



EAGLE ACADEMY PCS

at

Congress Heights | Fairlawn | Capitol Riverfront

Annual Report

2018–2019 School Year



Starting Early, Soaring High

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STARTING EARLY SOARING HIGH: TO BUILD A PROMISING FOUNDATION FOR ALL STUDENTS

EAGLE ACADEMY PUBLIC CHARTER SCHOOL, ESTABLISHED IN 2003, is an early childhood community school in Washington, DC providing an innovative academic program to young children, from PreK-3 through Grade 3, across two campuses in three locations. The school educates each child through a holistic approach that includes wraparound services in the areas of physical, dental, and mental health for all students, and social services for their parents and families. Eagle Academy’s goal is to educate every child to the highest level possible. The program for all age levels focuses on readiness skills using developmentally appropriate activities, with an emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM). The school opened 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 through the prestigious Middle States Association of Colleges and Schools, and is authorized as a local educational agency (LEA) by the DC Public Charter School Board.

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.

For several years, both Eagle Academy PCS at Capitol Riverfront and Eagle Academy PCS at Congress Heights have performed particularly well compared to their traditional public and public charter schools counterparts. In SY 2015-2016, Capitol Riverfront achieved a score of 76.4% up from 67.8% in SY 2014-2015, resulting in a Tier 1 ranking both years (a composite score of 65% or more). The campus was ranked as one of the top early childhood programs in Washington, D.C. Eagle Academy PCS at Congress Heights achieved a composite score of 60% (5% shy of Tier 1 status) resulting in a top Tier 2 ranking. Regrettably, in SY 2017-2018, Eagle Academy experienced a decline in its scores given the increased number of at-risk students it was serving. After an extensive review of its performance, Eagle Academy developed a targeted strategic plan for the next three years that focuses on three overarching goals: Every 3rd grade student that graduates in 2021 will be reading at or above grade level, will be a competent critical thinker, and will be socially-emotionally competent.

In SY 2018-2019, Eagle Academy implemented a comprehensive turnaround, intervention program that proved successful and resulted in both campuses being recognized among the “most improved” public charter schools in the District. Eagle Academy’s program included:

- All PreK3 and PreK4 teachers were trained on LETRS for Early Childhood Educators;
- All K and 1st grade teachers completed the “Fundamentals of Reading” course;
- All 2nd and 3rd grade teachers were trained in using Lindamood-Bell in their Tier 1 and Tier 2 instruction (Seeing Starts & Visualizing/Verbalizing);
- Lindamood-Bell held a Learning Center on Campus (LCOC) for 2nd and 3rd grade students who were reading below grade level, both general education and special education;
- All teachers were re-trained on Responsive Classroom and Classroom Assessment Scoring System (CLASS);
- All administrators became “Reading Buddies” for 1st through 3rd grade students who were reading below grade level, a commitment of 30 minutes, twice a week;

- The use and integration of technology-based interventions, including Fast ForWord;
- Principals conducted daily walkthroughs and regular classroom observations to ensure curriculum was being implemented with fidelity and was impacting student achievement;
- An expanded Parent and Family Engagement Program; and
- A strengthened Out-of-School Time Program that included Before/After School and Summer School.

In the pages ahead, we document the story of Eagle Academy Public Charter School’s success as well as the tools we implemented to achieve remarkable attainments during the SY 2018-2019. Both of our current campuses are expected (at time of publishing) to be Tier 1 schools.

During the SY 2018-2019, Eagle Academy completed 90% of the construction of the new Fairlawn campus, located at 2345 R Street SE in Ward 8. Fairlawn is our third school building which will open in the SY 2019-2020 and will have capacity for up to 240 students. Due to the opening of Fairlawn, we increased our community engagement, visited our neighbors, spoke to local community groups, neighborhood associations, and city leaders, and participated in ANC meetings. We actively sought feedback and dialogue with our neighbors.

The SY 2018-2019 started off with a rare professional development opportunity. Eric Jensen, renown researcher and author, held a two-day training for all of our instructional staff on the key strategies contained in his book “Teaching with Poverty in Mind.” Eric provided an innovative opportunity to learn how poverty impacts the brain and the cognitive development of children. This is a critical topic for our teachers and administrators as we navigate the challenges of teaching in an urban environment, and the stress and trauma our children navigate while learning. For over two decades, Eric has synthesized brain research and developed practical applications for educators, and has authored over 30 books.

Additionally, Eagle Academy’s leadership and staff worked with dedication and intentionality on the implementation of various teaching strategies and socio-emotional supports in order to meet one of our overarching goals, that of having all graduating 3rd grade students reading on grade level.

This annual report serves not only as a record of our accomplishments during the SY 2018 – 2019, but as a blueprint of our “turnaround” to achieve Tier 1 status for all of our campuses on the Performance Management Framework (PMF).

We thank our current and former students, families, communities in which we serve, partners, and staff for these accomplishments.

Starting Early, Soaring High



“

*When I walked through the doors of my elementary school I said “I can do this!”
Eagle Academy has taught me everything I need to know!*

—SHAYLA TORAN, EAGLE CLASS OF 2018

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2018–2019 ANNUAL REPORT NARRATIVE



1. 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

In 2002, Cassandra Pinkney and Dr. Joe M. Smith, two long-time educators and child advocates, founded Eagle Academy Public Charter School. The school opened in 2003 as the first exclusively early childhood public charter school in Washington, DC, serving students in grades PreK3 through 3rd grade. Mrs. Pinkney passed away unexpectedly on September 30, 2016. Dr. Smith was named CEO at the direction of the Board of Trustees, and has executed the stewardship of Eagle Academy Public Charter School in a diligent and steadfast manner. Eagle Academy has the distinction of being the first early childhood public charter school in DC to be accredited through the prestigious Middle States Association of Colleges and Schools, and its accreditation was recently renewed in 2017.

Eagle Academy is recognized for its outstanding curriculum and instructional programs, and for providing high quality learning at all levels of early childhood development. The curriculum and instructional program draw from the “best practices” of research-based, empirically proven early childhood education programs.

In the summer of 2019, six early childhood teachers from PK and Kindergarten took part in the Maker Educator Boot Camp at the Children’s Museum of Pittsburgh, becoming members of our second “Maker Educator Community of Practice” cadre. The result of their professional development was an innovative Pop-Up Maker Space for Pre-Kindergarten at Eagle Academy PCS at Congress Heights, and the integration of Maker Education in early childhood classrooms. The Pop-Up Maker Space is an extension of Eagle Academy’s innovative STEAM (STEM through the Arts) program since it gives Pre-Kindergarten children an opportunity to explore and make discoveries that will spur them to become our next generation of scientists and engineers.

Eagle Academy served 838 students in the SY 2018-2019 in its two campuses located in SE Washington, DC. The campuses are named

after the neighborhoods they serve: Congress Heights and Capitol Riverfront. Eagle Academy provides innovative academic programs for young children in grades PreK3 – 3rd grade. Eagle Academy students’ school day starts at 8:30 a.m. and ends at 4:00 pm. For the SY 2018-2019, school began on August 20, 2018 and ended on June 7, 2019.

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, implement 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 academic supports, professional development, research, and state-of-the-art technology that allow them to maintain excellence in their classrooms as instructional leaders. Principals and classroom teachers regularly review student assessment data and the curricula to analyze strengths and areas needing attention.

We invest a great deal of time and resources in our instructional staff

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and the results are promising for our future. During the SY 2018-2019, Eagle Academy's teachers participated in 18 ½ days (approx. 148 hours) of professional development. In addition, each grade level completed professional learning communities (PLCs) to assist our instructional staff with the specific needs of our children at each 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.

Eagle Academy provides high-quality, personalized professional development that is evidence-based for teachers, principals and other school leaders, specialized instructional support personnel, and paraprofessionals. The professional development is focused on improving teaching, student learning and achievement, including supporting efforts to train teachers, principals, and other school leaders to enable all students in the school to meet the challenging state's academic standards. We also include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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 experiences 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 leadership 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.

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.

THE EAGLE ACADEMY MODEL

Eagle Academy's model of a high-quality charter, includes several core components.

A. Research-based Instructional Approaches. Eagle Academy uses the Danielson Framework for Teaching as a guideline for coaching, management, principal and administrative oversight, and teacher training and goal-setting. The Danielson Framework focuses on instructional planning, classroom management and support, use of student assessments, developmentally appropriate instruction, and techniques for student engagement. Eagle Academy also implements the Classroom Assessment Scoring System (CLASS) which uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences.

B. Focus on Literacy. Eagle Academy has a specific emphasis on literacy acquisition and achievement, which includes implementing Houghton Mifflin Harcourt Big Day for PreK-3 and PreK-4, and Houghton Mifflin Harcourt Journeys for K-3rd grade. Eagle Academy supplements this curricula with multiple reading programs published by American Reading Company.

C. Focus on STEAM. The Eagle Academy curriculum includes a particular focus on integrating Science, Technology, Engineering, the Arts and Mathematics (STEAM) components across grades and subjects. The STEAM focus is also incorporated in after-school and summer program offerings.

SCHOOL DESCRIPTION

D. Positive Approach to Behavior. Eagle Academy uses both School-wide Positive Behavioral Support (SWPBS) and the Responsive Classroom model to provide a positive framework for the development of pro-social student behaviors.

E. Support for Social-Emotional and Mental Health. The Eagle Academy model promotes the development of student empathy and self-regulation through the Second Step Violence Prevention Program. It supports the social-emotional well-being of students with school-based mental health services with a comprehensive Multi-Tiered System of Supports (MTSS) that was developed, implemented and refined over a 5-year period with funding from a U.S. Department of Education School Climate Transformation Grant.

