



STARTING EARLY, SOARING HIGH

ANNUAL REPORT

2021–2022 SCHOOL YEAR

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

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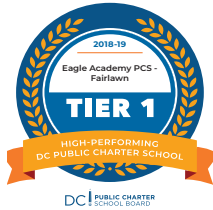


EAGLE ACADEMY PCS

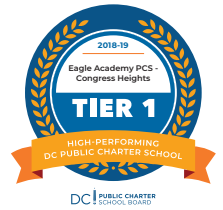
at

Congress Heights | Capitol Riverfront

LETTER FROM THE DEPUTY CEO FOR EDUCATION



We Are Resilient



FOR THE PAST TWO YEARS our nation has felt the challenge of navigating a global pandemic and the repercussions of its impact on our economy, way of life and education system. The most vulnerable amongst us are children who have experienced a tremendous loss from social and emotional growth, academics and the economic impact suffered by their families.

IN AUGUST 2021, EAGLE ACADEMY PUBLIC CHARTER SCHOOL reopened its doors to ALL students for in-person learning for the school year. Prior to August 2021, our students utilized distant learning and a hybrid in-person option for most of the academic year. Staff, parents, families and students were impacted by the disruption and changes to our normal operations. At Eagle Academy we serve some of DC's most vulnerable students who have experienced trauma and social and emotional stress from the pandemic.

AT EAGLE ACADEMY WE HAVE A SET OF CORE VALUES that drive our day-to-day operations in how we show up and do our jobs daily. Last year we leaned into one of those values to provide the emotional and wellness care needed for our families, students and staff to navigate the pandemic.



LETTER FROM THE DEPUTY CEO FOR EDUCATION

We Are Resilient

CORE VALUE

“WE BELIEVE STAKEHOLDERS MUST BE COMMITTED TO SOCIAL COMPETENCE, EMOTIONAL WELL-BEING, AND INDIVIDUAL COGNITIVE GROWTH OF ALL STUDENTS TO ACHIEVE AND EXCEED.”

THE LEADERSHIP TEAM DETERMINED early in the school year that supporting our families was our number one priority. We opened the 2021–2022 school year, in person, and with a determination to provide a normal educational environment for our students.

We supported our families with events, food and toiletries, town hall meetings, access to resources and support groups, among others. Our staff and families navigated the COVID-19 pandemic by helping each other and leaning into our core values and beliefs. Our students and families needed normalcy and a safe environment to navigate the disruption of the pandemic.

As reported by the national news media children in the United States suffered vast learning loss during the pandemic. In Washington, DC our students are also navigating the challenge of a learning loss from being away from the classroom for so long. Our team understood the urgency and challenges that would be presented during the school year to combat pandemic learning losses.

Per Empower K12 Spring 2022 report titled, “DC Academic Recovery” ([Empower DC Academic Recover Brief](#)), a call for urgency was issued to every school in Washington, DC. The report noted that on average DC students were 12–15 months behind pre-pandemic instructional levels. The report estimated that “DC students will regain pre-pandemic achievement levels in 2027—five years from now.” Our task as educators is URGENT and our students don’t have five years to recover to be successful. At Eagle Academy our educational leadership staff is committed to providing the support and tools necessary to assist our children in gaining the skills necessary to erase any loss and excel in instruction.

Our students’ test results from the 2021–2022 school year are a disappointment to all of us and our staff is committed to utilizing all tools, resources, talents and interventions to change those results. Our students are our priority. We are confident that our wraparound instructional interventions and services will help our students regain pre-pandemic levels of achievement.

For nineteen years we have taken pride in our expertise and abilities to lead the marketplace in educating young children in Washington, DC. We fully understand our role and its critical place in the lives of our families and our students.

Our success is rooted in our team’s ability to face challenges and bounce back. We are resilient.

Sincerely,

Sabrina O’Gilvie

Deputy CEO for Education

Starting Early, Soaring High



“

“I found out about Eagle Academy over 20 years ago when my grandson was 3 years old. We love the staff and how caring and supportive they are for students. Now my granddaughter attends Eagle Academy. The staff is focused on the children, their safety, learning environment and emotional growth.”

