team scored 100% of the observations as distinguished or proficient in this component. In all classrooms there was a high level of care and respect between students as well as teachers and students. Teachers took the time to connect with students as individuals and offered comforting supports when needed. In one observation a student became the teacher's special helper, modeling the tasks and helping to dismiss classmates for work time.</p>	Distinguished	17%
	<p>In a distinguished observation the teacher demonstrated knowledge of the students' lives outside the classroom, acknowledging when someone came in late and had been at the doctor. In this observation the teacher encouraged risk taking and when a student confused the letters "w" and "m", she praised the effort and acknowledged why that confusion might happen.</p>	Proficient	83%
	<p>The QSR team scored none of the observations as basic in this component.</p>	Basic	0%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

<sup>2</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 75% of the observations as proficient in this component and none as distinguished. Many teachers used praise and encouragement to establish a high level of expectation for student learning. Additionally students praised each other with pats on the back, high-fives, and one loud cheer.</p>	Distinguished	0%
	<p>In many classrooms students demonstrated understanding of their roles as learners. In one observation students stayed on their spot for the duration of the whole group time and then worked diligently during centers. In another observation students worked at their own pace in centers, sometimes staying for the whole time working on one project with pride.</p>	Proficient	75%
	<p>The QSR team scored 25% of the observations as basic in this component. In these observations teachers and students did not engage deeply in the work. In several classrooms students floated from one center to another, engaging for a few moments in a task before moving on.</p> <p>In other observations teachers moved through the content but did not insist on precise language or correct responses. The teacher walked all students through the problems in the workbook, one by one, reading aloud each sentence. Getting through the task was the focus and students were not required to fully complete or understand the work.</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 42% of the observations as distinguished or proficient in this component. In these observations routines were well established and teachers effectively managed transitions. Materials were accessible and readily available to students, including writing utensils on the table and student organizers in pouches on the backs of the chairs.</p>	Distinguished	17%
	<p>In some of the distinguished observations, students assisted with the classroom procedures. In one early childhood classroom, without prompting, students cleaned up all their materials after using a center and one student reminded his classmate to wash and dry her hands after using the sensory table.</p>	Proficient	25%
	<p>The QSR team scored 58% of the observations as basic in this component. In these classrooms routines were inconsistent or ineffectively managed, resulting in a loss of instructional time. In a few early childhood classrooms, there were no clear processes for students to change centers or know how many students could be in a place at a time. In one observation the teacher lost significant instructional time with her small group because she wandered around to other centers frequently, addressing what students were expected to do and commenting on how many students could participate at a time.</p> <p>In another observation instructional time was lost because the teachers took a significant amount of time to redirect or ensure students were ready. In one observation the adults were slow to pass out materials and students had to wait with nothing to do. In other observations there was evidence that a routine existed with the use of call and response, but the teacher had to use it several times before students responded.</p>	Basic	58%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Managing Student Behavior</b>	The QSR team scored 50% of the observations as distinguished or proficient in this component. In these observations student behavior was generally or entirely appropriate and teachers swiftly responded and redirected when needed. Many teachers effectively gave global and individual behavior reminders.	Distinguished	8%
	Several teachers verbalized their expectations and reinforced positive behavior. The QSR team heard several teachers use phrases such as, "If you are ready, touch your..." or "(name of student) is ready, but I'm going to wait for the rest of my friends."	Proficient	42%
	The QSR team scored 50% of observations as basic in this component. In these classrooms teachers were either inconsistent or ineffective in managing student behavior. One teacher redirected students several times and ignored some students misbehaving on the carpet. In some cases the teacher had a difficult time resetting and getting students back on task.  In other observations students were loud and disorderly during work times with little redirection from the teacher. In one early childhood classroom, students threw sand at each other and climbed on the furniture.	Basic	50%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 71% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 66% of the observations as distinguished or proficient in this component. In these classrooms teachers were clear with directions, learning objectives, and content. Several teachers had students repeat the directions, or part of the task assignment, before sending them off to work. Other teachers modeled the task to the whole class, or individuals, as part of their explanation. In one observation, the teacher drew and described how to write the letter "c" before asking the student to do it.</p> <p>In one distinguished observation the teacher pushed the connection between students learning their letters so that they could read words. She then asked students to name words they could read based on the letter they were focusing on during the lesson.</p>	Distinguished	8%
		Proficient	58%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 34% of the observations as basic in this component. In these observations students required clarification after the teacher's initial direction or explanation of content. In one early childhood classroom, the teacher attempted to model the task of drawing a short and long snake then putting out blocks to be the same size, but did not demonstrate how to count to determine length.</p> <p>In other observations there were minor content errors in either signs around the room or in the work. In one classroom students corrected sentences that needed capital letters. While the lesson focused on the months of the year, at least one sentence in the workbook also included names of holidays. These errors were not corrected by students nor were they pointed out by the teacher.</p>	Basic	34%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Using Questioning/Prompts and Discussion Techniques</b></p>	<p>The QSR team scored 75% of the observations as proficient or distinguished in this component. Many teachers posed open-ended questions that could have multiple responses. Before reading books or stories teachers asked students to look at the cover and name what they noticed as a pre-reading strategy. In other observations teachers asked students to name strategies they could and would use for tackling a problem.</p>	Distinguished	8%



