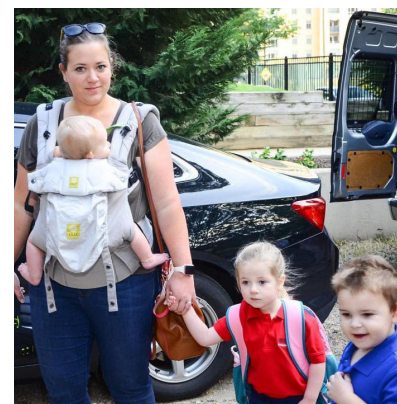


# ANNUAL REPORT

## 2019-2020 SCHOOL YEAR



*Starting Early, Soaring High*



# Starting Early, Soaring High

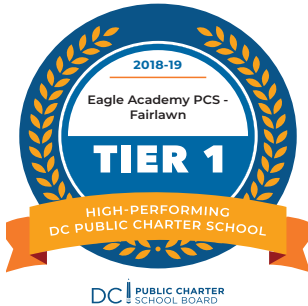


ZOOM



# MAINTAINING EXCELLENCE IN UNPRECEDENTED CIRCUMSTANCES—COVID 19—VIRTUAL LEARNING

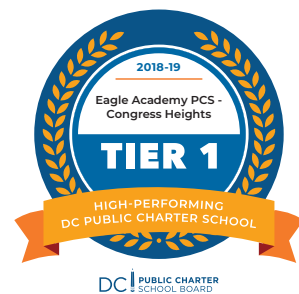
EAGLE ACADEMY PUBLIC CHARTER SCHOOL, ESTABLISHED IN 2003, is an early childhood community school in Washington, DC providing an innovative academic program to young children, from PreK-3 through Grade 3, across two campuses in three locations. The school educates each child through a holistic approach that includes wraparound services in the areas of physical/dental/mental health, and social services referrals for their parents. 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.

In our 2017–2018 annual report, we described our concerns with the statewide assessment results and our plans to turnaround the scores and document our progress. Our leadership and instructional teams committed to achieving Tier 1 status for both campuses. Tier 1 is the highest rating a charter school can receive from the DC Public Charter School Board. Our leadership, staff and Parent Organization decided to achieve excellence in building the foundational skills necessary to meet one of our overarching goals: every third-grade student will exit Eagle Academy Public Charter reading on or above grade level by 2021.

We are proud to report that our Tier 1 goal has been achieved for both campuses, and to share our story.



The 2019–2020 school year started with a celebration for teachers and instructional staff for achieving Tier 1 status on the statewide assessment for both campuses.

In March 2020, COVID-19 disrupted our educational systems and forced Eagle Academy to adapt and replicate the in-person educational model to a virtual online program. We were unprepared for such a large disruption to our everyday schedules. Online education is not ideal for young children but our staff have quickly adapted to our new normal. As of this writing, we have started the 2020–2021 school year with virtual instruction as well.

This annual report serves as a record of our accomplishments during the 2019–2020 school year. It is a chronicle of our learned best practices and challenges while navigating distance learning. It also serves to document how Eagle Academy has maintained its Tier 1 status and educational improvements for our students.

We thank our current and former students, families, communities which we serve, partners, and staff for this accomplishment.



# *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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# 2019–2020 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

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

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. 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. In 2011, the school aligned its curriculum with the DC Common Core Early Learning 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. In the summer of 2019, 6 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.

Eagle Academy served **836** students in the 2019–2020 school year

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 academic year 2019–2020, school began on August 26, 2019 and ended in-person classes on March 17, 2020 due to the pandemic that impacted in-person learning in the United States. School transitioned to virtual learning from March 16 until June 12, 2020.

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 achievements. 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



## SCHOOL DESCRIPTION



excellence in our classrooms as instructional leaders. Principals and classroom teachers regularly review assessment data and the curriculum to analyze strengths and areas needing attention.

We invest a great deal of time and resources in our instructional staff and the results are promising for our future. During the 2019–2020 school year, Eagle Academy’s teachers participated in 15 days (approximately 120 hours) of professional development. Additionally, 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 before the school year begins and throughout the school 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, 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. We include all teachers in professional development activities regarding the use of academic assessments to enable them to provide information on the achievement of individual 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 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.

**B. Focus on Literacy.** Eagle Academy has a specific emphasis on literacy acquisition and achievement.

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

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

**E. Support for Social-Emotional and Mental Health.** The Eagle Academy model promotes the development of student empathy

# SCHOOL DESCRIPTION

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.

## OFFICE OF RESEARCH, INNOVATION AND ACCOUNTABILITY (ORIA)

In preparation for every school year, Eagle Academy’s Office of Research, Innovation and Accountability provides a detailed data report on the demographics and academic performance of our students.

This arm of the organization is designed to support the mission, core values and vision of Eagle Academy. Our 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.

An annual data report is reviewed by leadership and the Board of Trustees to analyze our performance year to year and fall to spring. The research report is critical to inform thinking and continuous organizational improvement across all aspects that impact student learning, school culture and performance on accountability measures. The leadership team looks at trends, areas for improvement and responds to the recommendations from the Office of Research, Innovation and Accountability 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 comprehensive and multifaceted view of our students, families and communities in which we serve.

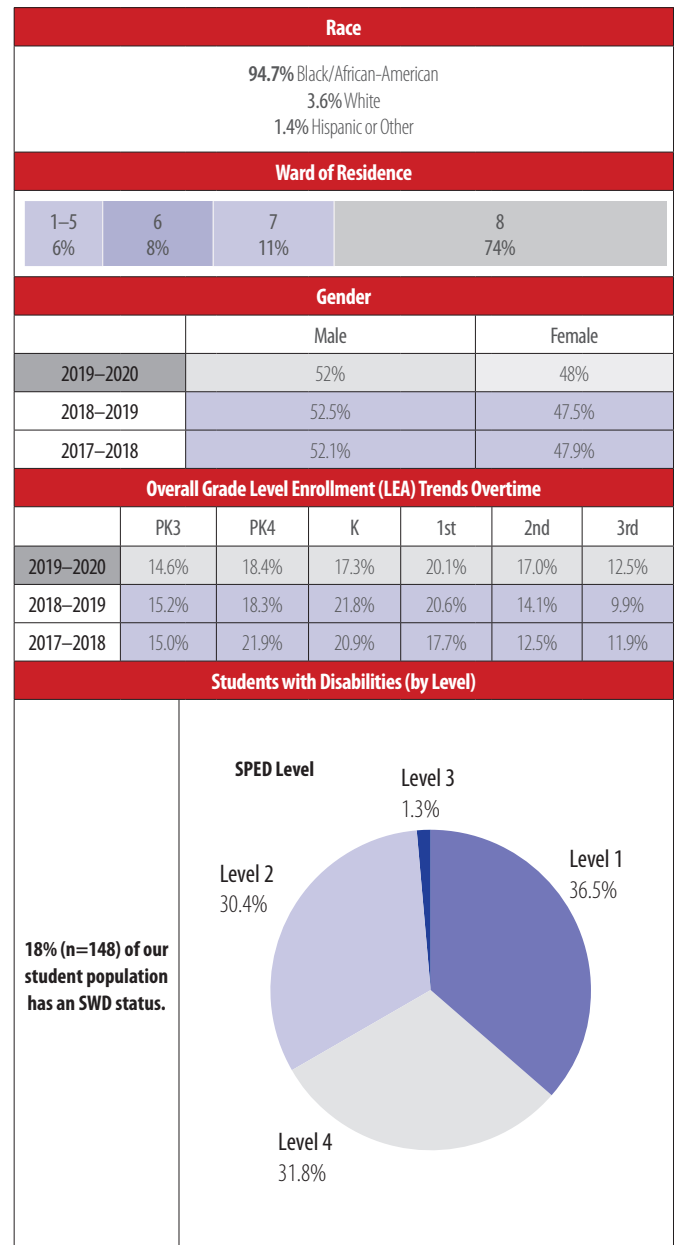
The 2019–2020 school year launched with a systemic approach of a Multi-Tiered Support System (MTSS) that is data-driven, with a framework to improve outcomes for all students, utilizing a continuum of evidence based practice. The system serves as the driver of both the instruction program and the social-emotional well-being of our students. Administrators, faculty and staff began the school years with intensive professional development and training to address all components of the system. The closing of school in March 2020 due to the coronavirus pandemic hampered efforts to examine the final results for year one of this intervention.