—HAZEL GREEN, GRANDPARENT

TABLE OF CONTENTS

ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission Statement	4
B. School Program.....	4
1. Curriculum Design and Instructional Approach	4
2. The Eagle Academy Model.....	5
Comprehensive Needs Assessment.....	6
Eagle Academy's Office of Research, Innovation and Accountability	6
Snapshot: Who are our Students, Where do they Live, and What Challenges are they Facing.....	7
Technology as a Learning Tool	9
Critical Interventions Due to Learning Loss.....	9
Eagle Academy's STEAM Program	10
Eagle Academy's Special Education Program.....	10
Eagle Academy's Nutrition and Meal Program	10
Eagle Academy's Full Service Early Childhood Education Library	11
Eagle Academy's Parent Involvement Efforts and Family Engagement.....	11
Staff Well-Being.....	12
Community Outreach.....	12
Eagle Academy's Alumni Program.....	13
The Profile of an Eagle Academy Graduate.....	13
Cassandra Smith Pinkney Garden.....	13

II. SCHOOL PERFORMANCE

A. Performance and Progress	14
1. The extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.	14
2. Mission, Vision and Core Beliefs.....	14
3. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.	15
i. In-Seat Attendance.....	15
ii. Academic Data.....	16
4. Unique Accomplishments	17
5. List of Donors (over \$500).....	18
6. Community Partners.....	18

DATA REPORT— CONGRESS HEIGHTS CAMPUS.....	20
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DATA REPORT— CAPITOL RIVERFRONT CAMPUS.....	21
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APPENDICES

I. Staff Roster.....	23
II. Board Roster	25
III. Unaudited Year-End Financial Statement	26
IV. Approved 2022–2023 Budget.....	27

2021–2022 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

1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

In 2003, 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. For the past nineteen years, 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.

Eagle Academy served 527 students in the 2021–2022 school year in its two campuses located in SE and the SW quadrants of 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. Working with young children brings unique challenges, including the fact that in-person learning for social and emotional growth. Following the 2020–2021 academic year in which Eagle Academy transitioned to situational distance learning, on August 30,

2021, the school returned to in-person learning for all grade levels. We have seen how our students have also experienced learning loss as a result of the pandemic, as have been documented by many national news reports and school leaders across the country. Eagle Academy services some of Washington, DC's most vulnerable student populations and in the 2021–2022 school year we navigated COVID-19 variants, chronic absenteeism, and staffing challenges. Our Office of Research, Innovation and Accountability quickly identified several trends to assist us in revising our instructional approach in order to meet the CRITICAL needs of our students navigating learning loss due to the pandemic.

For the academic year 2021–2022, school began on August 30, 2021.

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 Wards 6 and 8. The school educates each child through a holistic approach that includes wraparound services in the areas of physical, dental, and mental health, as well as social services for their 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, and Mathematics through the Arts (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.

The past two school years will be remembered as the most unprecedented in the history of the United States due to the attack of the COVID-19 virus, forcing the closing of school buildings in March

SCHOOL DESCRIPTION



2020, and keeping them open in a limited capacity until August 2021. Unprecedented times call for immediate action and intervention from our instructional leadership team.

Examining the national, city-wide and internal data also provides the opportunity to reflect on how well we are achieving the goals of our mission, vision, and core values that guide our work. through the lens of the Middle States Goals, and the District of Columbia Public Charter School Board (DC PCSB) Performance Management Framework (PMF). Eagle Academy is required by the charter agreement with the DC PCSB to achieve accountability criteria established by the PMF.

Eagle Academy is required by the charter agreement with the DC PCSB to achieve accountability criteria established by the PMF. The DC PCSB deemed both campuses, Capitol Riverfront and Congress Heights, with Tier I status for the 2019–2020 school year, which is the highest designation.

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. During the 2021–2022 school year, Eagle Academy’s teachers participated in 16 days (approx. 128 hours) of professional development and 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, 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 DC Public Charter School Board suspended the Performance Management Framework (PMF) rating system for Tier designations for the 2019–2020 school year and again in the 2020–2021 school year. As a result, Eagle Academy maintains the Tier I status for both campuses. The pandemic has spurred the rethinking of the DC PCSB accountability framework and citywide committees will continue deliberations as a new system is designed. In the Fall of 2022, Eagle Academy will be advised of the baseline framework for the school year. In 2023, Eagle Academy will be under its 20-year charter review by DC PCSB, its authorizer.