Instruction	Evidence Observed	School Wide Rating	
	<p>In one observation the teacher engaged students in questions, connecting the content of plants to another lesson the class had done previously. She asked the students to compare the gardens they drew during the observed lesson to the ones drawn earlier.</p>	Proficient	67%
	<p>The QSR team scored 25% of the observations as basic in this component. In several observations teachers attempted to ask questions but they were often along a single path of inquiry. In one observation the teacher attempted to ask students questions in her small group during centers, but she did not always listen to the answers or push students thinking and understanding further. Additionally only a few students were asked any questions, while the rest worked independently or copied their peers' work.</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Engaging Students in Learning</b></p>	<p>The QSR team scored 75% of the observations as distinguished or proficient in this component. Teachers used varied techniques to engage students in learning, from the Promethean boards and manipulatives to small group instruction, and, in some cases, student-led grouping. In several classrooms students chose their centers. In another observation students chose whether to use technology or a graphic organizer to show their thinking and work.</p>	Distinguished	8%

Instruction	Evidence Observed	School Wide Rating	
	<p>The pacing of lessons was generally appropriate, allowing time for students to engage in the work. Many observations included center rotations with time for small group instruction. These lessons were also differentiated for students. In one elementary observation students were regrouped across grade levels for guided reading instruction. The teacher referred to previous learning, modeled the task, and then gave students time to engage with the text and work independently.</p>	Proficient	67%
	<p>The QSR team scored 25% of the observations as basic in this component. In several early childhood observations, students moved quickly from one center to another, thus not providing the time to engage deeply with the material. Teachers in these observations did not ask students about their work, learning, or play.</p> <p>In a few other observations, student engagement with the content was passive. The requirement was the same for all students in the scripted lessons. In one writing observation students were required to underline the letters that should be capitalized in the given sentences. There was no conversation about the task, and even though students might have been able to complete it on their own, the teacher paced it so that the class had to stay together, completing each sentence one by one at the same time.</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 67% of the observations as proficient in this component. No observations were rated as distinguished. Teachers used a range of feedback and data collection strategies. The QSR team saw the use of white boards where students would write their answer and hold it up for the teacher to gauge understanding. Teachers circulated during centers and small group work times to provide individual feedback as needed.</p> <p>Several teachers modeled the work expected from students to set the standard. In one observation the teacher created a model for the work at the center and left it for students to reference.</p>	Distinguished	0%
		Proficient	67%
	<p>The QSR team scored 33% of the observations as basic in this component. In these classrooms teachers gave global feedback that was not specific enough for students to adjust their work or thinking. In some observations the teachers did not focus on feedback for learning because they spent time monitoring student behavior only.</p> <p>In other observations the criteria for work was unclear. In one early childhood observation, the teacher asked students to create a rainbow like the one in the book they just read. Although the teachers asked questions of students to understand their product, much of the work did not align to the objective and this was not addressed.</p>	Basic	33%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

## APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.



June 7, 2017

John Pinkney, Board Chair  
Eagle Academy PCS – Congress Heights  
3400 Wheeler Road, SE  
Washington, DC 20032

Dear Mr. Pinkney:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of Eagle Academy PCS – Congress Heights between April 3, 2017 and April 14, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Eagle Academy PCS – Congress Heights.