This school year will be remembered as the most unprecedented in the history of the United States due to the attack of the coronavirus that forced the closing of school buildings in March 2020, and they

remain closed to date. This impacted our assessment schedule thus we do not have end of year (EOY) data.

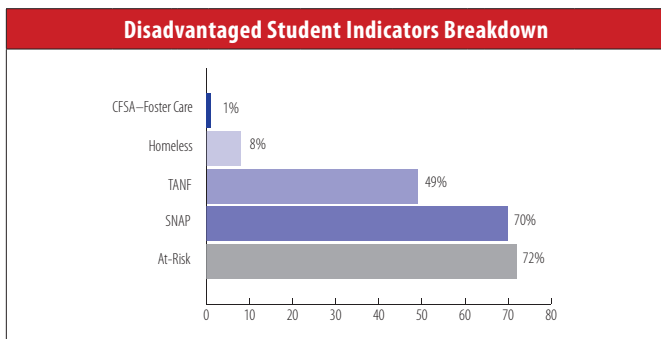
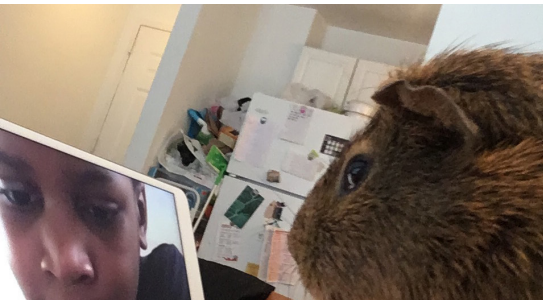
Immediately upon closing, Eagle Academy administrators, faculty and staff pivoted into preparing to provide students with a distant learning program. This effort required the distribution of technology and in some cases internet connections to all enrolled at the schools.

## WHO ARE OUR STUDENTS, WHERE DO THEY LIVE, AND WHAT CHALLENGES ARE THEY FACING?





# SCHOOL DESCRIPTION



**Definitions of Uncommon Terms:**

**CFSA – Foster Care**

A student that is or was a ward of the state during the 19–20SY 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 19–20SY.

**SNAP (Supplemental Nutrition Assistance Program)**

Students that currently receive or have received during the 19–20SY 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 19–20SY.

**At-Risk**

Students that were identified as “At-Risk” at any point in the 19–20SY based on:

- TANF, SNAP, Homeless and CFSA

**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\***

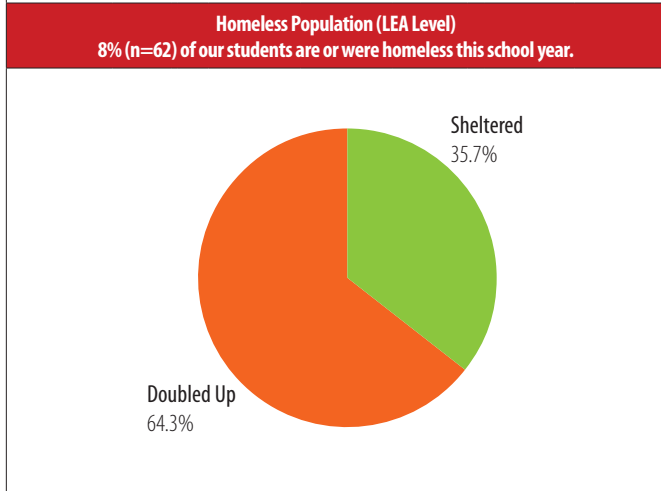
Any other non-permanent housing outside of shelters.

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 19–20SY but we have in the past.

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 17–18SY 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 program.

Data collected in the Fall or beginning of the school year (BOY) served as a baseline for students. Data collected in the Winter or middle of the school year (MOY) served to monitor progress, and late Spring or end of the school year data (EOY) served as the final measure. The summative data was collected at EOY, and was used to measure growth and to serve as a formative assessment for the 2019–2020 schoolwide plan.



# SCHOOL DESCRIPTION



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

As part of its needs assessment system, Eagle Academy utilized 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 allowed instructional staff to conduct very personal and timely needs assessments of their own in an informal system.

### PRE COVID 19 SCHOOL PROGRAMS FOR PRE-KINDERGARTEN-3<sup>RD</sup> 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
	Eureka Math 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
	Eureka Math 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
	Eureka Math 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
	Eureka Math 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

Kg–3rd—We implemented IRLA (Independent Reading Level Assessment) program geared at improving student’s independent reading levels. This is done 30 minutes daily to build reading stamina. Teachers coach and conference with students individually or in small groups.

PK—We implemented the 50 Book Challenge which is a modified component of IRLA’s 100 Book Challenge. Teachers and parents engage in multiple read alouds, using the Read To Me books with PK students. This is based on the theory that students must first be read to, so that they develop a disposition to reading, build interest and a natural love for books, before becoming readers themselves.

### ONLINE LEARNING DAILY SCHEDULES MARCH–JUNE 2020

The Coronavirus was a disrupter to our daily schedules and how we operate our campuses. In March 2020, our Board of Trustees made the decision to transition all students and staff to online distance learning. Our daily schedule fluctuated based on feedback from parents, teachers and student need.

### MONDAY AND WEDNESDAY—ELA SCHEDULE

Time	Group 1	Group 2	Group 3	Group 4
8:45–9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00–10:00	Teacher led direct instruction	Literacy Matrix with Advisor on call if needed Student work on own if Advisor is with Matrix group	*Independent writing activity or any other teacher assigned activity	*FastForWord *Independent Reading
10:00–11:00	*FastForWord *Independent Reading	Teacher led direct instruction	Literacy Matrix with Advisor on call if needed Student work on own if Advisor is with Matrix group	*Independent writing activity or any other teacher assigned activity



# SCHOOL DESCRIPTION



11:00–12:00	*Independent writing activity or any other teacher assigned activity	*FastForWord *Independent Reading	Teacher led direct instruction	Literacy Matrix with Advisor on call if needed Student work on own if Advisor is with Matrix group
12:00–1:00	Literacy Matrix with Advisor on call if needed Student work on own if Advisor is with Matrix group	*Independent writing activity or any other teacher assigned activity	*FastForWord *Independent Reading	Teacher led direct instruction
1:00–1:20	Recess Activity with an Enrichment staff or TA who has been assigned to that class			
1:25–2:05	Enrichment			
2:10–2:40	Science/Steam/S.S.—Led by an assigned staff for each class			
2:40–3:00	Online Support	Online Support	Online Support	Online Support

1:00–1:20	Recess Activity with TA who has been assigned to that class		
1:25–2:05	Enrichment		
2:10–2:40	Science/Steam/S.S.—Led by an assigned staff for each class		
2:40–3:00	Online Support	Online Support	Online Support

### FRIDAYS

Virtual Field Trips aligned to topics and content areas.