2. 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,

SCHOOL DESCRIPTION

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, which includes implementing the Big Day for Pre-K and Into Reading for other students.

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.

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 prosocial 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.

F. Multi-Tiered Support System. 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 begin every school year with intensive professional development and training to address all components of the system. This year's Comprehensive Needs Assessment provides the data points for all students PreK-3 through Grade 3 for both the beginning of the year and midterm.

COMPREHENSIVE NEEDS ASSESSMENT

To ensure that Eagle Academy's comprehensive plan best serves the needs of those students who are failing, or are at-risk of failing, to meet the challenging DC academic standards, Eagle Academy conducted a comprehensive needs assessment (CNA). The CNA examined relevant academic achievement data to understand students' most pressing needs and the root causes of the needs. The purpose of the CNA is to inform ongoing thinking and continuous improvement across all aspects of the organization impacting student learning, school culture and accountability measures. Examining the data also provides the opportunity to reflect on how well we are achieving the goals of our mission, vision, and core values that guide our work.

The needs assessment team consisted of (1) members of Eagle Academy's administrators, including the CEO, Deputy CEO, and

Director of Special Education; (2) Eagle's Research, Innovation and Accountability Department, including its director, data manager, and two data analysts; (3) Eagle's principals; (4) six teachers representing each of the grade levels (PreK3–Grade 3); and (5) two parents.

Eagle Academy designed a needs assessment system that included quantitative measures to reflect student learning as well as a system to measure teacher performance (CLASS), separate from student performance. Student and teacher needs were clearly identified. Eagle Academy used the following assessment devices to conduct its needs assessment program.

Assessments	Grades
Teaching Strategies GOLD	PK3 PK4
NWEA MAP ELA and Math	K-3
Brigance/Ages & Stages (for referral process/Child Find)	PK3 PK4
Independent Reading Level Assessment (IRLA)	K-3
Social, Academic and Emotional Behavior Risk Screener (SAEBRS)	PreK3-3
PARCC	3
CLASS (depending on directive from OSSE)	PK3 PK4

Daily student directed needs assessment was available in math and reading for the upper grades through the Waggle system, which has artificial intelligence providing the appropriate level of support for each student. Students directly connect on their iPads to the Waggle 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.

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.

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. 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.

SCHOOL DESCRIPTION

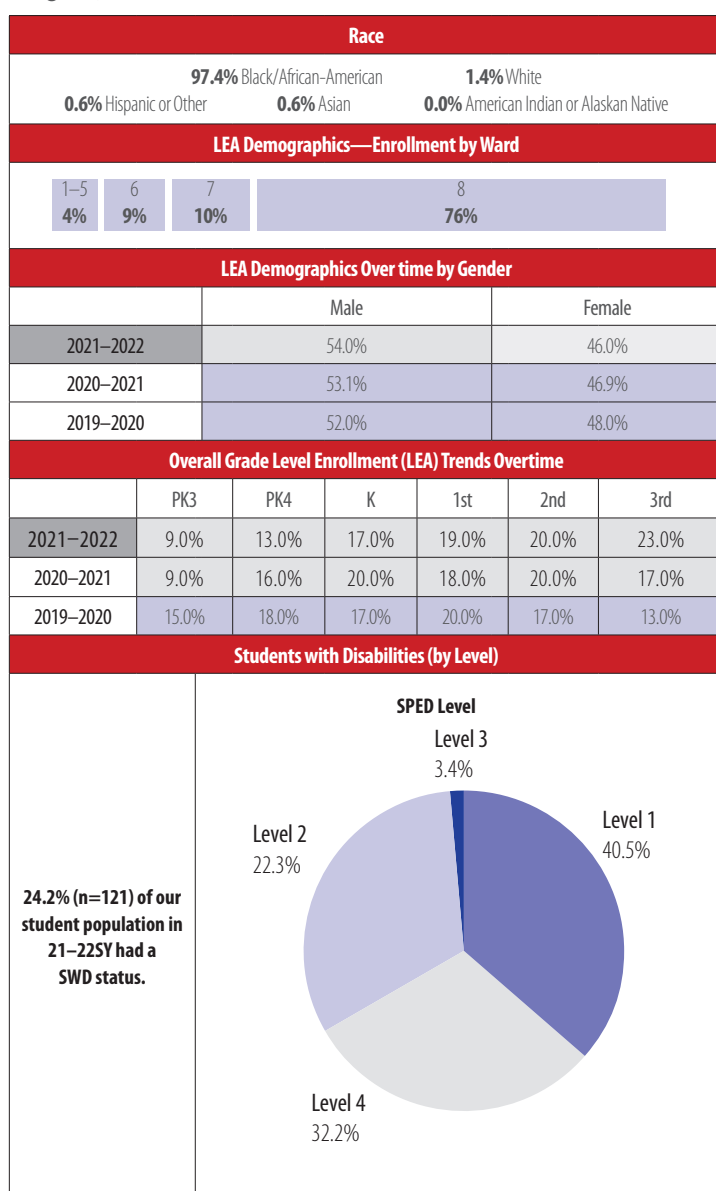
An annual data report is reviewed by leadership and the Board of Trustees to analyze our performance year to year and fall to spring. The research report is critical to inform thinking and continuous organizational improvement across all aspects that impact student learning, school culture and performance 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 (ORIA) on how to intervene to assist our students and teachers.