EAGLE ACADEMY’S OFFICE OF RESEARCH, INNOVATION AND ACCOUNTABILITY (ORIA)

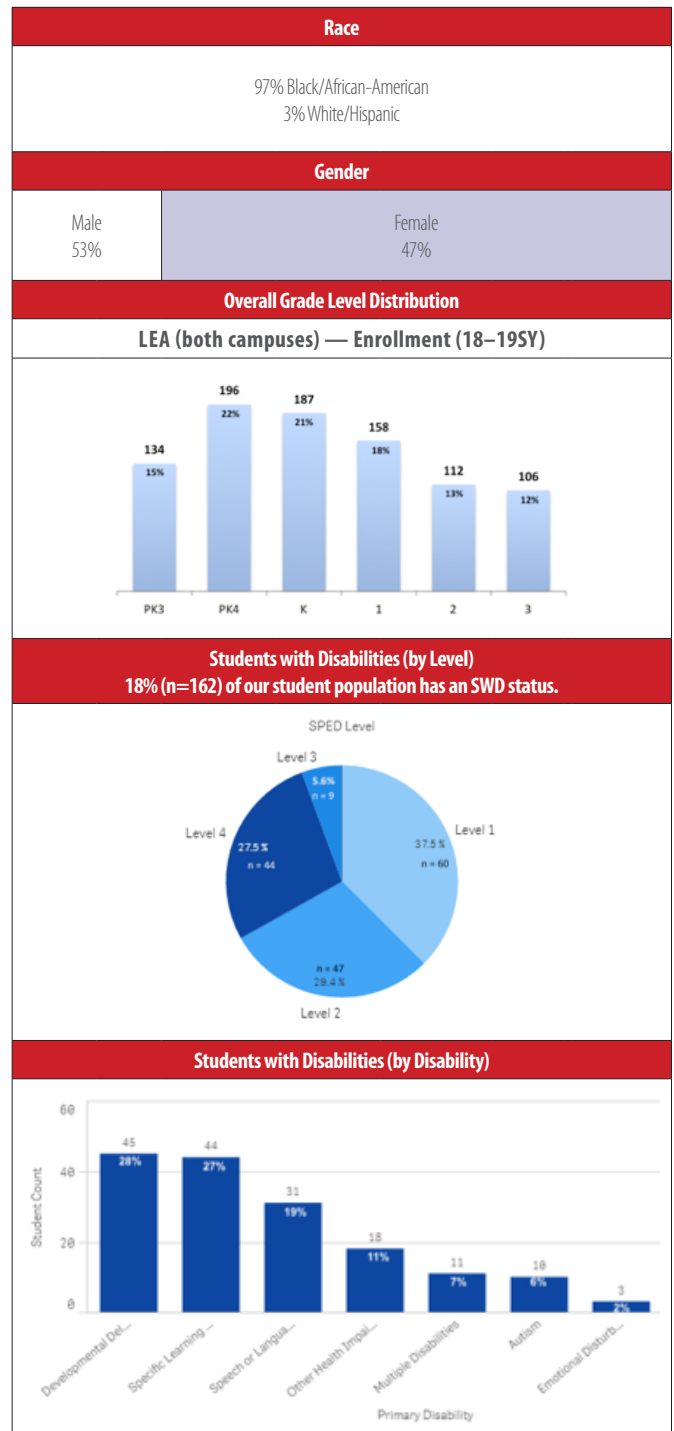
This arm of the organization is designed to support the mission, core values and vision of Eagle Academy. Their work is focused on a multi-leveled approach bringing current resources to the school leaders and teachers working in our schools to achieve high quality programs for all. The ultimate goal is to improve student outcomes working with the whole child and addressing the achievement gaps that exist for students living in poverty through research, innovation and data dissemination.

At the end of every school year, the ORIA reviews the end of year data, and provides a comprehensive report of academic outcomes of the teaching and learning for the next school year. The research report informs thinking and continuous organizational improvement across all aspects that impact student learning, school culture and performance on accountability measures. Examining the data provides the opportunity to reflect on patterns and trends, and on how we are meeting the goals of our mission while achieving the core values that guide our work.

The data report is reviewed by school leadership and the Board of Trustees to analyze our performance year to year and fall to spring. The leadership team looks at trends, areas for improvement and responds to the recommendations from the ORIA on how to intervene to assist our students and teachers.

Data is a key element of our leadership and decision-making process, and provides school leadership with a full and complex view of our students, families and communities in which we serve.

EAGLE ACADEMY’S STUDENTS: WHO ARE THEY, WHERE DO THEY LIVE, AND WHAT CHALLENGES ARE THEY FACING?



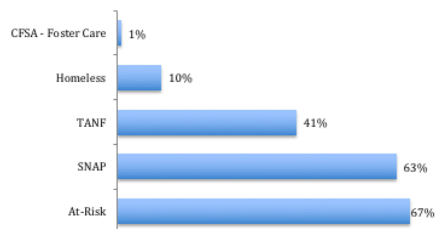
SCHOOL DESCRIPTION



Students with Disabilities (by Service Type)						
Level	N	Specialized Instruction	Speech-Language	Behavioral Supports	Occupational Therapy	
Level 1	48	42%	71%	21	10%	
Level 2	54	94%	52%	56%	15	
Level 3	5	100%	80%	80%	80%	
Level 4	48	98%	75%	60%	50%	
Level	N	Dedicated Aide	Reading	Physical Therapy	Math	Written Expression
Level 1	48	—	4%	4%	10%	0%
Level 2	54	—	9%	2%	15	2%
Level 3	5	20%	—	20%	80%	0%
Level 4	48	25%	—	17%	50%	0%

- Students can have multiple service types thus the percentages at a level will not sum to 100%.
- Percentages over 50% are highlighted in the table above to indicate high concentrations of students that rely on specific services.

Disadvantaged Student Indicators Breakdown



Definitions of Uncommon Terms:

CFSA – Foster Care

A student that is or was a ward of the state during the 18-19SY under the Child and Family Services Agency. Eight students or 1% of the total student population are or were in foster care this school year.

Homeless

Students that are or were homeless at any point during the 17-18SY.

SNAP (Supplemental Nutrition Assistance Program)

Students that currently receive or have received during the 18-19SY SNAP benefits, a nutrition program administered through the District’s Department of Human Services.

TANF (Temporary Assistance for Needy Families)

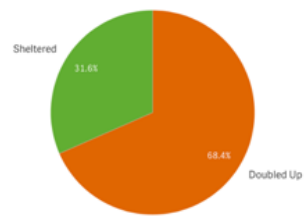
Students that ever received TANF during the 18-19SY.

At-Risk

Students that were identified as “At-Risk” at any point in the 18-19SY based on:

- TANF, SNAP, Homeless and CFSA

Homeless Population (LEA Level) 10% (n=76) of our students are or were homeless this school year.



Definitions and Examples for Uncommon Terms:

Sheltered

Parents/guardians who are living in emergency or transitional shelters.

Example: A parent/guardian whose family has been placed in an emergency shelter or hotel by Virginia Williams Family Resource Center.

Doubled Up

Parents/guardians who are sharing the housing of another person due to loss of housing or economic hardship.

Examples: A parent who was recently evicted from their apartment is now living with a friend/relative, or a parent who cannot afford housing and are doubled up with another family (not on the lease).

Unsheltered*

Any other non-permanent housing outside of shelters.

Examples: A parent/guardian who is living with their family in a vehicle, or a parent/guardian who is living with their family on the streets.

* We didn't have any students with this status during the 18-19SY but we have in the past.

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We operate in a community with many structural and inherent challenges that we try to overcome on a daily basis. With 67% of our students considered At-Risk, we must continue to be intentional in how we work with students and families to meet their needs. Ten percent of our students are homeless, with over 30% of students in unstable living environments (i.e., shelters). The numbers of identified homeless students are growing at the Capitol Riverfront campus (from 6 in SY 2017-2018 to 13 this school year.) Over 30% of our students have great exceptionalities at Level 4 status, and are being provided with high levels of comprehensive supports through our programs.

Data collected in the Fall or beginning of the school year (BOY) serves as a baseline for students. Data collected in the Winter or middle of the school year (MOY) serves to monitor progress, and late Spring or end of the school year data (EOY) serves as the final measure. The summative data is collected at EOY, and is used to measure growth and to serve as a formative assessment for the following school year’s schoolwide plan.

Daily student directed needs assessment is available in math and reading for the upper grades through the Fast ForWord system, which has artificial intelligence providing the appropriate level of support for each student. Students directly connect on their iPads to the Fast ForWord system and are provided assessments and then directed to practice programs to meet the diagnosed needs.

As part of its needs assessment system, Eagle Academy utilizes a schoolwide technology program. Every classroom has a ceiling-mounted camera that records all instructional lessons. Authorized personnel can view the entire classroom day in every classroom at any time -- live. The entire day is recorded and stored so that if a teacher wants to review her own lessons or any part of the lesson, that teacher can dial in at school or from home and review the lesson. This allows instructional staff to conduct very personal and timely needs assessments of their own in an informal system.

OUR SCHOOL PROGRAMS FOR PRE-KINDERGARTEN AND 1ST–3RD GRADES

Grade Level(s)	Course Title	Per Day Average
PK3	Big Day Curriculum	90 minutes per day
PK4	Big Day Curriculum	115 minutes per day
Kindergarten	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	105 minutes per day
	enVisionMath Curriculum	75 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
	Writers Workshop	30 minutes
1st 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
2nd 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 week, half the year
	Writer's Workshop	35 minutes per day
3rd 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

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Additionally, Eagle Academy believes in offering enrichment programs to assist our students in expanding their creativity. The enrichment classes are Arts, Spanish, Swimming, STEAM, Library and Physical Education. On average, each student has sixty minutes per day of special enrichment curriculum.