Sincerely,

  
Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Joe Smith

# Qualitative Site Review Report

**Date:** June 7, 2017

## **Campus Information**

**Campus Name:** Eagle Academy PCS – Congress Heights

**Ward:** 8

**Grade levels:** PreK3-3

## **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Two-week window:** April 3, 2017-April 14, 2017

**QSR team members:** 2 DC PCSB staff, 3 consultants including one Special Education specialist

**Number of observations:** 29

**Total enrollment:** 739

**Students with Disabilities enrollment:** 118

**English Language Learners enrollment:** 0

**In-seat attendance<sup>1</sup> on the days the QSR team conducted observations:**

**Visit 1:** April 4, 2017 - 93.4%

**Visit 2:** April 7, 2017 - 88.3%

**Visit 3:** April 10, 2017 - 90.1%

**Visit 4:** April 11, 2017 - 94.1%

**Visit 5:** April 12, 2017 - 90.9%

**Visit 6:** April 13, 2017 - 91.3%

## **Summary**

The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

Eagle Academy PCS – Congress Heights has a welcoming, bright and friendly school-environment. Students approached adults with questions and adults smiled and helped students without hesitation. Colorful displays of student work, photos of students learning and on field trips, and seasonal bulletin boards line the hallways and reflect a sense of student pride. One QSR observer attended the weekly morning community meeting for prekindergarten and kindergarten. In this community meeting a class of students led the school Eagle ABCs, teachers greeted and chatted with parents, and students participated in a short dance to “get moving” before being escorted to their classrooms.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 80% of observations as distinguished or proficient in the Classroom Environment domain which is the exact same score as the spring of 2013. The highest

---

<sup>1</sup> This data has not been validated by the school. DC PCSB pulled the data in May 2017.

rated component in this domain was *Creating an Environment of Respect and Rapport* with 93% of observations rated proficient or distinguished. The QSR team saw kind, curious and warm interactions exhibited in classrooms and common areas by both students and teachers.

The QSR team scored 74% of observations as distinguished or proficient in the Instruction domain up substantially from roughly 50% in the Spring of 2013. The highest rated component in this domain was *Communicating with Students* with 76% of observations rated proficient or distinguished. In these observations the instructional purpose of the lesson was made clear to students and teachers clearly communicated directions and content instruction.

### Governance

A DC PCSB staff member attended an Eagle Academy PCS board meeting on March 22, 2017. A quorum was present. The board discussed enrollment projections, attendance rates, accreditation, board membership, and finances. The school reported that Middle States will visit the school in early April 2017. The board is expecting to meet a new potential board member soon and vote at the next meeting. An external accountant gave a financial report. The executive director, Joe Smith, explained the details of a construction loan and the board voted on the loan and the hiring of the construction company.

### Specialized Instruction for Students with Disabilities

Prior to the two-week window, Eagle Academy PCS – Congress Heights responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The special education-reviewer noted the following evidence, which demonstrates that the school is implementing its program with fidelity. The observations revealed that the specialized instruction generally lacked rigor but that teachers excelled at offering differentiated supports and gauging understanding.

- To support the learning of students with disabilities in general education classrooms, the school stated that teachers have access to a such resources as: enlarged texts for students with visual impairments, Frequency Modulation (FM) systems for students with hearing impairments, manipulatives, flashcards, dedicated aides, resource rooms, and intervention kits. This reviewer did not see the use of enlarged texts, FM systems, or intervention kits. In a resource room students practiced phonemic awareness and phonics by using plastic magnetic letters and word chunk tiles. In another resource room aides supported learning and provided specific feedback to students on sentence construction. In a pullout session students reviewed sight word skills by playing a flashcard-based game.
- To co-plan for lessons, the school reported that general and special educators collaborate at weekly Professional Learning Community meetings and twice monthly Professional Development sessions. In these sessions teachers are supposed to learn about research-based strategies to promote academics and behavior, and create data-driven lesson plans. The reviewer did not observe meaningful evidence of co-planning across all observations. Two classrooms utilized a "One Teach, One Assist" as the primary model of co-teaching. For most of the observations, the general educator led whole-group instruction, and the special educator supported



individual students. In one co-taught setting, as the class transitioned to independent reading, both teachers pulled small groups for guided reading.

- To gauge student understanding specifically for students with disabilities, the school explained that teachers use multiple methods of formative assessment, such as teacher-made quizzes, daily observations, and student-teacher conferences during independent work blocks. Across most observations teachers and aides paid close attention to evidence of student understanding. In a pullout session the teacher observed that a student struggled to cut out letter squares and provided guided support. After independent work in one observation, teachers and aides circulated to provide specific feedback. The teacher told a student, "I know that you sounded [the word] out in your head: 'dog.' But you wrote 'bog.' How could you check that you wrote the right one?" He made a hand gesture to tell the difference, and he corrected his work. In a different classroom both teachers circulated and monitored group discussions on the seasons, however some groups were not assessed and engaged in off task behavior.
- To differentiate a lesson the school wrote that teachers modify a lesson plan according to students' IEPs, 504 Plans, or other relevant data. To meet student needs, teachers used small-group instruction, one-on-one instruction, technology, kinesthetic activities, manipulatives, and visual aids. Evidence of differentiation was found in each classroom observed. In a co-taught setting the teachers provided visual aids by creating Venn Diagrams and T-Charts on a Smart Board. Later in the lesson, both the general and special educator pulled small groups for guided reading while the rest of the class read independently. In a resource room the teacher presented kinesthetic activities during small-group and one-on-one instruction. She differentiated a lesson on phonics and phonemic awareness by permitting to use magnetic letters and work chunks tiles, and she also encouraged a student to identify the first letter of a given word by locating it on the alphabet carpet and jumping on it.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