### 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.

### TUESDAY AND THURSDAY—MATH SCHEDULE

Time	Group 1	Group 2	Group 3	Group 4
8:45–9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00–10:00	Teacher led direct instruction—Concept Development	Math Matrix with Advisor—Student work on own if Advisor is with Matrix group	*Application problem *Math task set by teacher to support concept development *Skills practice drawn from Continuum	*Zearn *Khan Academy
10:00–11:00	*Application problem *Math task set by teacher to support concept development *Skills practice drawn from Continuum	Teacher led direct instruction—Concept Development	*Zearn *Khan Academy	Math Matrix with Advisor Student work on own if Advisor is with Matrix group
11:00–12:00	Math Matrix with Advisor Student work on own if Advisor is with Matrix group	*Zearn *Khan Academy	Teacher led direct instruction—Concept Development	*Application problem *Math task set by teacher to support concept development *Skills practice drawn from Continuum
12:00–1:00	*Zearn *Khan Academy	*Application problem *Math task set by teacher to support concept development *Skills practice drawn from Continuum	Math Matrix with Advisor Student work on own if Advisor is with Matrix group	Teacher led direct instruction—Concept Development

## EAGLE ACADEMY MAKERS PROGRAM AND SCIENCE COHORT



IN THE SUMMER OF 2018, 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 collaboration and learning has created the “Science Cohort” at Eagle Academy. 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.

Eagle Academy PCS offers a robust integrated STEAM program for pre-kindergarten to third grade scholars where students apply the scientific method and engineering design process in activities and projects to develop into sound critical thinkers, makers and developers. As one of the only (one of few) early childhood schools in the DMV offering such a unique supplemental component to our overall program, our STEAM classroom is staffed with a full-time teacher and fully stocked with resources/materials/manipulatives and engaging technology to enhance the learning experience and present the wealth of opportunities available to students representing ethnicities in the STEM fields in efforts to encourage engagement, excitement and interest in a rewarding career path. The Seaperch Underwater Robotics program is one such opportunity available to high performing second and third grade students exposing them to facets of STEM projects and experiences that otherwise would be presented to them until (at minimum) their middle school years.

### **EAGLE ACADEMY’S SUMMER TRANSITION PROGRAM: TADPOLES TO FROGS**

In order to assist in correcting our challenges from the 2017 –2018 school year, help children grow, and combat the “summer slide,” Eagle Academy created the Summer Transition Program for Rising PreK4, Kindergarten and First Grade students based on end of the 2019 school year data. The goals of the program were:

By the end of the five-week program, children will demonstrate the following:

1. Show little to none “summer slide;”
2. Show growth of 5 –10 points as measured by IGDI; and
3. Show growth in their RIT scores as measured by NWEA in Fall 2019 (Kindergarten and First Grade)

At the conclusion of the five-week pilot we feel strongly in the significance and achievements of the pilot program. Our plan is to continue this program again once in person learning resumes.



# EAGLE ACADEMY MAKERS PROGRAM





## SCHOOL DESCRIPTION



### EAGLE ACADEMY'S SPECIAL EDUCATION PROGRAM

Eagle Academy is committed to providing a rigorous and comprehensive education to all students. Our team is led by Trenice Jett Jones, COO and Director of Special Education. Our Special Education team is comprised of teachers, resource specialists, aides, and compliance managers. Our team is dedicated to providing a plan to meet the needs of children who learn differently. Eagle Academy offers 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. Due to the coronavirus pandemic, Eagle Academy teachers worked with parents on teaching schedules, challenges and areas on how to assist students with special needs. Distance learning has been a challenge in meeting all of the needs of our special education students, and teachers are partnering with parents to provide the tools necessary to meet this challenge during this unprecedented time.

Eagle Academy 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. Eagle Academy uses Lindamood-Bell (LMB) as a teaching methodology to engage students. Eagle Academy staff provides direct services to students. Concurrently, special education instructional and support staff will continue to receive professional development from LMB: 2 one-day workshops and one LMB project leader will be on-site 3 times during the school year to mentor staff, pace students through programs, and assist in oversight of classroom and small group instruction. Eagle Academy employs two Special Education Interventionists to implement the intensive interventions utilizing the LMB model. They 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 for them 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, and incorporate high-impact strategies in the classroom

### EAGLE ACADEMY'S NUTRITION PROGRAM

Eagle Academy employs a full-time chef and kitchen staff to serve nutritious and healthy foods to students and staff throughout the school year. Our nutrition 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.

- Serves fresh produce and food cooked from scratch, don't just pop open boxes of frozen foods.
- One of about 20 DC schools that self-prepare food and contract together for the lowest prices from vendors.
- Largest DC recipient of the USDA's fresh fruit and vegetable program, which assists elementary schools in underserved communities.
- Serves free breakfast, lunch, and snack at school; students in After School also get free dinner (serve about 400 dinners a day, most in Congress Heights).
- Hosts monthly Joyful Food Market in conjunction with Martha's Table, and does demonstrations to teach people how to prepare the ingredients.
- Students are exposed to at least 100 new foods each year, everything from produce like lychee, dragon fruit and fingerling potatoes to Cantonese roast chicken, Cuban picadillo beef, and frittata with broccoli and Romano cheese, paired with lessons on the foods and what country they come from.
- Sends kids experiencing food insecurity home with bags of food for the weekend, and leaves fresh produce at the school door for kids and parents to take as they leave.
- Serves free meals throughout the summer to kids in the summer program.

In 2019–2020, the focus was on continuing our transition to primarily made from scratch cooking. We have transitioned away from pre-cooked beef that is often used in school programs, to cooked in-house beef. In addition, our food program is at 50% precooked 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.



## SCHOOL DESCRIPTION



This year the pandemic caused a disruption in our nutrition program. Our services quickly adapted to providing food for students under the age of 18, and helping families with several meals including breakfast and lunch on a daily basis. Eagle Academy is one of several citywide meal providers for residents under the age of 18. The coronavirus pandemic has created challenges for families who struggle with transportation or options to find healthy meals. Eagle Academy is helping residents by delivering meals and offering daily fresh meals for pick up.

### 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.

Due to the pandemic, DC public libraries were closed. Eagle Academy teachers and staff prepared packets of books and materials to send home with our students. Parents were able to pick-up and return books to our campuses for students. It is imperative that children continue reading at home while distant learning. Our library staff recommends books of the week or age specific items to help parents engage with their children while they learn to read.