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 an out-of-school time program that includes Before and After School and Summer School.

EAGLE ACADEMY'S OUT-OF-SCHOOL TIME (OST) PROGRAM

Eagle Academy's Out-of-School Time (OST) Program, through its Before/After School Program and Summer School Program, provides a broad spectrum of age- and culturally-appropriate activities that support academic achievement in the areas of literacy, math, and science that are coordinated with the curricula used during the regular school year. Using Response to Intervention (RTI) techniques, the academic classes are tailored or adjusted to the specific needs of students and promote student achievement for struggling learners. The programming also includes enrichment classes that provide opportunities to be physically active, creative and/or challenged by new experiences in a structured, safe and fun environment. The OST Program also includes a parent component that provides parents the opportunity to be engaged with and informed about their children's progress.

EAGLE ACADEMY'S STEAM PROGRAM

Established in 2012, Eagle Academy created the first early childhood STEAM (Science, Technology, Engineering, and Mathematics through the Arts) program in DC. Eagle Academy PCS at Congress

Heights houses a STEAM Exploratory Lab for students in grades K-3rd, staffed by a full-time STEAM teacher. In addition, Eagle Academy employs a STEAM Integration Specialist who provides PreK3 and PreK4 teachers with in-classroom STEAM-based coaching, mentoring, co-teaching, professional development, observations and debriefings.

The STEAM program at Eagle Academy brings science, technology, engineering, and math through the arts alive for students in a challenging, engaging, exploration based environment, and supports the science and math curriculum in the individual grade level classrooms.

The challenges are based on the Next Generation Science Standards (NGSS), the Common Core Standards for Math (CCSM), the National Common Core Arts Standards (NCCAS), and the International Society of Technology in Education Standards for Technology, Creativity and Innovation (ISTE) to build:

- Communication and Collaboration
- Research and Information Fluency
- Digital Citizenship
- Technology Operations and Concepts

Among the specifics of each discipline, the arts teach essential 21st Century skills: creativity, confident problem solving, perseverance, focus, non-verbal communication, receiving constructive feedback, collaboration, dedication, and accountability. Experts say these skills will be necessary for our students to succeed in school, the workplace, the community and the world.

Our STEAM program is recognized nationally and receives recognition from local and national press.

EAGLE ACADEMY MAKERS PROGRAM



IN THE SUMMER OF 2018, 6 early childhood teachers from PK and Kindergarten took part in Maker Educator Boot Camp at the Children’s Museum of Pittsburgh, becoming members of our second “Maker Educator Community of Practice” cadre. The result of their professional development was an innovative Pop-Up Maker Space for Pre-Kindergarten at Eagle Academy Congress Heights and the integration of Maker Education in early childhood classrooms. The Pop-Up Maker Space is an extension of Eagle’s innovative STEM plus the Arts (STEAM program) and we hope that it gives Pre-Kindergarten children an opportunity to explore and make discoveries that will spur them to become our next generation of scientists and engineers.

The program is a huge success and a few of our staff members pitched a panel on the Eagle Academy Makers Program for SXSW.

Link to panel: <https://panelpicker.sxsw.com/vote/98577>

MAKER SPACES IN EARLY CHILDHOOD: A MODEL FOR DAP

In the summer of 2018, educators from an urban early childhood school embarked upon study of the Maker Movement. The result of an intensive “Boot Camp” training was an innovative Pre-Kindergarten Pop-Up Maker Space and Implementation of Maker Spaces in Early Childhood Classrooms. More ECE teachers attended Boot Camp in the Summer of 2019 to support the growing Maker Movement in Early Childhood. The grassroots movement has spurred a re-imagining of what a center-based learning environment can be!

Takeaways

1. Participants will develop understanding of Maker Education as a Developmentally Appropriate Practice for early learners.
2. Participants will learn how an intentionally planned Maker Space ensures that Papert’s Big 8 are integrated in their own early childhood classrooms.
3. Participants will gain knowledge of the “glows and grow” of implementing Maker Education in Early Childhood (i.e. Lessons Learned)

Speakers

1. Karen Brooks-Bauer, STEAM Integration Specialist, Eagle Academy Public Charter School
2. Sabrina Burroughs, Kindergarten Teacher, Eagle Academy PCS

EAGLE ACADEMY MAKERS PROGRAM



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EAGLE ACADEMY'S SPECIAL EDUCATION PROGRAM

In SY 2018-2019, Eagle Academy sustained one of the most comprehensive Special Education programs in the Washington, DC area which began in 2003. It includes: (1) Diagnostic and Prescriptive Evaluations; (2) Individualized Education Programs; (3) Early Childhood Curricula; (4) Related Services which include Occupational, Physical, and Speech Language Therapy; and (5) Behavioral Support and Mental Health Services. Our Special Education Department also conducts home visits to aid parents in better meeting the needs of their children at home. Eagle Academy also provides iPads and specialized reading software to students with exceptionalities, and runs the first Multi-Sensory Room and Auditory Room at a DC public school.

Based on a successful pilot during the SY2018-2019, Eagle Academy will continue to contract with Lindamood-Bell (LMB). Eagle Academy staff will provide direct services to students. Concurrently, special education instructional and support staff will continue to receive professional development from LMB: two one-day workshops and one LMB project leader will be on-site 3 times during the SY to mentor staff, pace students through programs, and assist in oversight of classroom and small group instruction. Eagle Academy will employ two Special Education Interventionists to implement the intensive interventions utilizing the LMB model. They will provide students with 120-240 hours of services using LMB curricula and resources. Our goal is that this intensive program will rapidly increase students' reading skills and they will be able to move back to a less restrictive setting more quickly than if they were receiving traditional resource room services. Moreover, special education instructional and support staff will receive professional development and training in order to share common language and understanding, incorporate high-impact strategies in the classroom, and continue to service students beyond the life of the grant.

EAGLE ACADEMY'S NUTRITION SERVICES PROGRAM

Eagle Academy employs a full-time Nutrition Services Director/Chef and kitchen staff to serve nutritious and healthy foods to students throughout the school year. Our food program has received accolades from local and federal officials for its excellence. Our students are introduced to a variety of healthy fruits and vegetables that also tie into themes and studies in the classroom.

During the SY 2018-2019, our main focus was on continuing the transition to primarily made-from-scratch meals. We have transitioned away from pre-cooked beef that is often used in school programs, to cooked-in-house beef. In addition, our nutrition program is at 50% pre-cooked chicken which is an improvement over the previous years when we only used pre-cooked chicken. We have also moved to fresh cooked, made-from-scratch zucchini, green beans and carrots, which were all cooked from frozen in the past.

This year we have a FoodCorps intern who will help us with our nutrition education program that seeks to introduce 100 new culinary terms or words during the course of the year. Our nutrition program has also added an intern from the University of the District of Columbia Food Nutrition Program to catalog our fresh fruits and vegetables manual.

EAGLE ACADEMY'S FULL SERVICE EARLY CHILDHOOD EDUCATION LIBRARY

In 2010, 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 10,000 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.

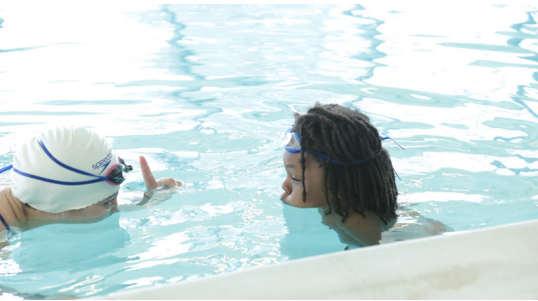
Our library is an integral part of teaching and learning. The school library facilitates the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities or constraints.

Reading offers our students a chance to experience the world through a different prism. It also increases their vocabulary and opens their eyes to a world full of possibilities.

EAGLE ACADEMY'S SWIM PROGRAM

Our founder, Cassandra S. Pinkney, was passionate about having a school-based program that would teach students water safety and how to swim. We have long recognized our community's need to have access to a learning pool. As we laid brick to mortar in building Eagle Academy PCS at Congress Heights, we included an indoor learning pool that allows our students to participate in swimming

SCHOOL DESCRIPTION



lessons, critical not only to their educational development but essential to their fundamental safety. In 2014, Eagle Academy PCS at Congress Heights became the first elementary school east of the Anacostia River to open an on-campus, indoor pool. In 2015, we completed our first full academic year of the full swimming program. Weekly, and as a part of our physical education curriculum, we offer swim lessons to our PreK-3rd grade students. Our swimming program has received numerous accolades and press coverage 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.

EAGLE ACADEMY'S PARENTAL ENGAGEMENT AND COMMUNITY OUTREACH PROGRAM

One of Eagle Academy's core beliefs is that "a carefully constructed bridge between school and home encourages and invites parents/guardians to be partners and advocates in the education of their child." Parents, families, and other caring adults provide the primary educational environment for children. Every year, Eagle Academy works hard to increase the number of parents participating in at least one program or event. We believe that early childhood education provides the best opportunity for developing the level of school involvement on the part of families and parents that positively impacts students' achievement right from the start. By increasing the level of parent/family engagement at the school, we: (1) improve academic and behavioral outcomes for our students; (2) provide families with information to make educational decisions, and monitor and support their children's progress; and (3) support parents in becoming the most effective advocate for their children. We believe an additional benefit is an improvement in teacher confidence and effectiveness as well as an overall improvement in school culture.