<b>Mission and Goals</b>	<b>Evidence</b>
<p>The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.</p>	<p>The QSR team observed evidence that Eagle Academy – Congress Heights is meeting its mission.</p> <p>There was significant evidence that Eagle Academy prepares students socially, emotionally, and personally. Teachers, staff members, and students had positive rapports characterized by caring and warmth. Eighty percent of the observations in the <u>Classroom Environment</u> domain of the Danielson rubric scored as distinguished or proficient. Teachers acknowledge students’ lives outside of school, discussing friends, families, and interests. Grandparent volunteers helped in classrooms working with individual students and assisting with behavior management. There was also evidence of systematic community building including explicit instructions on how to appropriately engage with peers when exchanging personal information. The students were taught to shake hands, make eye contact, and respectfully attend to the speaker during conversations. Additionally the QSR team observed students take leadership of classroom routines and procedures in a few classrooms.</p> <p>The QSR team observed the school values (Eagle ABC’s) explicitly mentioned by teachers, administrators, and students as</p>

Mission and Goals	Evidence
	<p>well as posted in all classrooms. In several observations there was clear evidence that students have internalized the values outlined in the Eagle ABC's. Students held their peers accountable for participation, encouraged them to persist, and celebrated their success. In other observations students demonstrated determination when completing work that was challenging. The teacher in one classroom encouraged students to problem-solve and discussed how someone's actions made another student feel. Three students working in a learning center sang the Eagle Academy ABC's as they cleaned up and prepared to rotate.</p> <p>There is some evidence that the school is supporting students academically. The QSR team rated 74% of observations as distinguished or proficient in the <u>Instruction</u> domain. While some teachers sustained a strong classroom environment and rigorous instruction, other teachers struggled to engage all students, either due to behavior or low academic rigor. In one observation students commented that they had done the same lesson activities before and there was very little student engagement or excitement for learning. In many observations learning tasks required mostly recall instead of student thinking as noted in the <u>Instruction</u> domain of the Danielson template below. Observers noted a stark difference between classes with respect to instruction. While there is evidence in the building that some teachers masterfully challenge all students academically there is not evidence that all students receive rigorous and engaging instruction.</p>
Goals:	
PMF Indicator#1: Student Progress – Academic improvement over time	The QSR team noticed similar themes being taught in many ELA classes – idioms, learning about beginning sounds in words,

Mission and Goals	Evidence
<p data-bbox="250 237 834 304"><i>Effective instruction supporting student academic progress in reading.</i></p> <p data-bbox="250 342 870 480">PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in reading.</i></p>	<p data-bbox="915 237 1562 976">identifying main ideas – indicating that teachers collaborate or share lesson activities. In almost all observations students participated in small group Guided Reading instruction and teachers used a variety of leveled materials in the small group sessions. The teacher had printed copies of different leveled readers and visual prompts to introduce books. Many teachers imbedded vocabulary and phonics instruction into whole group and small group reading mini-lessons. Reading instruction covered a variety of literacy components. At stations in one observation students worked diligently on separate assignments (e.g., phonics, spelling, guided reading, writing, phonemic awareness) with little need for teacher intervention. Teachers in lower grades used read-alouds to gauge student understanding of text.</p> <p data-bbox="915 1014 1562 1291">The QSR team observed robust use of personal iPads for students to work on independent reading skills using the Lexia program. One QSR observer with extensive Lexia experience commented that, “Students were joyfully using the system and completing tasks that were at or above grade level.”</p> <p data-bbox="915 1329 1562 1881">In other observations (comprising less than 25%) the QSR team saw low levels of student engagement and rigor. In one class students practiced copying spelling words and combining simple sentences. Students were frustrated and asked the teacher if they could move on and combine more complicated sentences. The teacher did not respond. In another observation the teacher worked on a reading with four students while other students rotated between centers. The goal was for students to find the main idea of the story. Some students demonstrated that they could master the objective; however the behavior of other students prevented them</p>