Data is a key element of our leadership and decision-making process, and

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

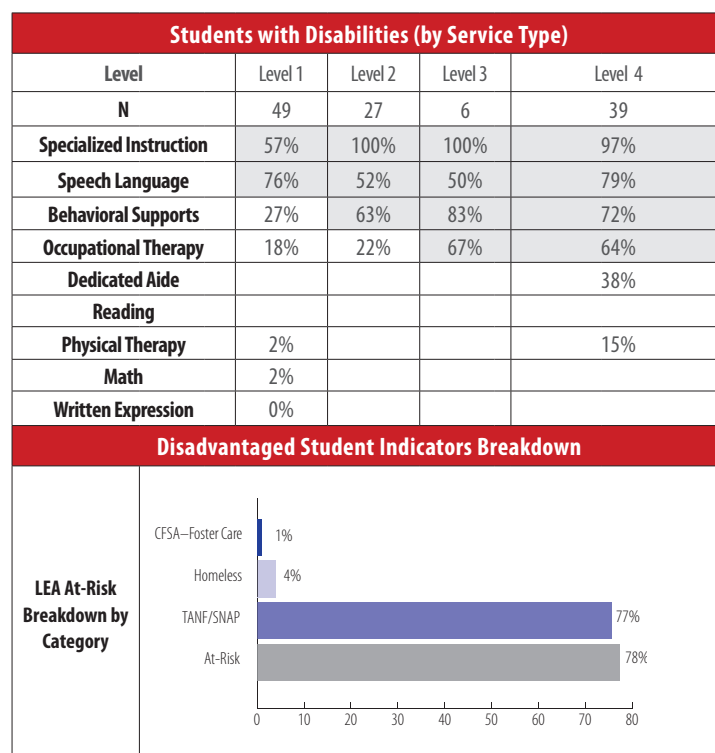
Purpose

Our students tell the story of our organization and their backgrounds, challenges and successes are what bring us together moving forward to achieve our goals, mission and vision.



provides school leadership with a full and complex view of our students, families and communities in which we serve. Since the beginning of the pandemic and throughout its duration, ORIA has administered surveys to teachers and parents to identify patterns and trends for successes and challenges.

Our ORIA team analyzes our student data to give our leadership team the tools needed to make strategic decisions and investments to improve our outcomes.



Definitions of Uncommon Terms:

CFSA – Foster Care

A student that is or was a ward of the state during the 21–22SY 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 21–22SY.

SNAP (Supplemental Nutrition Assistance Program)

Students that currently receive or have received during the 21–22SY 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 21–22SY.