### 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 sought to establish

an indoor 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 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 K-3rd 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.

Our swim program has received national attention and last Fall, USA Olympic Gold Medal winner Katie Meili came to Eagle Academy to swim with our students. However, due to the coronavirus pandemic, our swim program is on hiatus until in person classes resume in 2021.

### EAGLE ACADEMY'S ALUMNI PROGRAM

The Eagle Academy Public Charter School 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 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 2019 school year, our commencement class each received a brand new IPAD from our alumni program of the Cassandra S. Pinkney Foundation. 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 Public Charter School. 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

## SCHOOL DESCRIPTION



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.

### EAGLE ACADEMY'S OUT-OF-SCHOOL TIME 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.

### 2. EAGLE ACADEMY'S PARENT INVOLVEMENT EFFORTS

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 process. There is also a Back-to-School event and a minimum of three Parent-Teacher Conferences throughout the 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 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 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 has the following parent involvement programs: Parents' Chat & Chew, Back-to-School Night, PTO meetings, Grand Persons' 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's Ward 8 location to engage parents around healthy nutrition, eating habits, and health-conscious grocery buying. Eagle is always looking for ways to further enhance parent engagement and is currently in the process of applying for a DC Community Schools Incentive Initiative grant that would specifically target parent engagement, attendance, and literacy. If the grant is attained, 8 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 in 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



## SCHOOL DESCRIPTION



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 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. We designed 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

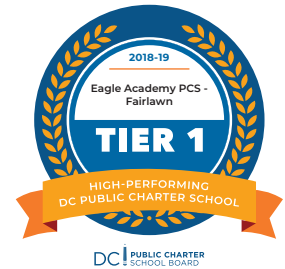
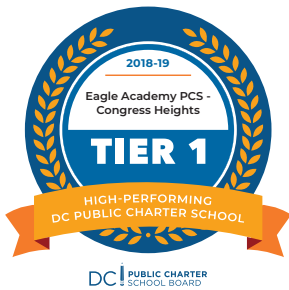
employment in the community.

Due to the pandemic, in person events have been canceled and when possible hosted online. The coronavirus has created the critical need for collaboration and sharing of information with parents. Our parents are key to the success of virtual learning. Each of our principals hosts an online parent town hall weekly. These weekly town halls allow parents to engage with our principals on a host of issues regarding virtual education, announcements, special events and individual concerns. Our parent engagement is currently at an all-time high and the learned lessons of outreach, and communication with parents in lieu of the national emergency of the pandemic have been instrumental to our retention and engagement with families.

### 3. FAIRLAWN SCHOOL BUILDING COMPLETED

During the 2019–2020 school year, we completed construction on our Fairlawn campus in SE Washington, DC. The state of the art school was completed and ready for use as our new charter school location. However, our Board of Trustees and Joe Smith, CEO made a strategic decision to maintain and expand our presence in the Ward 6 community of Washington, DC. In the spring of 2020, another charter school, Lee Montessori, agreed to rent from Eagle Academy our Fairlawn location and open in fall 2020. Eagle Academy is landlord and the building is listed as an asset on our books.

Eagle Academy PCS at Capitol Riverfront will stay in Ward 6 and is moving to a new building at Buzzard Point located on the Anacostia River six blocks from its current location in Navy Yard. The school will serve 240 students.



## 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 has been chronicled in several publications and articles to our commitment to providing an exceptional education to our students.

Both of Eagle Academy's campuses achieved Tier 1 status. For our Congress Heights campus, this was a major accomplishment. It had the highest percentage gain in test scores in Washington, DC. Eagle Academy promoted its Tier 1 designation on all marketing materials for the 2019–2020 school year. This achievement is the sum of our hard work, dedication to improvements and alignment with our mission and values.

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 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.

#### 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.

**In-Seat Attendance**

The following charts display the in-seat attendance rates for the 2019–2020 school year for each campus by month through March 2020, as reported to OSSE. Attendance was informally tracked by teachers at each campus during the period of distance learning.

Capitol Riverfront	Aug-2019	Sep-2019	Oct-2019	Nov-2019	Dec-2019	Jan-2020	Feb-2020	Mar-2020	Apr-2020	May-2020	Jun-2020
PK3	99.3%	95.2%	92.1%	91.8%	90.1%	87.9%	87.9%	81.4%	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19
PK4	98.9%	93.4%	90.8%	88.3%	89.8%	88.8%	82.6%				
K	97.3%	95.3%	95.9%	93.8%	90.8%	92.0%	85.0%				
1	98.3%	94.4%	95.8%	94.3%	90.6%	90.3%	91.6%	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19	
2	91.2%	92.2%	90.9%	87.5%	94.7%	91.5%	84.6%				
3	97.5%	95.6%	94.2%	95.7%	90.8%	94.1%	91.9%				
<b>All Grades</b>	<b>97.3%</b>	<b>94.3%</b>	<b>93.3%</b>	<b>91.6%</b>	<b>91.0%</b>	<b>90.4%</b>	<b>85.7%</b>				
<b>YTD ISA Rate</b>	<b>91.7%</b>										

Congress Heights	Aug-2019	Sep-2019	Oct-2019	Nov-2019	Dec-2019	Jan-2020	Feb-2020	Mar-2020	Apr-2020	May-2020	Jun-2020
PK3	96.4%	91.8%	90.9%	86.4%	86.5%	86.2%	88.6%	80.3%	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19
PK4	93.9%	89.6%	88.0%	86.5%	87.5%	84.9%	84.7%				
K	97.0%	93.3%	90.8%	88.9%	88.8%	88.9%	84.1%				
1	97.8%	94.8%	92.0%	87.1%	88.0%	85.3%	86.0%	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19	Attendance not tracked due to COVID-19	
2	98.8%	95.5%	93.2%	91.5%	88.2%	88.2%	88.1%				
3	98.6%	95.6%	92.7%	90.0%	92.6%	88.5%	88.4%				
<b>All Grades</b>	<b>97.1%</b>	<b>93.5%</b>	<b>91.2%</b>	<b>88.4%</b>	<b>88.5%</b>	<b>87.0%</b>	<b>89.4%</b>	<b>85.3%</b>			
<b>YTD ISA Rate</b>	<b>89.7%</b>										

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 DC PCSB’s Performance Management Framework (PMF) for the 2019–2020 school year. Last school year will be remembered as the most unprecedented in the history of the United States due to the attack of the coronavirus–COVID-19, forcing the closure of school buildings in March 2020 and keeping them closed until today. As of this writing, Eagle Academy will commence the 2020–2021 school year with distance learning and will remain virtual through at least December 2020. This impacted our assessment schedule, thus we do not have end of year (EOY) data.

Immediately upon closing, Eagle Academy administrators, faculty and staff pivoted into preparing to provide students with a distance learning program. This effort required the distribution of technology and in some cases internet connections to all enrolled at the schools.

Eagle Academy tracks attendance data through March 2020 and by teachers during distance learning.

Re-enrollment rates were not calculated by OSSE or PCSB for the 2019–2020SY as a result of the COVID-19 pandemic.

# SCHOOL PERFORMANCE

## COMPARATIVE DATA JUNE 2019 VERSUS MARCH 2020

Although the data through March 2020 doesn't represent a full school year, the results are promising in terms of the improvements in all but one chronic attendance category. Namely, the positive 10.5% increase in "Satisfactory" level attendance is very strong.