Mission and Goals	Evidence
	<p>from fully engaging with the learning task as the teacher was continually stopping to address other groups.</p>
<p>PMF Indicator#1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in math.</i></p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in math.</i></p>	<p>Math observations were generally strong. Teachers introduced clear objectives and worked to engage every student. Students effectively worked together to identify misunderstandings. In one observation students creatively designed angles in partners with their bodies. Students were excited to participate and smiled and laughed as they critiqued each other’s displays. In most observations students practiced math skills during center time. In one class students used a paper pizza to count, match and order numbers. Teachers pushed students to answer high-level questions and explain their reasoning. In one distinguished observation students took the initiative to explain mathematical concepts to their peers and reported back to their teacher to get feedback on their processes. In another observation the teacher implemented a “no opt-out” policy and ensured every student was accountable to engage with the math lesson and take academic risks. Students worked on Common Core aligned lessons that were designed to promote their understanding of key mathematical concepts such as integers and shape classification.</p> <p>One QSR observer noted a content error: A teacher told two students who were in a debate about a shape they thought was a diamond that they were wrong and the shape is a rhombus. However, both shapes have the same characteristics and the teacher did not elaborate on why they were wrong.</p>

Mission and Goals	Evidence
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>In some classrooms teachers effectively implemented Guided Reading groups. Most classrooms used balanced literacy as evidenced by the presence of literacy rich centers, anchor charts detailing appropriate literacy strategies and leveled reading materials for students. In many observations whole class mini lessons focused on essential reading outcomes.</p> <p>In multiple ELA observations all students were intellectually engaged in the lessons. In one observation when asked to compare two stories, groups of students immediately got to work. The teacher then asked students to take turns sharing their ideas with the rest of the class. After a transition everyone remained engaged, either reading the legend independently or participating in small reading groups.</p> <p>In other observations, however, students did not intellectually engage with the literacy content. Students in these observations copied words from the board, traced letters, and did not receive feedback from teachers in small reading groups. Additionally student behavior in these classes distracted the learning process.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p> <p><i>Culture of learning and support in the classrooms</i></p>	<p>DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations, the school had attendance rates above 85%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance on the days the QSR team conducted observations:</p> <p>Visit 1: April 4, 2017 - 93.4%</p> <p>Visit 2: April 7, 2017 - 88.3%</p> <p>Visit 3: April 10, 2017 - 90.1%</p>

Mission and Goals	Evidence
	<p>Visit 4: April 11, 2017 - 94.1%</p> <p>Visit 5: April 12, 2017 - 90.9%</p> <p>Visit 6: April 13, 2017 - 91.3%</p> <p>The QSR team observed parents frequently bringing their children late to school and into the classroom without any consequence or sense of urgency to get to school earlier.</p>

## THE CLASSROOM ENVIRONMENT<sup>2</sup>

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 80% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team scored 93% of the observations as distinguished or proficient in this component. In these observations interactions demonstrated that teachers and students care about each other. Teachers called students by name or referred to them as “friends” and modeled respectful interaction. One teacher said to a student, “We are not calling our classmates liars” in response to an inappropriate comment. The teacher went on to say to the offended student, “I like your active imagination.” Teachers recognized student moods and responded appropriately. A student who arrived late said, “I need a hug.” The teacher stopped with her reading group and says, “It is ok,” and gave the student a hug.</p>	Distinguished	14%
	<p>In distinguished observations teachers demonstrated warmth and encouragement towards students and made individual connections with students. In one observation the teacher commented on sentences a student wrote about her siblings, “You must be a great big sister!” In another distinguished observation students high-fived each other when their group came up with a sentence for a tricky word.</p>	Proficient	79%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	7%

<sup>2</sup> Teachers may be observed more than once by different review team members.