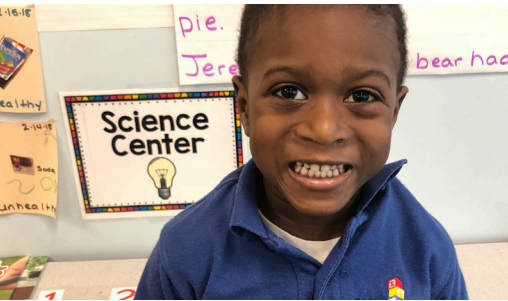
The school year begins with a Parent Orientation Program conducted by the Principals. Every family is provided with a Parent and Student Handbook to guide them through the Eagle Academy process. There is also a Back-to-School event and a minimum of three Parent-Teacher Conferences throughout the school year. At the Parent Orientation and Back-to-School Night, a special section is set aside for the discussion of Title I and its value to students, staff, and the school. Eagle Academy maintains a Parent Organization that meets routinely over the course of the school year and has sponsored a number of projects in the past. Eagle Academy notifies parents of the meetings and opportunities for volunteering at the school via

hand-outs, flyers sent home via backpack, face-to-face reminders by teachers to parents, emails, twitter messages, some telephone calls, posters throughout the school, and asks room parents to communicate with their fellow parents. Specifically, Eagle Academy has the following parent involvement programs: Parents' Chat & Chew, Back-to-School Night, Parent Organization meetings, Grandparents' Day, Fall Festival of Learning, Parent/Teacher Conferences, Parent Classroom Visit Days, Literacy Night, Math Night, Black History Month Program, Week of the Young Child Celebration, Mother's Day Tea, Dads' Griller, Grade 3 Promotion Ceremony, International Week, After School Showcase, and Awards Day & Field Day. For the fifth year, Eagle is partnering with local DC non-profit Martha's Table to offer monthly pop-up markets at Eagle Academy's Ward 8 location to engage parents around healthy nutrition, eating habits, and health-conscious grocery buying. Eagle Academy is always looking for ways to further enhance parent and family engagement, and has recently applied for a DC Community Schools Incentive Initiative grant that would specifically target parent engagement, attendance, and literacy. If the grant is awarded, eight workshops per year would be utilized to engage parents in home literacy routines through training, book giveaways, and author visits.

At Eagle Academy, we believe engagement with our parents and our greater communities is vital to our 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, families, stakeholders and local elected representatives 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 full-time Parent and Family Engagement Coordinator to assist our families in adapting to the demands of our program, and assist their children in their emotional and social development. Parents and extended family members are the most important advocates for their children. Parents participate in several activities including our Parents Organization, Alumni Outreach Program, Grandparents Program, and a host of events and activities that take place throughout the school year.

Since 2016, Eagle Academy has taken a more aggressive approach to reaching the expansive female population of mothers, grandmothers, aunts and friends (who interact with our students) to help educate them in a safe environment and assist on several personal issues.

SCHOOL DESCRIPTION



We hold a monthly gathering dedicated to assist and educate each woman on emotional, mental and physical growth. We have dedicated one night per month at our Congress Heights facility for support groups to discuss everything from time management, cooking, healthy living, money management, housekeeping and mental health. The women's group has secured partnerships with The United States Attorney's Office, United Planning Organization, Black and Missing Kids Foundation, DC Ward 8 City Councilmember Trayon White, 7th District Police Station, and Families on the Rise. Several local celebrities and radio personalities have attended the women's support group to share inspirational stories and give encouragement to the women. By word of mouth, interest in our monthly women's program has greatly increased with an average attendance of 70 women monthly at our support group discussions. Due to our partner relationships, we have successfully helped several mothers gain employment in the community.

EAGLE ACADEMY'S ALUMNI PROGRAM

The Eagle Academy's Alumni Program seeks to reach, engage and serve all Eagle Academy alumni to foster a lifelong intellectual and emotional connection between Eagle Academy and its graduates, and to provide Eagle Academy with goodwill and support.

Founded in 2015 by the late Cassandra S. Pinkney, the Eagle Academy's Alumni Program is the first alumni program for students graduating from an early childhood education program in

Washington, D.C. In 2017, the Alumni Program became one of the first projects of the newly founded Cassandra S. Pinkney Foundation.

At the end of the SY 2018-2019, our commencement class each received a brand new iPad from the Alumni Program. Many of our students and families have limited access to the internet or smart electronics outside of phones. The Apple iPad is a needed resource for our students as they continue in their education and studies.

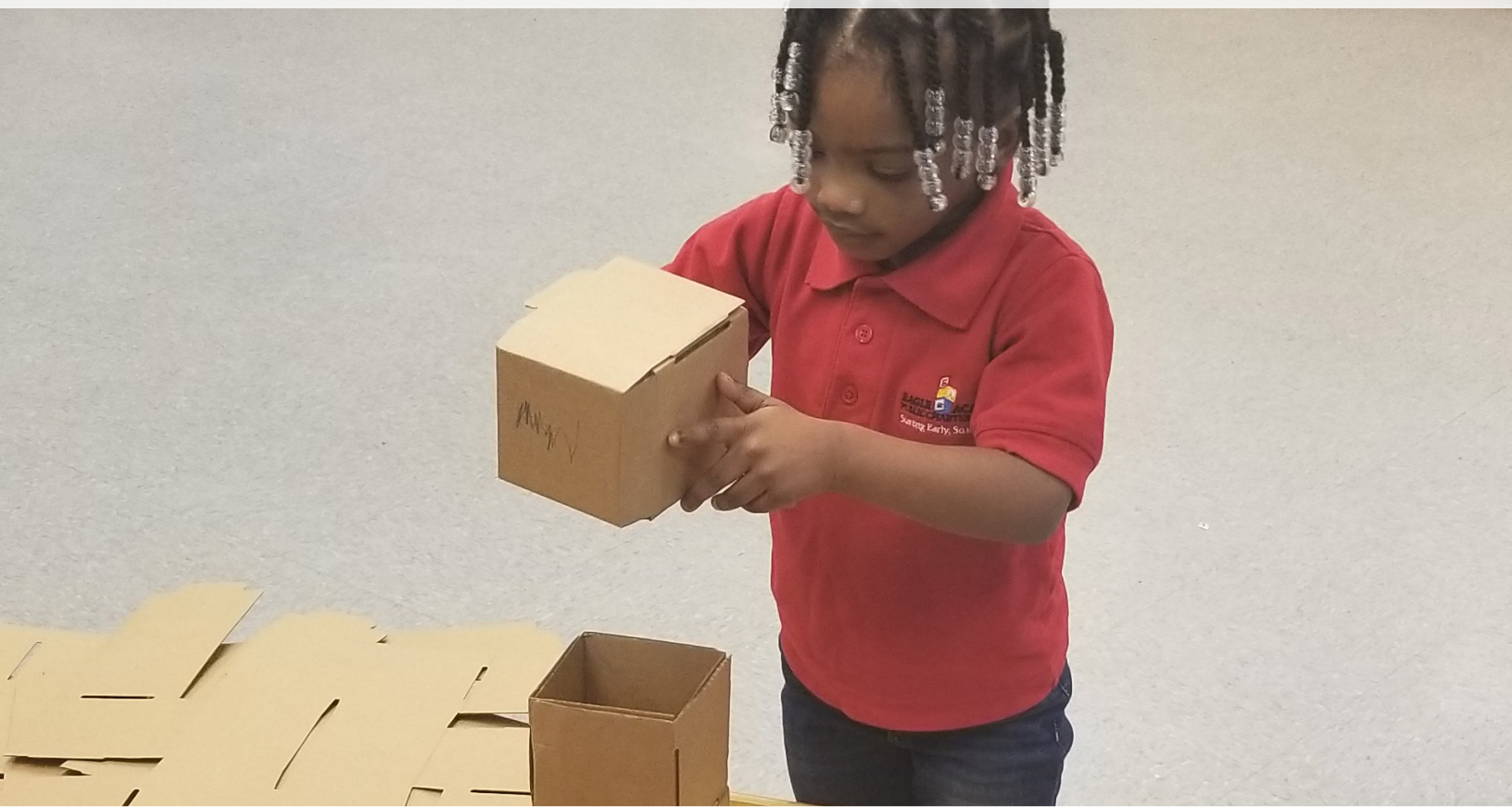
We prepare our students to be excellent alumni of Eagle Academy. By the end of 3rd grade, our students are confident individuals with positive self-esteem. They are respectful, effective communicators, creative problem solvers, critical and reflective thinkers, self-directed lifelong learners and proficient users of technology. When our scholars leave Eagle Academy, the goal is for all to be technologically literate students who demonstrate higher order thinking skills. Eagle Academy scholars will be intrinsically motivated to achieve success as mathematical thinkers, proficient readers and writers, explorers of scientific inquiry, and creators and appreciators of the arts.

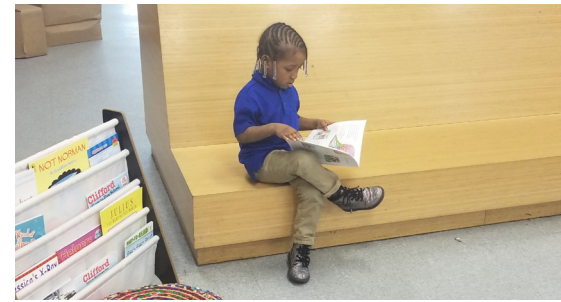
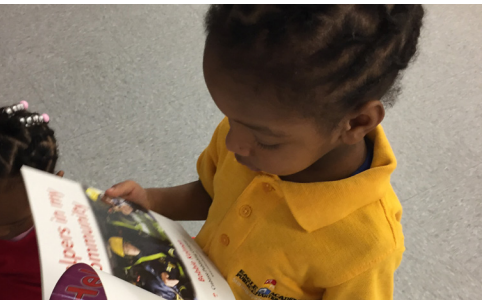
“
Building relationships is the most important thing our teachers can do with our families. Many of our teachers spend weekends at our children's special functions like a birthday party, sporting event or a special activity or performance. Our teachers volunteer and go support our families.