Category	June 2019	March 2020	Difference
Profound	2.0%	4.1%	2.1%
Severe	5.8%	4.7%	-1.1%
Moderate	34.5%	28.4%	-6.1%
At-Risk	32.9%	27.5%	-5.4%
Satisfactory	24.8%	35.3%	10.5%

### Key Takeaways

- In-seat attendance at both campuses for the year is down compared to previous years. Typically, attendance rates rise as the year progresses, which helps to bring up attendance rate for the year. COVID-19 cut the traditional year short and the reported attendance rate was impacted as a result.
- There were positive changes in our chronic absenteeism numbers in all categories that have been targeted in the past.

## VIRTUAL ATTENDANCE

As distance learning ramped up and became more consistent across both campuses, teachers tracked attendance and reported it to the Attendance Officers and other staff members to support family engagement efforts. The attendance data below is informal and thus is not a complete representation of LEA virtual session attendance. However, it provides a baseline of information as well as internal processes that can be improved upon in the Fall of 2020.

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

Eagle Academy measures its students on growth from the beginning of the year until the end of the academic year. Each student is measured on his/her personal achievement. Due to the disruption

of in person education due to the coronavirus, we were unable to measure end of year (EOY) performance and, therefore, have no data to report on our academic results.

### Multi-Tiered Systems of Support

In February, 2019, Eagle Academy began the exploration phase of implementing a Multi-Tiered System of Supports (MTSS) to address the needs of all learners of Eagle Academy Public Charter School. In order to prepare for year one of implementation during the 2019-2020 school year, the instructional leadership team evaluated current structures in place at Eagle Academy Public Charter Schools using the *Fidelity of Implementation Rubric* designed by the Center on Response to Intervention at American Institutes for Research. In response to the evaluation, an action plan for implementation was developed.

### Year One Evaluation

- Screening—The Multi-Tiered System of Supports framework accurately identifies students in need of enrichment/acceleration and students at risk of poor learning outcomes or challenging behaviors.
- Screening Tools—Eagle Academy administered MAP Growth Reading and Math assessments, as well as aimswebPlus Literacy and Numeracy Curriculum Based Measures, at the beginning of year (BOY) and middle of year (MOY). End of Year (EOY) measures were not administered due to distance learning plans in response to the COVID-19 pandemic. In addition to academic screeners, Eagle Academy also administered SAEBRS, as a social, academic, emotional, and behavior rating scale. Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.
- Universal Screening—Eagle Academy administered MAP Growth Reading and Math assessments, as well as aimswebPlus Literacy and Numeracy Curriculum Based Measures at the beginning of year (BOY) and middle of year (MOY). End of Year (EOY) measures were not administered due to distance learning plans in response to COVID-19 pandemic.

### Key Summary

The screening process for students worked well. The use of MAP Growth assessments in concert with aimswebPlus curriculum based measures proved to be reliable and accurate.



# SCHOOL PERFORMANCE

## B. UNIQUE ACCOMPLISHMENTS

1. Gifted all Eagle Academy 3rd grade students brand new IPADS for gradation.
2. Loaned all Eagle Academy students IPADS for virtual learning.
3. Gifted students (as needed) wireless hot spots for internet connection for distance learning.
4. Created the Eagle Academy Science Cohort.
5. Received \$100,000 grant from KaBOOM! and Monumental Sports and Entertainment for a new playground at our Fairlawn campus.
6. Secured location at 1900 Half Street SW for new Eagle Academy PCS at Capitol Riverfront.
7. Leased Fairlawn campus to Lee Montessori Public Charter School.
8. Announced new principals, Kisha Hale and Sharmel Robinson, at our Congress Heights campus.
9. Ted Leonsis, owner of the Washington Capitals and Wizards, visited Eagle Academy PCS at Fairlawn to help build a playground on the new campus.
10. Eagle Academy’s 3rd grade students were invited to celebrate Christmas with Vice President Pence and Second Lady Karen Pence. Each student received gifts from the VP and his wife.
11. USA Gold medalist for swimming Katie Meili visited Eagle Academy PCS at Congress Heights to swim with students.
12. Independent Women’s Forum profiled Eagle Academy in a video for National School Choice Week Link: <https://youtu.be/gOK9jukRI6k>
13. Maintained high student and parent participation in Eagle Academy PCS at Congress Heights Science Fair with over 100 individual and class projects for grades PreK3–3rd grade.
14. Eagle Academy hosted its first “Daddy & Daughter” dance in February 2020.
15. Five black male teachers participated on a panel “Black Men in Early Childhood Education” for DC Charter Schools Conference.
16. US Congresswoman Eleanor Holmes Norton visited Eagle Academy PCS at Capitol Riverfront to read to children during Black History Month.
17. Continued to maintain a 100% immunization rate and compliance.
18. Continued to maintain high participation rates in the dental screening and cleaning program, in partnership with the DC Department of Health Oral Health Division.
19. 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.
20. Invested in its social media outreach. Over 10,000 parents, families and organizations interacted with the school via Facebook, Twitter and Instagram social media platforms.
21. 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.
22. Press: <https://wjla.com/news/local/washington-wizards-volunteers-build-playground-southeast-dc>
23. Press: <https://swimswam.com/katie-meili-and-eagle-academy-team-up-in-the-name-of-drowning-prevention/>
24. Press: <https://www.nhl.com/capitals/news/mse-builds-playground-at-eagle-academy/c-309604364>
25. Press: <https://wjla.com/news/local/washington-wizards-volunteers-build-playground-southeast-dc>
26. Press: Education Dive [https://www.educationdive.com/news/pre-to-3-young-black-men-explore-a-pathway-to-early-childhood-education/527283/?fbclid=IwAR00msyi9QsGsdHZ\\_7qGxkz-RbN0nki7nFPL0sFeH5N0tcaNPId20HGIFeQ](https://www.educationdive.com/news/pre-to-3-young-black-men-explore-a-pathway-to-early-childhood-education/527283/?fbclid=IwAR00msyi9QsGsdHZ_7qGxkz-RbN0nki7nFPL0sFeH5N0tcaNPId20HGIFeQ)
27. Press: <https://wjla.com/news/local/dc-charter-school-black-educators>
28. Press: NY Times <https://www.nytimes.com/2019/11/26/nyregion/charter-schools-democrats.html?action=click&module=Top%20Stories&pgtype=Homepage>
29. Press: NBA Clippers owner’s foundation gives \$25M grant to Urban Teachers, money they plan to parlay into 1,000 black educators
30. Press: <https://wjla.com/news/local/a-look-back-at-the-career-of-delegate-eleanor-holmes-norton>
31. Press: <https://www.wusa9.com/video/entertainment/television/programs/q-and-a/60-years-later-congresswoman-eleanor-norton-is-still-fighting-the-good-fight/65-2c103759-9cdc-4490-8e7f-f882c068eb4c>
32. Press: <https://dc.urbanturf.com/articles/blog/will-a-charter-school-come-to-buzzard-point/16546>
33. Press: <https://washingtoncitypaper.com/article/175911/when-coronavirus-closes-schools-what-happens-to-children-who-rely-on-them-for-food/>
34. Karen Alston led a conference session and discussion on “Expertise on Family Engagement” for the communicators and development leaders at DC Charter Schools.
35. KPMG hosted a book fair for students at our Capitol Riverfront campus and read to our students.