The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	<p>The QSR team rated 72% of the observations as distinguished or proficient in this component. In these observations teachers encouraged students to do their best and recognized student effort. In one observation the teacher stopped a lesson and asked students to start again because everyone was not participating. Teachers used a variety of language to acknowledge engagement such as, "Give him a silent cheer," "Give me a high five," and "I like to see all my scholars ready, loud and proud!" One teacher persisted with a student who said "I can't do it" by telling her, "You are learning today and you will be able to." In another observation the teacher said, "See what happens when you practice?" in response to the student completing an assignment correctly. The teachers insisted on precise language. When students used incorrect language (e.g., "Ralph got green hair), the teachers repeated their answers using proper grammar. In another observation the teacher asked students to repeat letter sounds if said incorrectly, modeling when appropriate.</p>	Distinguished	6%
	<p>In one distinguished observation a student shared that he enjoyed the process of teaching his peers. Another student shared that she had mistakes but another peer walked her through the steps to solve the problem correctly.</p>	Proficient	66%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 28% of the observations as basic in this component. In these observations some students did not participate and tapped pencils, had their heads down, or pouted during the lessons. In many of these observations students were not on-task during center time. In one observation students at one center did victory dances after finding the correct letters to write words, but students in the other centers were off-task. In other observations teacher energy was low. One teacher remained seated in the front of the room with the lights out as student behavior deteriorated and the class become less engaged with the activity.</p>	Basic	28%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 79% of the observations as distinguished or proficient in this component. Teachers in these observations had routines and procedures for nearly all activities – sharpening pencils, cleaning up after snack time, and getting iPads for classroom activities. Teachers maximized instructional time and students seamlessly transitioned from one activity to the next with little direction. A variety of signals indicated transition time or gained student attention such as, counting down, handclaps, or hand signals for tracking the speaker. In one observation students came in from gym class and immediately picked a book to start reading. In another observation when the timer sounded, the teacher asked what students should do. They replied, “Clean up” in unison and put materials away.</p>	Distinguished	3%
		Proficient	76%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of observations as basic in this component. In these observations instructional time was lost due to ineffective implementation of routines or procedures. In many of these observations routines functioned unevenly. In one observation it took multiple teacher reminders for students to return to their carpet squares after a turn and talk.</p> <p>In another observation students slammed iPads in protest of having to return them. There was confusion about who the "materials manager" was, and some students complained about not having pencils. In another observation there were few routines established. During a transition students fought over iPads and did not go to their assigned stations resulting in lost instructional time. The QSR team noted iPads on the floor and desks after student use.</p>	Basic	21%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Managing Student Behavior</b>	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. Many teachers used similar strategies for managing behavior and procedures – countdowns, color charts, etc. Student conduct in these observations was generally appropriate. Teachers used positive narration to reinforce standards of conduct. Additionally teachers recognized good behavior. One teacher said, "Thank you for reminding your classmate of the rules." The teachers showed awareness of conduct and effectively intervened when necessary. In one observation when a student accused another of sticking his tongue out at him, the teacher said, "That's not nice. Is that a good choice?" The student said,</p>	Distinguished	10%

The Classroom Environment	Evidence	School Wide Rating	
	<p>"no." The teacher went on to say, "Let's make good choices." Both students immediately got back on task.</p> <p>In distinguished observations there was no evidence of student misbehavior. In one classroom students recited the classroom rules and gave examples to highlight why each rule was important.</p>	Proficient	66%
	<p>The QSR team rated 21% of observations as basic in this component. In these observations teacher attempts to redirect behavior were generally unsuccessful. In one observation the teacher attempted a 'restorative justice circle' in which two students learned how to "express their hurt" and apologize to one another. However later in the observation students got into minor physical argument and the teacher had to remove students. In another observation the teacher repeatedly said, "Please stop" but did not give consequences and student behavior did not change. One student continued to hit his peer with a slap bracelet without consequences for the entire observation.</p>	Basic	21%
	<p>The QSR team rated less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	3%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 74% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. In these observations teachers gave explicit directions, modeling when necessary. A teacher referenced an anchor chart with three rules on capitalization, spacing, and ending punctuation while giving instructions for a writing activity. The teacher then reviewed proper spacing between words by placing one finger space between words. Teachers articulated the purpose of the lessons.</p>	Distinguished	10%
	<p>In one lesson on fables the teacher said, “As I read, I want you to think about what the characters are doing. You have to make inferences.” Students in many observations worked in centers and teachers shared verbally and in writing the learning objective at each center. Additionally teachers taught explicit vocabulary during student lessons and used age-appropriate and content specific terminology.</p> <p>In addition to the above descriptors teachers in distinguished observations creatively described content and allowed students multiple ways to process new information. Moreover, the teacher used advanced vocabulary (tremendous, enormous, immense, vast) when summarizing what the students shared.</p>	Proficient	66%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 24% of the observations as basic in this component. In these observations directions were unclear and left students confused about the learning tasks. In one observation the teacher told students to combine simple sentences with a conjunction. There was no discussion of subjects or predicates and many students could not complete the work.</p> <p>In another observation the teacher began to give instructions for a turn and talk. Students started to share before hearing all the instructions and the teacher stopped the discussion and began to write questions on the board while some students continued talking and did not discuss the correct content. The QSR team also noted minor content errors such as when one teacher did not correctly explain alliteration.</p>	Basic	24%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
<b>Using Questioning/Prompts and Discussion Techniques</b>	<p>The QSR team scored 75% of the observations as distinguished or proficient in this component. In these observations QSR observers heard teachers ask a variety of open-ended questions such as: "How do you know that's the right answer?" or "Can you describe what it looks like outside?" or "Can you find a picture in the classroom with the same beginning sound?" resulting in high-levels of student participation. Several teachers used turn and talks to encourage student discussion and elicit responses. In one observation the teacher asked if a story was fiction or non-fiction and had the students justify their answers with evidence from the text in pairs before sharing out with the class.</p>	Distinguished	7%
	<p>Teachers encouraged students to respond to each other and taught discussion strategies. One teacher encouraged students to respond to each other; each time a student answered a question, the teacher said, "Is that accurate?" and a different student would say, "No, I disagree because..." In another observation the teacher directed students to greet one another and ask a peer what they did last night. All students participated in the discussion. Teachers in these observations used wait time effectively and several teachers used equity sticks or name generators to get high levels of participation.</p>	Proficient	68%
	<p>The QSR team scored 25% of the observations as basic in this component. In these observations teachers asked questions requiring one word or simple answers. Students in these observations did not participate in discussions and generally only a few students who volunteered were called on to answer questions.</p>	Basic	25%