—ROYSTON LYTTLE, PRINCIPAL



Starting Early, Soaring High





III. SCHOOL PERFORMANCE

A. PERFORMANCE AND PROGRESS

1. THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS MISSION, DETAILING PROGRAMS AND/OR METHODOLOGIES THROUGH WHICH THE SCHOOL PURSUES ITS MISSION.

At Eagle Academy, our mission drives our daily commitment to provide the best education possible for our students, giving them a strong foundation to achieve academic and personal success. Eagle Academy's Board of Trustees and leadership are dedicated to providing what is essential as we go about doing our daily work. At Eagle Academy, we lead by example and our track record of success and commitment to providing an exceptional education to our students has been chronicled in several publications and articles.

Since its inception, Eagle Academy has been a high-performing school with the majority of our Kindergarten students reading and doing math on or above grade level, and many scoring a year above their grade level. The school achieves its Performance Management Framework (PMF) targets each year. The technology available in the classroom incorporates 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 DC Common Core Early Learning Standards.

Mission, Vision and Core Beliefs

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

Mission

Eagle Academy'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.

Vision

Eagle Academy students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared amongst parents/legal guardians, educators and the students themselves. Eagle Academy, to the best of its abilities, provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

Core Beliefs

Eagle Academy, a culturally sensitive Early Childhood Learning Community, believes the following:

- We believe each classroom setting serves as a provocative learning environment to promote learning experiences that provides awe and wonderment for the young learner.
- We believe promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- We believe new discoveries are planned with intentionality for students to be independent, critical thinkers developing at their own pace.
- We believe 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.
- We believe students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for life-long-learning.



- We believe a carefully constructed bridge between school and home encourages and invites parents/legal guardians to be partners in the education of their child.
- We believe 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.

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 materials to determine what systems need to be utilized in providing targeted, 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.

2. DESCRIBE THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS DETAILED IN ITS CHARTER.

Eagle Academy utilized the DCPCSB’s Performance Management Framework (PMF) for the 2018-2019 school year. Our PMF results are published and are public information. In addition, we used internal measurements to assess our performance and assist as we continuously strive to meet our mission, vision and goals. We are meeting our academic expectations as follows:

For SY 2018-2019, Eagle Academy utilized several assessments across grade levels as internal measures of our students’ performance.

Assessment	Measure	Congress Heights	Capitol Riverfront
Teaching Strategies GOLD PreK3-PreK4	Percent of students who make Fall to Spring Growth	Social-Emotional: 98% Literacy: 97% Math: 99.5%	Social-Emotional: 100% Literacy: 100% Math: 100%
Individual Growth and Development Indicators (IGDI)	Early Literacy	The IGDI assessment to measure various indicators of early literacy development – Alphabet Knowledge, Oral Language Development and Phonological Awareness.	
Individual Growth and Development Indicators (IGDI)	Early Numeracy	The IGDI assessment to measure various indicators of early numeracy development – Oral Counting and Number Sense.	
NWEA (Reading and Math) Grades K- 3	Median Growth Percentile	Reading: 66 Math: 78	Reading: 76.5 Math: 76
PARCC Grade 3	English Language Arts Mathematics	ELA Level 3+: 42.9% ELA Level 4+: 27.1% Math Level 3+: 52.9% Math Level 4+: 21.4%	ELA Level 3+: 50% ELA Level 4+: 25% Math Level 3+: 66.7% Math Level 4+: 41.7%

EARLY CHILDHOOD GOALS		
2018-2019 Goal	Met/Not	Evidence (% if applicable)
PreK classrooms will average 3.0 or higher in the Emotional Support Domain on the CLASS assessment	Met	Capitol Riverfront: 6.65 Congress Heights: 6.04
PreK classrooms will average 3.0 or higher in the Classroom Management Domain on the CLASS assessment	Met	Capitol Riverfront: 6.33 Congress Heights: 5.53
PreK classrooms will average 2 or higher in the Instructional Support Domain on the CLASS assessment	Met	Capitol Riverfront: 3.56 Congress Heights: 3.30
K – 3 RD GRADE GOALS		
2018-2019 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	Met	Capitol Riverfront: 76.5 Congress Heights: 66
At least 40% of K-3 students will demonstrate growth in math, based on the nationally normed assessment NWEA MAP	Met	Capitol Riverfront: 76 Congress Heights: 78

SCHOOL PERFORMANCE

RE-ENROLLMENT RATES

In addition, Eagle Academy achieved 77.6% re-enrollment rate for the Capitol Riverfront campus, and 81.4% rate for the Congress Heights campus.

IN-SEAT ATTENDANCE

The following charts display the in-seat attendance rates for the 18-19SY for each campus by month.

Capitol Riverfront	Aug-2018	Sep-2018	Oct-2018	Nov-2018	Dec-2018	Jan-2019	Feb-2019	Mar-2019	Apr-2019	May-2019	Jun-2019
PK3	97.9%	90.6%	86.3%	84.5%	83.3%	85.2%	93.2%	91.6%	88.5%	92.3%	93.0%
PK4	96.1%	95.3%	95.0%	90.9%	92.2%	90.2%	96.3%	92.5%	88.5%	93.4%	95.4%
K	95.9%	92.4%	91.5%	92.4%	90.3%	93.3%	94.8%	88.0%	89.7%	92.4%	91.5%
1	98.1%	91.7%	90.4%	92.2%	89.6%	88.5%	87.8%	87.3%	90.4%	89.3%	90.0%
2	94.5%	95.2%	94.6%	93.3%	92.0%	91.2%	91.4%	91.4%	92.1%	89.6%	92.9%
3	97.2%	94.8%	88.8%	91.7%	85.6%	86.0%	87.0%	82.1%	89.7%	94.7%	85.0%
All Grades	96.6%	93.2%	91.5%	90.7%	89.4%	89.6%	92.8%	89.5%	89.5%	92.0%	92.1%
YTD ISA Rate	91.5%										

Congress Heights	Aug-2018	Sep-2018	Oct-2018	Nov-2018	Dec-2018	Jan-2019	Feb-2019	Mar-2019	Apr-2019	May-2019	Jun-2019
PK3	97.5%	86.6%	88.0%	84.5%	86.2%	82.7%	83.3%	84.5%	85.8%	90.5%	90.2%
PK4	97.9%	91.2%	90.1%	87.6%	87.7%	86.2%	90.5%	87.3%	89.4%	91.0%	90.2%
K	97.7%	90.4%	89.2%	85.9%	88.6%	87.3%	90.1%	89.0%	88.3%	91.7%	89.1%
1	96.6%	92.6%	91.1%	88.5%	90.9%	89.3%	91.0%	92.6%	89.9%	93.6%	91.9%
2	96.6%	92.1%	91.9%	87.9%	88.4%	86.5%	91.3%	90.2%	88.8%	92.4%	89.4%
3	97.7%	94.2%	92.7%	89.3%	92.6%	92.0%	92.4%	92.5%	91.3%	92.8%	96.3%
All Grades	97.3%	91.1%	90.4%	87.2%	89.0%	87.2%	89.8%	89.3%	88.9%	92.0%	90.8%
YTD ISA Rate	90.1%										

Student attendance is a critical element for any school. Students must be at school for any of our instructional programs to make a difference for their academic, social, and emotional progress. For our students, consistent school attendance is a challenge that we constantly face and are constantly working to improve, year-after-year. During the 2018-2019SY, both campuses identified early challenges with student attendance, specifically in-seat attendance and the percentages of students that were chronically absent.

The in-seat attendance for all grades was as follows:

Capitol Riverfront Campus: 91.5%

Congress Heights Campus: 90.1%

Each year, as a result of our achievements and assessment performance during the school year, the Board of Trustees of Eagle Academy and its leadership meet to discuss and review performance. Areas for improvement are identified and learned lessons discussed on how to better improve our capabilities.

ACADEMIC DATA

NWEA Average Median Achievement Percentile (Spring SY2018-2019)

Math	Capitol Riverfront Campus	Congress Heights Campus	Reading	Capitol Riverfront Campus	Congress Heights Campus
Kindergarten	45.5	58	Kindergarten	66.5	59
1st Grade	63.5	67	1st Grade	44.5	62
2nd Grade	38	41	2nd Grade	38	40
3rd Grade	47.5	32	3rd Grade	46	51

PARCC – 3rd Grade (Spring SY2018-2019)

Performance Level	1	2	3	4	5
Math	25 (30%)	13 (16%)	25 (30%)	19 (23%)	1 (1%)
ELA	32 (39%)	15 (18%)	14 (17%)	22 (27%)	0 (0%)

Our PARCC Results have improved from the SY2017-2018 at both campuses for both subjects. Even though we have shown improvement, there is still work to be done. The percentage of the students at the LEA level scoring below 4 is still too high. A score of 4 represents a student who is college ready/on track. Approximately 75% of our students are not on track when they leave Eagle Academy.