## C. LIST OF DONORS



### OVER \$500

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

### 2019–2020 IN-KIND DONATIONS

- Washington Redskins Tickets
- Washington Wizards Tickets

### D. 2019–2020 COMMUNITY PARTNERS

- Andrews Air Force Base
- Archer Park Civic Association
- Ballou High School
- Baltimore Community ToolBank
- Bishop McNamara High School
- Box Tops for Education
- BoysTown DC
- Byte Back
- Casey Trees
- Capital Area Food Bank
- Children's Health Project of DC
- City Blossoms
- Community College Preparatory Academy PCS
- Community Foodworks
- Courtyard by Marriott
- Covenant House
- DC Association for the Education of the Young Child
- DC Child and Family Services Agency
- DC Greens
- DC Metropolitan Police Department
- DC Public Library
- DC Sail
- DC School Reform Now
- DC Special Education Cooperative
- Developmental Optometry
- Dress for Success
- EdFuel
- Edgewood Brookland Family Support Collaborative
- Educational Solutions LLC
- Elain Ellis Center of Health
- Far Southeast Family Strengthening Collaborative
- Fight of Children
- Friends of Oxon Run Park
- George Washington University, Department of Special education and Disability Studies
- Girls Scouts USA
- Gordon Dental Associates
- Hillcrest Children and Family Center
- Howard University Center for Urban Progress
- JumpStart
- KPMG
- LET'S GO Boys and Girls
- LIFT-DC
- Linda Mood Bell
- Martha's Table
- Maryland Book Bank
- Masterpiece Studio
- Monument Realty
- National Black Child Development Institute
- Parents Amplifying Voices in Education
- Prevention of Blindness Society





*Starting Early, Soaring High*

# DATA REPORT—CONGRESS HEIGHTS CAMPUS



## SY 2019–20 Annual Report Campus: Data Report

A note on SY 2019–20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019–20 effectively end on March 13, 2020.

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: 660

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	92	117	114	136	114	87	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

## Student Data Points

School	<b>Total number of instructional days:</b> 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019–20.</i>
PCSB	<b>Suspension Rate:</b> 2.1%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.04%
PCSB	<b>In-Seat Attendance:</b> 89.7%*
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 3.8% (25 students)*
PCSB	<b>Midyear Entries:</b> 0.3% (2 students)*
PCSB	<b>Promotion Rate (L.E.A.):</b> 99.8%
PCSB (SY18-19)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY18-19)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY18-19)	<b>Graduation Rates:</b> Not Applicable

## Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 23.81%</b>
School	<b>Number of Teachers: 122</b> "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	<b>Teacher Salary</b> 1. Average: \$63,147.18 2. Range—Minimum: \$57,000.00 Maximum: \$76,406.72
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019–20.

\*Note:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19–20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019–20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.





# Starting Early, Soaring High



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*You are vital to creating change in our culture. Acknowledge your own importance, acknowledge your fears. But stay strong and know that you are part of the solution. That is the Eagle Academy way.*

—JOE SMITH, PHD, CEO



# STAFF ROSTER—CONGRESS HEIGHTS CAMPUS



Last Name, First Name	Job Title (Employee)	Degree
AGBO-OLA, ADIJAT	3RD GRADE TEACHER	Masters
ALLEN, TANESHA	VP OF EXTENDED LEARNING	Doctorate
ARGENTUM, CATURAH	SPED TEACHER CONTAINED	Bachelor
AUBOURG, MELISSA	2ND GRADE TEACHER	Bachelor
BELLAMY, BROOKE	TEACHER ASSISTANT	Bachelor
BETHEA-ASHTON, MAUREEN	TEACHER ASSISTANT	Associates
BLACKMON, DORIAN	TEACHER ASSISTANT	Paraprofessional
BOOKER, GARNETT	PREK3 TEACHER	Masters
BRISCOE, QUINTINA	SPEECH PATHOLOGIST	Bachelors
BROCKINGTON, DOROTHY	BEHAVIOR SUPPORT SPECIALIST	Masters
BROOKS-BAUER, KAREN	STEAM INTEGRATION SPECIALIST	Masters
BROWN, COURTNEY	STEAM TEACHER	Masters
BUMBRAY, JOHN	SPECIAL ED TEACHER ASSISTANT	Associates
CANN, DEQUIRRY	TEACHER ASSISTANT	Masters
CHERRY, BERNISE	TEACHER ASSISTANT	Associates
COATES-EDMONDS, JOYCE	SPED TEACHER CONTAINED	Masters
CRAIG, SHANNON	TEACHER ASSISTANT	Associates
CYRUS, KENNEEL	PREK4 TEACHER	Masters
DASHIELL, CHIZARRA	ABA THERAPIST	Masters
DAVIS, SHIRLEETA	DEDICATED AIDE	Diploma
DIGGS, TAYLOR	SPED TEACHER RESOURCE	Bachelors
DIGGS, ALEXANDRIA	2ND GRADE TEACHER	Bachelors
DIXON, FLETCHER	SCHOOL ASSISTANT	Diploma
DORSEY, TERENCE	SPECIAL ED TEACHER ASSISTANT	Bachelor
DRAKE, FELICIA	DEDICATED AIDE	Diploma
DRAKE, JACQUELINE	SCHOOL ASSISTANT	Diploma
DYCE, DWAYNE	3RD GRADE TEACHER	Doctorate
EUBANKS, KIMBERLY	SPECIAL ED TEACHER ASSISTANT	Associates
EVANS, SIMONE	3RD GRADE TEACHER	Masters
FOREMAN, LAQUITA	TEACHER ASSISTANT	Bachelors
FOUNTAIN, BRITTANY	DEDICATED AIDE	Paraprofessional
FREEMAN, ANTONIO	DEDICATED AIDE	Some College
FREEMAN, MICHELE	TEACHER ASSISTANT	Bachelors
FULLER, TANYA	1ST GRADE TEACHER	Masters
GAHNZ, SYDNEY	KINDERGARTEN TEACHER	Masters
GASKINS, GAIL	SUBSTITUTE TEACHER FT	Bachelors
GRASSO, LYNN	CLINICAL DIRECTOR, OT	Masters
GREEN, CARLA CANTRESE	TEACHER ASSISTANT	Associates
GREENLEAF, BREONIA	TEACHER ASSISTANT	Associates
GRIFFIN, KAREN	INTERVENTION TEACHER	Masters
GRIGGS, ADELIA	SPED TEACHER CONTAINED	Bachelors
GRIGGS, AUZHANE	SCHOOL ASSISTANT	Diploma
HALE, KISHA	PRINCIPAL	Masters
HARDY, LANA	PREK3 TEACHER	Bachelors
HATCHER, DANIELLE	1ST GRADE TEACHER	Bachelors
HEBB, EBONY	SPED INTERVENTIONIST	Bachelors
HEBB, SHIRLEY	SPECIAL ED TEACHER ASSISTANT	Paraprofessional
HILL, ATHENA	MTSS COORDINATOR	Masters
HILL, LINDA	TEACHER ASSISTANT	Bachelors
HILLIARD, EMONNIE	SPED TEACHER RESOURCE	Masters
HOLMES, BRITTANY	KINDERGARTEN TEACHER	Bachelors
HOLT, AMAUNI	SPED INTERVENTIONIST	Some College
HONDRAS, ORIANA	PREK3 TEACHER	Bachelors
HOOVER, KALEENA	SPEECH PATHOLOGIST	Masters
HUBBARD, NATALIE	SUBSTITUTE TEACHER FT	Associates
HUETHER-BURNS, CHRISTINA	1ST GRADE TEACHER	Masters
HUGHES, REGINALD	SPANISH TEACHER	Masters
HUMBLE, SIDNEY	PREK4 TEACHER	Masters
INGRAM, TIFFANY	SPED TEACHER RESOURCE	Masters
JACKSON, ZOE	KINDERGARTEN TEACHER	Bachelors
JOHNSON, ARCADIA	DEDICATED AIDE	Some College