Instruction	Evidence	School Wide Rating	
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Engaging Students in Learning</b>	The QSR team scored 72% of the observations as distinguished or proficient in this component. Students in these observations actively engaged with the learning tasks. In many observations students worked diligently on separate assignments in self-selected learning stations. Station rotations were suitably paced and teachers did not need to remind students to stay focused. As students finished assignments or a center they moved sticks to another center and immediately began working on the new task.	Distinguished	6%
	Teachers engaged students in a variety of learning activities and groupings. In one observation students completed a do now followed by independent activities in workbooks and concluded when students were paired with a partner to make different types of angles with their bodies. All students observed made critiques and suggestions if the angles were incorrect. Teachers in these observations kept students engaged with little downtime allowing students to work on iPads or suggesting additional objective-aligned work to those students who completed tasks first. On one day of observations, second grade was culminating their unit on Ancient Greece with Greek Day. The teachers decorated the hallway with large columns that displayed the banner, "Welcome to Greece!" Teachers wore togas and plant crowns and students had an opportunity to try Greek food.	Proficient	66%



Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 28% of the observations as basic in this component. In these observations students were disengaged from the lessons, refused to work or student behaviors distracted the class. In one 30-minute observation students did spelling practice and were instructed to write two simple sentences on a piece of construction paper. Several students wanted to combine their sentences with conjunctions, but were told they had to wait.</p> <p>In some observations much of the lesson focused on whole-group instruction with little opportunity for students to engage with content. Students spent the entire lesson on the carpet and some students became restless and started play fighting or talking with their friends.</p>	Basic	27%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Using Assessment in Instruction</b>	<p>The QSR team rated 71% of the observations as distinguished or proficient in this component. In these observations teachers monitored student understanding and gave timely and specific feedback. In one observation after a whole group activity on sorting colors the teacher pulled two students to work on the skill while others rotated in centers. In another observation the teacher reminded the class that there should only be lower case letters in the middle of a sentence after noticing that many students made the same mistake.</p>	Distinguished	7%

Instruction	Evidence	School Wide Rating	
	<p>Teachers asked questions throughout lessons to gauge understanding. When students got an answer wrong, teachers asked other students to help but always circled back to the original student to ensure understanding.</p> <p>In distinguished observations students took active roles in assessing their work and the work of peers. In one observation a teacher monitored student understanding, and students engaged self and peer assessment.</p>	Proficient	64%
	<p>The QSR team scored 29% of the observations as basic in this component. In many of these observations only a few students volunteered to share work or answer questions and feedback was general in nature. In one observation teachers gave unspecific feedback such as, "Great job remembering!" or "Fantastic!"</p> <p>The teachers in these observations circulated to some groups or students during work time while others were not assessed and were frequently off task. In some observations teachers only did global checks for understanding. Some teachers moved on without following up if there was any misunderstanding.</p>	Basic	29%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

## APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

# **Appendix J**

## **Eagle PCS Compliance Reports**

# **Appendix K**

## **Eagle PCS Annual Determination Reports**

DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

**ENCLOSURE 2**  
**FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS**

<b>LEA:</b>	Eagle Academy Public Charter School
<b>Final Percentage Rating:</b>	86%
<b>Determination Level:</b>	Meets Requirements

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>• Indicator 4b – in compliance</li> <li>• Indicator 9 – in compliance</li> <li>• Indicator 10 – in compliance</li> <li>• Indicator 11 – not in compliance</li> <li>• Indicator 12 – N/A</li> <li>• Indicator 13 – N/A</li> </ul>	3	4
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>• All data are submitted timely</li> </ul>	4	4
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level <ul style="list-style-type: none"> <li>• LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit</li> </ul>	N/A	N/A
<b>3b</b>	Dispute resolution findings	LEA has more than 100 students with IEPs <ul style="list-style-type: none"> <li>• No dispute resolution complaints were filed against the LEA or 0-8 findings of noncompliance</li> </ul>	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle</li> </ul>	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA <b>not</b> in compliance with the IDEA MOE requirement; however, LEA reported on MOE to OSSE timely</li> </ul>	1	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> <li>• LEA did not meet minimum “n” size for disability subgroup</li> </ul>	N/A	N/A