CLASS Scores PreK-3 and PreK-4

Campus	Emotional Support	Classroom Organization	Instructional Support
Congress Heights	6.04	5.53	3.30
Capitol Riverfront	6.65	6.33	3.50

SCHOOL PERFORMANCE

CLASS Scores Kindergarten – 3rd Grade

Campus	Emotional Support	Classroom Organization	Instructional Support
Congress Heights	5.62	5.67	3.45
Capitol Riverfront	5.94	6.50	4.46

B. UNIQUE ACCOMPLISHMENTS

1. Gifted all graduating 3rd graders with brand new Apple iPad.
2. Created the Eagle Academy Maker Space program.
3. Received a one year lease on our Capitol Riverfront location for the 2019-2020 school year.
4. Attended over a dozen Fairlawn and Ward 8 Community Meetings to inform and update residents on our new Fairlawn campus.
5. Announced new principal, Clifford Owens at our Congress Heights campus.
6. Mrs. Sabrina Burroughs was a Contributing Author for the National Association for the Education of Young Children’s (NAEYC) publication entitled: The Essentials: Developmentally Appropriate Approaches to Integrating Technology and Media in the Early Childhood Years. In addition, Mrs. Burroughs has provided valuable classroom evidence, tools, and resources in her participation in the Media Literacy in Early Childhood National Practitioners Forum at the Erikson Institute in Chicago, Illinois in April of 2019, as well as her facilitation and presentation in June of 2019 at New America, entitled Media Literacy Starts Young: Strategies for Media Mentorship in the Early Years.
7. Principal Royston Lyttle was featured in the Washington Post
8. Eagle Academy Alumni Program participated in both graduation ceremonies to engage students and parents who are transitioning to a new school.
9. Eric Jensen, a world-renowned educator and neuroscientist, conducted professional training for our teaching staff and administrators.
10. Organized and conducted 4 Eagle Academy Women’s Support Groups.
11. Maintained in-seat attendance rate from the previous year at our Capitol Riverfront campus.
12. Parents attended 3 school events on average.
13. Offered parents a total of 4 different parent education sessions, including parenting skills, curriculum and assessments, social-emotional supports, and academic support.
14. Maintained high student and parent participation in Eagle Academy Congress Heights Science Fair with over 100 individual and class projects for grades PreK3 - 3rd grade.
15. Student, Bryce Peterson, a third-grade student, shared his story as to why Eagle Academy CR is the best school choice, with members of the US Congress. He was a featured speaker at the US Capitol during National School Choice Week.
16. 3rd grade class from Capitol Riverfront led the Pledge of Allegiance at the Excel in Education Conference at the Marriott Marquis.
17. Capitol Riverfront campus hosted a “Parents Nigh-Out”. Teachers volunteered to be babysitters for a night so that parents could have the night off. Students were engaged with movies, spa experience, craft and bedtime stories.
18. Continued to maintain a 100% immunization rate and compliance.
19. Continued to maintain high participation rates in the dental screening and cleaning program, in partnership with the DC Department of Health Oral Health Division.
20. 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.
21. Ms. Claudia Oliver graduated with a Master’s Degree in Literacy instruction.
22. Hosted for the first time, a “Live Museum” during black History month. Parents, students and friends had the opportunity to engage in hands on, explorations of black history. Some highlights including preparing special meals, beauty salons recreating styles and products, exploring creating fashions with authentic Kente cloth and meeting individuals dressed in specialized attire, dance lessons and music production. All reflective of our history.
23. Hosted 300 local community mothers for a Mother’s Day Tea and Awards ceremony in our Congress Heights campus.
24. Hosted 85 fathers of our students for a Father’s Day Griller and Fish Fry in our Congress Heights campus.
25. Invested in its social media outreach. Over 7,500 parents, families and organizations interacted with the school via Facebook, Twitter and Instagram social media platforms.
26. Conducted a Grandparents Program where grandparents and various family members who live in the communities where the school campuses are located can volunteer at the school for special events and reading programs.
27. Press: Deputy Secretary Brandon Lipps visits Eagle Academy <https://www.usda.gov/media/blog/2018/10/19/usda-secretary-perdue-acting-deputy-under-secretary-lipps-celebrate-national>
28. Press: Local Parents Upset After DC Charter School Being Forced to Relocate <https://wjla.com/news/local/parents-and-officials-upset-after-dc-charter-school-being-forced-to-relocate>
29. Press: Washington Post Charter School Principal Dresses for Wall Street <https://www.washingtonpost.com/business/economy/this-charter-school-principal-dresses-for-wall-street-so-his-students-know-storyhtml?fbclid=IwAR3zeOdk62b52F9GpZX1VyUpEoLnM3KCYuUHEmyaPqwGfjUWJ aJI5pRWgLY&noredirect=on>
30. Press: World Wildlife Magazine – Waste Free Educator <https://www.worldwildlife.org/magazine/issues/fall-2018/articles/the-waste-free-educator?fbclid=IwAR0sf9BEAtjlx-X1TXwW-QwtpGGU019yU7JBrCx2mDIjtbs93OWisCFs>
31. Press: WTOP New Program Amps Up Mental Health Efforts in DC <https://wtop.com/health-fitness/2018/09/new-program-amps-up-mental-health-efforts-in-dcs-schools/?fbclid=IwAR09IkOXZ085j8mV6ev4NZI3TTCy1kjM7DFLYvDODGIFWv-adnW1ESgvFBQ>
32. Press: Education Post This STEM Learning Program Shows How We Can Give Every Child a Chance <https://educationpost.org/this-stem-learning-program-shows-how-we-can-give-every-child-a-chance-to-succeed/?fbclid=IwAR1Q4UnSBeykSC2X9qy6AG5uOHYYfM903pVkJ7H8hbJZshyYsmU00E6CwFQA>
33. Press: DC Military https://www.dcmilitary.com/dc_military_mag/features/eagle-academy-at-capitol-riverfront/article_ffedbf3-021e-5bd1-ae00-dd5f9d0bb99ehtml?fbclid=IwAR3dKKGWGAvgJGL4eMzJrJ6lqsurALqJwXXenGmN1_nclRLRiV1cpiSxYwo
34. Press: East of the River <https://eastoftheriverdcnews.com/2018/06/13/eagle-academy-students-showcase-their-water-robots/?fbclid=IwAR0pBK6-r6SXXnW9LqhwvPI0B-949iBA5jjeqFGNdrx9-ApS9gOSaqmyOQ>
35. Press: Education Dive https://www.educationdive.com/news/pre-to-3-young-black-men-explore-a-pathway-to-early-childhood-education/527283/?fbclid=IwAR00Msi9QsGsdHZ_7qGxkz-RbNOnki7nFPL0sFeH5N0tcaNPIId20HGIFeQ
36. Press: Hillrag - https://hillrag.com/2019/06/01/eagle-academy-seeks-new-location/?fbclid=IwAR0bL4mAc6FN7vYV6umSB60qxttcaq-cpr1msOR1MU_aShKmoYm3zGHgE
37. WTOP: New Condos Go Up but Schools are Pushed Out <https://wtop.com/dc/2019/02/new-condos-go-up-but-are-schools-pushed-out-of-dcs-development-boom/?fbclid=IwAR0BqbeeVwYoH3RMtHXWEDVeYou8Rt48wFpRduTCTCZCZG9pR1gqy5FNvds>
38. Press: DC Military Magazine Eagle Academy at Capitol Riverfront http://www.dcmilitary.com/dc_military_mag/features/eagle-academy-at-capitol-riverfront/article_ffedbf3-021e-5bd1-ae00-dd5f9d0bb99e.

C. LIST OF DONORS



OVER \$500

SY2018-19 MAJOR FUNDERS

- Office of the State Superintendent of Education (OSSE)
- U.S. Department of Education
- U.S. Department of Agriculture
- United Way of the National Capital Area
- Kids Gardening
- Bainum Family Foundation
- Eagle Academy Staff and Parents

2018-19 IN-KIND DONATIONS

- Washington Redskins Tickets
- Washington Wizards Tickets
- National Press Club – Room Fee Waived
- Safeway Foods (donated five \$25 gift cards)
- Giant Foods (donated four \$25 gift cards)
- WALMART (donated six \$25 gift cards)
- Maryland Book Bank (donated 500 books)
- Bojangles (donated 400 pieces of chicken and side dishes, biscuits and ice tea)
- Edible Arrangements (donated two \$50 gift cards)
- Krispy Kreme (donated 10 dozen doughnuts for Teachers Sweet Tooth Bar)
- Home Depot (donated \$300 Master Grill and Tool Set)
- The Perfume Chick (donated three gift bags valued at \$65 each)
- Serve DC (donated paint, furniture, flowers and volunteers for the Teachers' Lounge Makeover)
- Claire's Gourmet (donated 2 cakes)

- Red Lobster (donated six \$50 gift cards)
- Starbucks (Donated gift bags of coffee and cups)
- US Coast Guard (donated 800 book bags and supplies for students)
- Simply United (donated 75 book bags full of school supplies)
- Honey Ham (donated a \$60 gift card)
- Party City (donated balloons for all events)
- Costco (donated 10 cases of water)
- Lane Bryant (donated 2 \$25.00 gift cards)
- Bed Bath Beyond (Donated Back Massage for Father's Day)
- TJ Maxx (donated two \$25 gift cards)
- Rick's Cafe (donated an Appetizer tray valued at \$35)
- TGI Friday (donated six \$25 gift cards)
- US Air Force (donated Bar-B-Q lunch and volunteer hours)
- KidsGardening.org (Budding Botanist Grant that provided for a new set of raised garden beds, materials and plants)
- Target (Field Trip Grant that funded transportation for the entire Kindergarten team at the Congress Heights campus to attend environmental education programs at the Aquatic Resource Education Center at Anacostia Park)