Last Name, First Name	Job Title (Employee)	Degree
JOHNSON, MARY	PREK3 TEACHER	Masters
JOHNSON, JUDY	TEACHER ASSISTANT	Masters
JUSTICE, SHANIKA	DEDICATED AIDE	Paraprofessional
KNATT, OMERIAH	TEACHER ASSISTANT	Bachelors
LAWAL, OMOLARA	1ST GRADE TEACHER	Some College
LERAY, TAMIKA	SPEECH PATHOLOGIST	Bachelors
LINDO, GINEAA	PREK3 TEACHER	Masters
MANUEL, JOVITA	SPED TEACHER RESOURCE	Masters
MAPP, SIRI	SCHOOL ASSISTANT	Bachelors
MCCOLLUM BUTLER, PAMELA	PYSCHOLOGIST	Some College
MCGEE, JASMINE	PREK4 TEACHER	Doctorate
MCKNIGHT, TAMIKA	SCHOOL ASSISTANT	Masters
MILLER, CASSIDY	KINDERGARTEN TEACHER	CDA
MONIE, ASHLEY	SPED INTERVENTIONIST	Masters
MURRAY, CURTIS	TEACHER ASSISTANT	Masters
NELSON, GARI	KINDERGARTEN TEACHER	Some College
NEWBURN, CHARNITA	SPECIAL ED TEACHER ASSISTANT	Masters
NICHOLS, CARLA	SUBSTITUTE TEACHER FT	Associates
NICOME, NEFERTARI	2ND GRADE TEACHER	Bachelors
NURIDDIN, AKILAH	1ST GRADE TEACHER	Masters
ODLE, SEAN	DEDICATED AIDE	Bachelors
OLIVER, MARKEESE	DEDICATED AIDE	Some College
OWENS, CLIFFORD	PRINCIPAL	Associates
PEARSON, LEAH CHARMARINE	PREK4 TEACHER	Masters
POSADA, RIGOBERTO	SPANISH TEACHER	Masters
REED, TIFFANY	SPEECH PATHOLOGIST	Bachelors
RICE, DONNA MARIA	SPEECH PATHOLOGIST	Masters
ROBINSON, BETTAUJAWA	BEHAVIOR ASSISTANT	Doctorate
RUSSELL, LAQUANDA	SCHOOL ASSISTANT	Bachelors
SABB, JAQUITA	PREK3 TEACHER	Some College
SABIR, BRENDA	LIBRARIAN	Bachelors
SINGH, HAMWATTIE	KINDERGARTEN TEACHER	Masters
SMITH, QUARNICKIA	ADMIN ASSISTANT RECEPTIONIST	Masters
SMITH, NUERI	SPECIAL ED TEACHER ASSISTANT	Diploma
SMITH-BYNUM, WILBERTA	3RD GRADE TEACHER	Paraprofessional
SOLOMON, TAMIKA	2ND GRADE TEACHER	Masters
STEWART, DIANNA	SPECIAL ED TEACHER ASSISTANT	Masters
SUTTON, BARBARA	SPECIAL EDUCATION TEACHER	Some College
SWALES THOMPSON, TERENA	SPECIAL EDUCATION COORDINATOR	Bachelors
SWEET MATTHEWS, RACHELLE	TEACHER ASSISTANT	Masters
TAYLOR, TIARRA	INTERVENTION TEACHER	Paraprofessional
TAYLOR-TOLSON, CANDACE	SPED TEACHER RESOURCE	Masters
THAKURTA, GARGI	INSTRUCTIONAL COACH	Masters
THOMAS, ANGEL	SPED TEACHER RESOURCE	Masters
THOMAS, SONYA	ART TEACHER	Masters
THOMAS, INDRA	3RD GRADE TEACHER	Masters
THOMAS, CAMRI	1ST GRADE TEACHER	Masters
THOMPSON, ASHLEY	TEACHER ASSISTANT	Bachelors
VALENTINE, ERIC	PHYSICAL EDUCATION COACH	Associates
WAINWRIGHT, DONNELL	SPECIAL ED TEACHER ASSISTANT	Bachelors
WALL, KENESS	2ND GRADE TEACHER	Associates
WATKINS, ASHLEY	SOCIAL WORKER	Bachelors
WHITE, CHERMARK	PHYSICAL EDUCATION COACH	Masters
WILLIAMS, JOHN	SPED TEACHER CONTAINED	Masters
WILLIAMS, FRANK	SCHOOL ASSISTANT	Masters
WILLIAMS, DANTE	3RD GRADE TEACHER	Diploma
WILLIAMS, RITA	TEACHER ASSISTANT	Masters
WILSON, KRYSITIE	SCT PROGRAM DIRECTOR	Paraprofessional
WYCHE, MALCOLM	2ND GRADE TEACHER	Masters
YOUNG, CANDYCE	PREK4 TEACHER	Masters
ZIGLER, DOMINIQUE	1ST GRADE TEACHER	Masters

# STAFF ROSTER—CAPITOL RIVERFRONT CAMPUS



Last Name, First Name	Job Title	Degree
BALL, MARCUS	DEDICATED AIDE	Bachelors
BARNES, JESSICA	1ST GRADE TEACHER	Masters
BOZANT, DOMINIQUE	INTERVENTION TEACHER	Bachelors
BURROUGHS, SABRINA	KINDERGARTEN TEACHER	Masters
DIARAM-GRANT, SHELLION	2ND GRADE TEACHER	Masters
DIXON, MARCUS	2ND GRADE TEACHER	Bachelors
ENRIGHT, ERIN	PREK4 TEACHER	Bachelors
GREENE, AKIRA	DEDICATED AIDE	Some College
HENDERSON, AALIYAH	TEACHER ASSISTANT	Bachelors
HERRERA, CRYSTAL	PREK4 TEACHER	Masters
HICKMAN, CHARMAINE	SPECIAL ED TEACHER ASSISTANT	Bachelors
HOLDEN, WANDA	SUBSTITUTE TEACHER FT	Bachelors
JETT, NIHJA	KINDERGARTEN TEACHER	Bachelors
KILEY, JANE	KINDERGARTEN TEACHER	Masters
LAWRENCE, FRANCINE	DEDICATED AIDE	Associates
LECOIN, AARON	LIBRARIAN	Bachelors
LEWIS, VANESSA	TEACHER ASSISTANT	Paraprofessional