8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> <li>100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance</li> </ul>	2	2
		<ul style="list-style-type: none"> <li>BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012</li> </ul>	1	
<b>Total Number of Points Achieved</b>				19
<b>Total Possible Points from Applicable Elements</b>				22
<b>Percentage of Points Achieved from Applicable Elements</b>				86%



**ENCLOSURE 2**

**FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS**

<b>LEA:</b>	Eagle Academy Public Charter School
<b>Final Percentage Rating:</b>	75%
<b>Determination Level:</b>	Needs Assistance

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>Indicator 4b – N/A</li> <li>Indicator 9 – N/A</li> <li>Indicator 10 – N/A</li> <li>Indicator 11 – 75% - 89% compliance rate and corrected noncompliance</li> <li>Indicator 12 – N/A</li> <li>Indicator 13 – N/A</li> </ul>	1	2
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>FFY 2014 child count data not submitted timely</li> <li>FFY 2014 Phase I and Phase II applications submitted timely</li> <li>FY 2015 IDEA Maintenance of Effort (MOE) submitted timely</li> </ul>	2	3
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> <li>LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit</li> </ul>	N/A	N/A
<b>3b</b>	Dispute resolution findings	<ul style="list-style-type: none"> <li>No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance</li> </ul>	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle</li> </ul>	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement</li> </ul>	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> <li>• Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup</li> <li>• Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup</li> </ul>	N/A	N/A

		<b>LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):</b>	<b>Math</b>	<b>Reading</b>
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c <sup>1</sup>	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> <li>• PARCC Level 4: Percentage of students who met expectations</li> <li>• PARCC Level 5: Percentage of students who exceeded expectations</li> <li>• NCSC Level 3: Percentage of students who met expectations</li> <li>• NCSC Level 4: Percentage of students who exceeded expectations</li> <li>• N/A — LEA did not meet minimum “n” size for disability subgroup</li> </ul>	N/A	N/A
<b>8</b>	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	<ul style="list-style-type: none"> <li>• Less than 90% of noncompliance corrected within one year after the identification of the noncompliance</li> </ul>	0	2
<b>Total Number of Points Achieved</b>				12
<b>Total Possible Points from Applicable Elements</b>				16
<b>Percentage of Points Achieved from Applicable Elements</b>				75%

<sup>1</sup> For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA’s SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year’s determinations.



**ENCLOSURE 2**

**FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS**

<b>LEA:</b>	Eagle Academy Public Charter School
<b>Final Percentage Rating:</b>	69%
<b>Determination Level:</b>	Needs Assistance

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>Indicator 4b – N/A</li> <li>Indicator 9 – N/A</li> <li>Indicator 10 – N/A</li> <li>Indicator 11 – 0%-74% compliance rate</li> <li>Indicator 12 – N/A</li> <li>Indicator 13 – N/A</li> </ul>	0	2
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>FFY 2015 child count data not submitted timely</li> <li>FFY 2015 Phase I and Phase II applications not submitted timely</li> <li>FY 2016 IDEA Maintenance of Effort (MOE) submitted timely</li> </ul>	1	3
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> <li>LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit</li> </ul>	N/A	N/A
<b>3b</b>	Dispute resolution findings	<ul style="list-style-type: none"> <li>No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance</li> </ul>	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 2</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 2</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 0</li> </ul>	3	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle</li> </ul>	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement</li> </ul>	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> <li>• LEA met 95% participation target for disability subgroup on math assessment</li> <li>• LEA met 95% participation target for disability subgroup on reading assessment</li> </ul>	2	2

		LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c <sup>1</sup>	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> <li>• PARCC Level 4: Percentage of students who met expectations</li> <li>• PARCC Level 5: Percentage of students who exceeded expectations</li> <li>• NCSC Level 3: Percentage of students who met expectations</li> <li>• NCSC Level 4: Percentage of students who exceeded expectations</li> <li>• N/A — LEA did not meet minimum “n” size for disability subgroup</li> </ul>	6%	<5%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	<ul style="list-style-type: none"> <li>• The LEA was not issued any findings of noncompliance in FFY 2015 due for correction in FFY 2016.</li> </ul>	N/A	N/A
<b>Total Number of Points Achieved</b>				11
<b>Total Possible Points from Applicable Elements</b>				16
<b>Percentage of Points Achieved from Applicable Elements</b>				69%

<sup>1</sup> For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.