COMMUNITY PARTNERS

- Casey Trees
- DC Association for the Education of the Young Child
- DC Special Education Cooperative
- DC Metropolitan Police Department
- EdFuel
- Fight of Children
- George Washington University, Department of Special education and Disability Studies
- Howard University Center for Urban Progress
- Southeast Tennis and Learning Center
- University of Maryland at College Park
- Wolf Trap Institute for Early Learning Through the Arts
- Byte Back
- Community College Preparatory Academy PCS
- Covenant House
- DC Child and Family Services Agency
- Dress for Success
- Edgewood Brookland Family Support Collaborative
- Far Southeast Family Strengthening Collaborative
- LIFT-DC
- Martha's Table
- Parents Amplifying Voices in Education
- Southeast Ministry
- The ARC
- United Planning Organization
- Andrews Air Force Base
- Ballou High School
- Bishop McNamara High School
- Boys Town
- Children's Health Project of DC
- City Blossoms
- DC Government

- DC Public Library
- DC School Reform Now
- Developmental Optometry
- Educational Solutions LLC
- Elain Ellis Center of Health
- Girls Scouts USA
- Gordon Dental Associates
- Hillcrest Children and Family Ctr
- JumpStart
- Let's Go Boys and Girls
- Linda Mood Bell
- The Mission Continues
- Prevention of Blindness Society
- Serve DC
- Somerset Prep DC
- Springboard Collaborative
- Urban Teachers
- US Coast Guard
- US Department of Defense
- US Department of Transportation
- World Wildlife Fund
- Baltimore Community ToolBank
- Box Tops for Education
- Community Foodworks
- Courtyard by Marriott
- DC Greens
- DC Sail
- KPMG
- Maryland Book Bank
- Masterpiece Studio
- Monument Realty
- National Black Child Development Institute
- Read to Succeed
- Rotary Club of Washington DC
- Simply United Together
- US Library of Congress
- US Park Police
- Value Village

Starting Early, Soaring High



DATA REPORT—CAPITOL RIVERFRONT CAMPUS



SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Eagle Academy PCS
PCSB	Campus Name: Eagle Academy PCS - Capitol Riverfront
PCSB	Grades served: PK3 – 3
PCSB	Overall Audited Enrollment: 156

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	26	41	33	27	15	14	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities

Number of days of instructional days : 182

Student Data Points

School	Total number of instructional days: Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.6%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 91.5%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 4.5% (7 students)*
PCSB	Midyear Entries: 1.3% (2 students)*
PCSB	Promotion Rate: 99.8%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 18%
School	Number of Teachers: 12 "Teacher" is defined as 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,
School	Teacher Salary 1. Average: \$60,000 2. Range—Minimum: \$57,000 Maximum: \$70,000

*Note:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

DATA REPORT—CONGRESS HEIGHTS CAMPUS



SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Eagle Academy PCS
PCSB	Campus Name: Eagle Academy PCS – Congress Heights
PCSB	Grades served: PK3 – 3
PCSB	Overall Audited Enrollment: 682

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	94	112	151	149	104	72	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Number of days of instructional days : 182

Executive Compensation

Chief Executive Officer	\$298,000.96
Deputy Chief Executive Officer	\$171,265.12
Principal	\$147,500.00
Principal	\$137,166.38
SPED Director (Chief Operations Officer)	\$135,960.24

Student Data Points

School	Total number of instructional days: Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 1.9%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 90.1%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 3.7% (25 students)*
PCSB	Midyear Entries: 0.5% (10 students)*
PCSB	Promotion Rate: 99.8%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 37%
School	Number of Teachers: 57 "Teacher" is defined as 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.
School	Teacher Salary 1. Average: \$60,000 2. Range -- Minimum: \$57,000 Maximum: \$70,000

*Notes: The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly

Starting Early, Soaring High



STAFF ROSTER—CONGRESS HEIGHTS CAMPUS



Last Name, First Name	Job Title (Employee)	Degree
SOLOMON, TAMIKA	1ST GRADE TEACHER	Masters
TAYLOR, ANNETTE	1ST GRADE TEACHER	Masters
LAWAL, OMOLARA	1ST GRADE TEACHER	Bachelors
BATES-CHAMBERS, KAREN	1ST GRADE TEACHER	Masters
MASSIAH, WILLIAM	2ND GRADE TEACHER	Masters
HARRIS, AARON	2ND GRADE TEACHER	Bachelors
MONRONEY, MICHAEL	2ND GRADE TEACHER	Bachelors
BLOUNT, SHAMAAR	2ND GRADE TEACHER	Bachelors
CASSIS, GLENN	2ND GRADE TEACHER	Masters
JONES, JASMINE	2ND GRADE TEACHER	Masters
THOMAS, INDRA	2ND GRADE TEACHER	Masters
MILLER, KAMILI	3RD GRADE TEACHER	Bachelors
DIARAM-GRANT, SHELLION	3RD GRADE TEACHER	Masters
THOMPSON HAGLER, ANTHONY	3RD GRADE TEACHER	Bachelors
ALVAREZ, BRIANA	KINDERGARTEN TEACHER	Bachelors
GAHNZ, SYDNEY	KINDERGARTEN TEACHER	Bachelors
JACKSON, ZOE	KINDERGARTEN TEACHER	Bachelors
MULLEN, CHARLORES	KINDERGARTEN TEACHER	Bachelors
ROBB, SEQUILLA	KINDERGARTEN TEACHER	Bachelors
HUETHER-BURNS, CHRISTINA	KINDERGARTEN TEACHER	Masters
MITCHELL, MELANIE	KINDERGARTEN TEACHER	Masters
SINGH, HAMWATTIE	KINDERGARTEN TEACHER	Masters
SPINKS, EDWIN	PREK3 TEACHER	Masters
HARDY, LANA	PREK3 TEACHER	Bachelors
SABB, JAQUITTA	PREK3 TEACHER	Bachelors
BOOKER, GARNETT	PREK3 TEACHER	Masters
JOHNSON, MARY	PREK3 TEACHER	Masters
PEARSON, LEAH CHARMAINE	PREK4 TEACHER	Bachelors
RUSSELL, KACI	PREK4 TEACHER	Bachelors
BLASSINGAME, SHANNON	PREK4 TEACHER	Masters
CYRUS, KENNEEL	PREK4 TEACHER	Masters
WILSON, DAWNE	PREK4 TEACHER	Masters
INGRAM, TIFFANY	SPECIAL EDUCATION TEACHER	Masters
THOMAS, ANGEL	SPECIAL EDUCATION TEACHER	Masters
ARGENTUM, CATURAH	SPECIAL EDUCATION TEACHER	Bachelors
HALE, KISHA	SPECIAL EDUCATION TEACHER	Masters
COATES-EDMONDS, JOYCE	SPECIAL EDUCATION TEACHER	Masters
GRIGGS, ADELIA	SPECIAL EDUCATION TEACHER	Bachelors
MANUEL, JOVITA	SPECIAL EDUCATION TEACHER	Bachelors
TAYLOR-TOLSON, CANDACE	SPECIAL EDUCATION TEACHER	Masters
WILLIAMS, JOHN	SPECIAL EDUCATION TEACHER	Masters
DIGGS, TAYLOR	SPECIAL EDUCATION TEACHER	Bachelors
LEWIS, RICHARD	2ND GRADE TEACHER	Bachelors
WILLIS, CHERICE	PREK3 TEACHER	Bachelors
FRAZIER, SHONITA	2ND GRADE TEACHER	Bachelors
VALENTINE, ERIC	AQUATICS INSTRUCTOR	Bachelors
THOMAS, SONYA	ART TEACHER	Bachelors
JUSTICE, SHANIKA	DEDICATED AIDE	Bachelors
SMITH, QUARNICKIA	SPED ADMINISTRATIVE ASSISTANT	
WILLIAMS, JASPER	DEDICATED AIDE	Bachelors
ROBINSON, SHARMEL MARGUITA	INSTRUCTIONAL COACH	Bachelors
THAKURTA, GARGI	INSTRUCTIONAL COACH	Masters