Last Name, First Name	Job Title	Degree
LYTTLE, ROYSTON	PRINCIPAL	Masters
MERRITT, TINA	1ST GRADE TEACHER	Masters
MILTON, FRANCINE	SPED TEACHER RESOURCE	Bachelors
OLIVER, CLAUDIA	1ST GRADE TEACHER	Masters
RAWLS, ROSA	TEACHER ASSISTANT	Bachelors
ROBERTS, JANNA	TEACHER ASSISTANT	Bachelors
RODGERS, REBECCA	SPED TEACHER RESOURCE	Masters
ROJAS, GRETCHEN	SPANISH TEACHER	Bachelors
SMITH, SHANTELE	DEDICATED AIDE	Some College
SMITH, MARIA	PREK4 TEACHER	Bachelors
SMITH, BRITTANY	DEDICATED AIDE	Associates
SMITH, ASIA	TEACHER ASSISTANT	Bachelors
STOKES, DEVIN	2ND GRADE TEACHER	Masters
THOMAS, JANETTE	SCHOOL ASSISTANT	Some College
WILLIAMS, ERICA	PREK3 TEACHER	Masters
WILLIAMS, ERICA	PREK3 TEACHER	Masters

# STAFF ROSTER—CENTRAL OFFICE

Last Name, First Name	Job Title (Employee)	Degree
ALSTON, KAREN	CHIEF MARKETING OFFICER	Bachelors
EDWARDS, RONALD	DATA ANALYST	Masters
FITZPATRICK, EMILY	DATA ANALYST	Bachelors
HAMMETT, MELISSA	CHIEF ADMINISTRATION OFFICER	Bachelors
JONES, TRENICE JETT	COO/SPECIAL EDUCATION DIRECTOR	Masters
JONES, JENAE	DIRECTOR OF HUMAN RESOURCE	Bachelors
KNOWLTON, SCOTT	OPERATIONS DIRECTOR	Bachelors
LOCKETT, JAZMIN	HRIS/PAYROLL SPECIALIST	Masters
MALLORY, JULINDA	DIRECTOR OF FACILITIES	Bachelors
MARTINEZ FERNANDEZ, MAYRA	DIRECTOR OF GRANTS AND DEVELOPMENT	Masters
MCKEON, KATHLEEN	DIRECTOR OF RESACINNOV	Masters
OGILVIE, SABRINA	DEPUTY CEO OF EDUCATION	Masters
ROBINSON, TIFFANY	DATA ASSESSMENT MANAGER	Masters
SMITH, JOE	CHIEF EXECUTIVE OFFICER	Doctorate
THORNTON, IVANA	EXECUTIVE ADVISOR	Bachelors
WHITE, ERNECIA	HUMAN RESOURCES GENERALIST	Bachelors

“  
*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



# 2019–2020 BOARD OF TRUSTEES



NAME	TITLE	DC RESIDENT
RON HASTY	Chairman of the Board	No
ANGELLE KWEMO	Trustee	Yes
JENNIFER THOMPSON	Parent Representative	Yes
ASMARA SIUM	Trustee	Yes
JOE SMITH	CEO	Yes
KEISHA MIMS	Trustee	Yes
AARON LENTNER	Parent Representative	Yes

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.

# 2019–2020 FINANCIAL STATEMENT

## ACCRUAL BASIS

### PROFIT & LOSS—JULY 2020 THROUGH JUNE 2021

	<u>JULY 20–JUNE 21</u>
ORDINARY INCOME/EXPENSE	
<b>INCOME</b>	
PER PUPIL FUNDING	18,579,810.00
FEDERAL GRANTS	1,672,000.00
OTHER INCOME	1,110,000.00
FEDERAL ENTITLEMENTS	1,138,000.00
OTHER GOVERNMENT FUNDING/GRANTS	650,000.00
<b>TOTAL INCOME</b>	<b>23,149,810.0</b>
GROSS PROFIT	23,149,810.00
<b>EXPENSE</b>	
PERSONNEL EXPENSES	14,759,735.20
DIRECT STUDENT COSTS	2,607,580.31
OCCUPANCY EXPENSES	2,335,817.97
GENERAL EXPENSES	1,913,127.81
OFFICE EXPENSES	321,980.87
<b>TOTAL EXPENSE</b>	<b>21,938,242.16</b>
NET ORDINARY INCOME	1,211,567.84
<b>NET INCOME</b>	<b>1,211,567.84</b>

### BALANCE SHEET—AS OF JUNE 30, 2020

	<u>JUNE, 30, 20</u>
<b>ASSETS</b>	
CURRENT ASSETS	
CHECKING/SAVINGS	3,195,977.77
ACCOUNTS RECEIVABLE	1,726,623.77
OTHER CURRENT ASSETS	119,742.37
<b>TOTAL CURRENT ASSETS</b>	<b>5,042,343.91</b>
FIXED ASSETS	29,383,136.03
OTHER ASSETS	275,002.00
<b>TOTAL ASSETS</b>	<b>34,700,481.94</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>LIABILITIES</b>	
CURRENT LIABILITIES	5,134,584.55
LONG TERM LIABILITIES	19,710,839.40
<b>TOTAL LIABILITIES</b>	<b>24,845,423.95</b>
<b>EQUITY</b>	
TEMPORARILY RESTRICTED	13,462.00
NET ASSETS	8,363,167.65
NET INCOME	1,478,428.34
<b>TOTAL EQUITY</b>	<b>9,855,057.99</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>34,700,481.94</b>



# PROFIT & LOSS BUDGET OVERVIEW

## ACCRUAL BASIS

	<u>JUL '20–JUN 21</u>	<u>JUL '19–JUN 20</u>
ORDINARY INCOME/EXPENSE		
<b>INCOME</b>		
PER PUPIL FUNDING	18,579,810.00	18,487,314.20
SBA PAYCHEX SUPPORT		2,458,015.00
FEDERAL GRANTS	1,672,000.00	1,372,452.98
OTHER GOVERNMENT FUNDING/GRANTS	1,110,000.00	940,358.95
FEDERAL ENTITLEMENTS	1,138,000.00	704,123.06
OTHER INCOME	650,000.00	458,551.77
NON-FEDERAL GRANTS		118,250.00
CONTRIBUTIONS & DONATIONS		81,278.04
<b>TOTAL INCOME</b>	<b>23,149,810.00</b>	<b>24,620,344.00</b>
GROSS PROFIT	23,149,810.00	24,620,344.00
<b>EXPENSE</b>		
PERSONNEL EXPENSES	14,759,735.20	15,008,846.99
DIRECT STUDENT COSTS	2,607,580.31	2,797,358.01
OCCUPANCY EXPENSES	2,335,817.97	2,732,617.74
GENERAL EXPENSES	1,913,127.81	2,304,763.03
OFFICE EXPENSES	321,980.87	298,329.89
<b>TOTAL EXPENSE</b>	<b>21,938,242.16</b>	<b>23,141,915.66</b>
NET ORDINARY INCOM	1,211,567.84	1,478,428.34
<b>NET INCOME</b>	<b>1,211,567.84</b>	<b>1,478,428.34</b>

*Starting Early, Soaring High*