Last Name, First Name	Job Title (Employee)	Degree
BOZANT, DOMINIQUE	INTERVENTION TEACHER	Bachelors
GRIFFIN, KAREN	INTERVENTION TEACHER	Masters
TAYLOR, TIARRA	INTERVENTION TEACHER	Masters
SABIR, BRENDA	LIBRARIAN	Masters
GRASSO, LYNN	OCCUPATIONAL THERAPIST	Masters
WHITE, CHERMARK	PHYSICAL EDUCATION COACH	Bachelors
LEONARD, MELANIE	PRINCIPAL	Masters
LYTTLE, ROYSTON MAXWELL	PRINCIPAL	Masters
DIXON, FLETCHER	SCHOOL ASSISTANT	
DRAKE, JACQUELINE	SCHOOL ASSISTANT	
GASKINS, GAIL	SUBSTITUTE TEACHER	Bachelors
GRIGGS, AUZHANE	SCHOOL ASSISTANT	
JONES, MARC	SCHOOL ASSISTANT	
MAPP, SIRI	SCHOOL ASSISTANT	CDA
MCKNIGHT, TAMIKA	SCHOOL ASSISTANT	CDA
WILSON, KRYSSTIE	SCT PROGRAM DIRECTOR	Masters
WATKINS, ASHLEY	SOCIAL WORKER	Masters
GARCIA, MARIA	SPANISH TEACHER	Masters
BROWN, BERNICE	SPECIAL ED TEACHER ASSISTANT	Bachelors
DORSEY, TERENCE	SPECIAL ED TEACHER ASSISTANT	Bachelors
EUBANKS, KIMBERLY	SPECIAL ED TEACHER ASSISTANT	Associates
HEBB, SHIRLEY	SPECIAL ED TEACHER ASSISTANT	Paraprofessional
SMITH, NJERI	SPECIAL ED TEACHER ASSISTANT	Paraprofessional
WAINWRIGHT, DONNELL	SPECIAL ED TEACHER ASSISTANT	Associates
SWALES THOMPSON, TERENA	SPECIAL EDUCATION COORDINATOR	Masters
JONES, TRENICE JETT	SPECIAL EDUCATION DIRECTOR	Masters
BRISCOE, QUINTINA	SPEECH PATHOLOGIST	Bachelors
RICE, DONNA MARIA	SPEECH PATHOLOGIST	Doctorate
ROGERS, KALEENA	SPEECH PATHOLOGIST	Masters
ALLEN, TANESHA	VICE PRINCIPAL	Doctorate
BROOKS-BAUER, KAREN	STEAM INTEGRATION SPECIALIST	Masters
HEBB, EBONY	SPECIAL ED TEACHER ASSISTANT	Bachelors
NICHOLS, CARLA	SUBSTITUTE TEACHER	Bachelors
THOMPSON WHITBY, EVA	SUBSTITUTE TEACHER	Bachelors
YOUNG, CANDYCE	KINDERGARTEN TEACHER	Masters
BELLAMY, BROOKE	TEACHER ASSISTANT	Bachelors
CANN, DEQUIRRY	TEACHER ASSISTANT	Masters
CHERRY, BERNISE	TEACHER ASSISTANT	Associates
CRAIG, SHANNON	TEACHER ASSISTANT	Associates
FOREMAN, LAQUITA	TEACHER ASSISTANT	Bachelors
FREEMAN, MICHELE	TEACHER ASSISTANT	Bachelors
GREEN, CARLA CANTRESE	TEACHER ASSISTANT	Associates
GREENLEAF, BREONIA	TEACHER ASSISTANT	Associates
HILL, LINDA	TEACHER ASSISTANT	Bachelors
JOHNSON, JUDY	TEACHER ASSISTANT	Paraprofessional
KNATT, OMERIAH	TEACHER ASSISTANT	
MURRAY, CURTIS	TEACHER ASSISTANT	
ROBINSON, BETTAUJAWA	TEACHER ASSISTANT	Bachelors
SMEDLEY, ANGELA	TEACHER ASSISTANT	Bachelors
SPENCE, SHAKIRA	TEACHER ASSISTANT	Bachelors
SWEET MATTHEWS, RACHELLE	TEACHER ASSISTANT	Paraprofessional
MCCOLLUM BUTLER, PAMELA	THERAPIST	Doctorate

ATTRITION RATE SY 18-19 (TEACHERS): 37%

STAFF ROSTER—CAPITOL RIVERFRONT CAMPUS



Last Name, First Name	Job Title (Employee)	Degree
LAMPLEY TERESA	1ST GRADE TEACHER	Masters
OLIVER CLAUDIA	1ST GRADE TEACHER	Masters
DALE EMILY	1ST GRADE TEACHER	Bachelors
BARNES JESSICA	1ST GRADE TEACHER	Masters
KILEY JANE	KINDERGARTEN TEACHER	Masters
BURROUGHS SABRINA	KINDERGARTEN TEACHER	Masters
LOVING VENTURA	PREK3 TEACHER	Bachelors
ENRIGHT ERIN	PREK4 TEACHER	Bachelors
EPPSTEINER ROSALIND	PREK4 TEACHER	Bachelors
RODGERS REBECCA	SPECIAL EDUCATION TEACHER	Masters
MILTON FRANCINE	SPECIAL EDUCATION TEACHER	Bachelors
LECOIN AARON	LIBRARIAN	Bachelors
OGLIVIE SABRINA	PRINCIPAL	Masters
THOMAS JANETTE CHRISTINA	SCHOOL ASSISTANT	
ROJAS GRETCHEN	SPANISH TEACHER	Bachelors
LAWRENCE FRANCINE	SPECIAL ED TEACHER ASSISTANT	Associates
HICKMAN CHARMAINE	TEACHER ASSISTANT	Bachelors
HOLDEN WANDA	TEACHER ASSISTANT	
LEWIS VANESSA	TEACHER ASSISTANT	Paraprofessional
RAWLS ROSA	TEACHER ASSISTANT	Bachelors

ATTRITION RATE SY 18-19 (TEACHERS): 18%

STAFF ROSTER—CENTRAL OFFICE

Last Name, First Name	Job Title (Employee)
SMITH, JOE	CHIEF EXECUTIVE OFFICER
ALSTON, KAREN	CHIEF MARKETING OFFICER
THORNTON, IVANA	EXECUTIVE ASSISTANT
WHITE, ERNECIA	HUMAN RESOURCE GENERALIST
FITZPATRICK, EMILY	DATA ANALYST
MCKEON, KATHLEEN	DIRECTOR OF RESEARCH & INNOVATION
HAMMETT, MELISSA	CHIEF ADMINISTRATIVE OFFICER
KNOWLTON, SCOTT	OPERATIONS DIRECTOR
JONES, JENAE	DIRECTOR OF HUMAN RESOURCES
MARTINEZ FERNANDEZ, MAYRA	DEPUTY CHIEF EXECUTIVE OFFICER
MALLORY, JULINDA	BUSINESS MANAGER
JONES, TRENICE JETT	COO/SPECIAL EDUCATION DIRECTOR
ROBINSON, TIFFANY	DATA ASSESSMENT MANAGER
EDWARDS, RONALD	DATA CHAMPION

“
Eagle remains one of the top schools my children ever attended (military family). I LOVED their vision, passion for education, and love for the children. It was a one of a kind experience. A family. Thank you, Eagle Academy for being there for us.
 — PRISCILLA RODRIGUEZ, PARENT

BOARD ROSTER



NAME	TITLE	DC RESIDENT Y, N	DATE OF APPOINTMENT	TERM EXPIRATION
JOE SMITH	CEO	Yes	2017	N/A
RON HASTY	Board Chair	No	2016	2019
ANGELLE KWEMO	Trustee	Yes	2017	2017
RICKY WILSON	Parent Representative	Yes	2018	2019
JOE SMITH	Trustee	Yes	2014	NA
ED MOUTON	Trustee	Yes	2017	2018
THOMASINA THORNTON	Trustee	No	2017	2019
ASMARA SLUM	Trustee	yes	2018	2020

“

Our students can do it! I can teach that child read no matter the challenges. I am here to do this work and sometimes it's hard but I can do it. Our children learn.

—MELANIE LEONARD, PRINCIPAL

Eagle Academy Public Charter School acknowledges that DCPCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

2018–2019 FINANCIAL STATEMENT

ACCRUAL BASIS

PROFIT & LOSS—JULY 2018 THROUGH JUNE 2019

	<u>JULY 18 - JUNE 19</u>
ORDINARY INCOME/EXPENSE	
INCOME	
PER PUPIL FUNDING	17,968,864.30
FEDERAL GRANTS	2,782,734.60
OTHER INCOME	1,611,849.70
FEDERAL ENTITLEMENTS	736,165.20
CONTRIBUTIONS & DONATIONS	15,247.86
NON-FEDERAL GRANTS	15,000.00
TOTAL INCOME	23,129,861.66
GROSS PROFIT	23,129,861.66
EXPENSE	
PERSONNEL EXPENSES	13,942,574.09
DIRECT STUDENT COSTS	3,401,834.20
OCCUPANCY EXPENSES	2,707,998.45
GENERAL EXPENSES	2,105,642.34
OFFICE EXPENSES	281,650.49
TOTAL EXPENSE	22,439,699.57
NET ORDINARY INCOME	690,162.09
NET INCOME	690,162.09

BALANCE SHEET—AS OF JUNE 30, 2019

	<u>JUNE, 30, 19</u>
ASSETS	
CURRENT ASSETS	
CHECKING/SAVINGS	1,637,310.48
ACCOUNTS RECEIVABLE	2,508,480.70
OTHER CURRENT ASSETS	293,394.74
TOTAL CURRENT ASSETS	4,439,185.92
FIXED ASSETS	25,933,285.74
OTHER ASSETS	45,002.00
TOTAL ASSETS	30,417,473.66
LIABILITIES & EQUITY	
LIABILITIES	
CURRENT LIABILITIES	3,309,105.25
LONG TERM LIABILITIES	18,541,990.54
TOTAL LIABILITIES	21,851,095.79
EQUITY	
TEMPORARILY RESTRICTED	59,326.56
NET ASSETS	7,816,889.22
NET INCOME	690,162.09
TOTAL EQUITY	8,566,377.87
TOTAL LIABILITIES & EQUITY	30,417,473.66

PROFIT & LOSS BUDGET OVERVIEW

ACCRUAL BASIS

	<u>JUL '19–JUN 20</u>	<u>JUL '18–JUN '19</u>
ORDINARY INCOME/EXPENSE		
INCOME		
PER PUPIL FUNDING	19,077,276.00	18,021,871.00
FEDERAL GRANTS	2,809,000.00	2,308,000.00
FEDERAL ENTITLEMENTS	758,000.00	584,000.00
OTHER INCOME	720,000.00	550,000.00
OTHER GOVERNMENT FUNDING/GRANTS	538,086.00	351,000.00
TOTAL INCOME	23,902,362.00	21,814,871.00
GROSS PROFIT	23,902,362.00	21,814,871.00
EXPENSE		
PERSONNEL EXPENSES	14,656,921.00	14,172,986.58
OCCUPANCY EXPENSES	2,503,427.00	2,061,174.00
DIRECT STUDENT COSTS	2,951,241.00	1,525,787.00
GENERAL EXPENSES	1,627,931.00	2,245,106.00
OFFICE EXPENSES	275,375.00	239,581.00
TOTAL EXPENSE	22,014,895.00	20,244,634.58
INCOME BEFORE DEPRECIATION	1,887,467.00	1,570,236.42
DEPRECIATION EXPENSE	685,000.00	804,000.00
NET INCOME	\$1,202,467.00	\$766,236.42

Starting Early, Soaring High