At-Risk

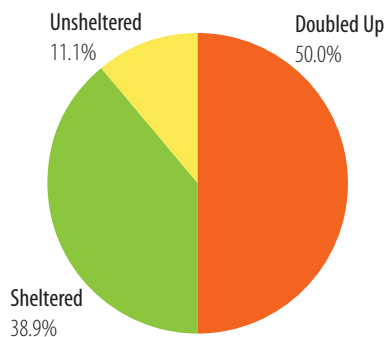
Students that were identified as "At-Risk" at any point in the 21–22SY based on:

- TANF, SNAP, Homeless and CFSA

SCHOOL DESCRIPTION



Homeless Population (LEA Level)
4% (n=17) 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).

Hotel/Motel*

Parents/guardians who are living in a hotel or motel

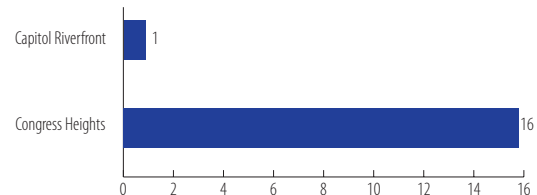
Unsheltered*

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 20–21SY.

LEA Homeless Population by Campus



KEY TAKEAWAYS

- The special education services that our students have received has remained consistent throughout the years, while the number of students that require special education services increased from 17% in 20–21SY to 24% in 21–22 SY.
- Our population of homeless students has decreased from 6% in the 20–21SY to 4% (21–22SY) this year. Considering the many hardships that the pandemic has brought upon many families, we celebrate any decrease in this category because we know the trauma and stress that comes from having a chronically unstable living situation..

SCHOOL DESCRIPTION



TECHNOLOGY AS A LEARNING TOOL

Eagle Academy has invested in securing technology devices for all students. We have over 800 IPADS, 250 Chromebooks and 200 Netbooks for students to use daily. Technology devices are distributed to students at the beginning of the school year. These are kept in the classroom for daily use and made accessible for students, if needed, for at home learning.

As a part of our data collection, we survey our parents in regard to at home WIFI and internet connection. From that data on average 80% of our families/households have access to WIFI or internet at home.

To make the usage of technology easier for our students and a learned lesson from our period of “at-home learning” Eagle Academy invested in Clever, an online single sign-on platform. Clever allows for the storage of passwords and links to streamline student access to educational resources. The platform utilizes two main ways to log on to the Portal, via a personalized QR code or via the student’s Google Classroom login..

CRITICAL INTERVENTIONS DUE TO LEARNING LOSS

For 19 years, Eagle Academy has engaged in a continuous cycle of quality improvement efforts that are consistent with our mission, core values, and overarching goals. We pride ourselves for being early adopters of cutting-edge technology and instructional practices that support the development of the whole child in the domains of social, emotional, and cognitive development.

In order to meet the CRITICAL demands resulting from pandemic learning loss, Eagle Academy implemented and expanded several intervention programs to assist our students. A sampling included:

a) CLASS

Eagle Academy designed a needs assessment system that included quantitative measures to reflect student learning as well as a system to measure teacher performance (CLASS), separate from student performance. Student and teacher needs were clearly identified. Other interventions included:

b) Lindamood Bell Reading Intervention

All students benefited from direct, explicit instruction to develop the underlying sensory cognitive function that allows them to read and comprehend to their potential. This intentional, systematic instructional methodology is used with students already determined to have learning difficulties.

Eagle Academy has two (2) Special Education Interventionists at our Congress Heights campus to implement the intensive interventions utilizing the LMB model. They provide students with 120 - 240 hours of

services using LMB curricula and resources. We utilize this program to rapidly increase students’ reading skills and assist them in order to be able to move back to a less restrictive setting more quickly than if they were receiving traditional resource room services. Additionally, our special education instructional and support staff receive professional development and training to share common language and understanding, incorporate high-impact strategies in the classroom, and continue to service students.

In 2021, a Lindamood-Bell Literacy Lab was also established at the Capitol Riverfront campus, as well as two additional staff to service this campus, and two staff were hired to service this campus. Eagle Academy Public Charter School Lindamood-Bell Literacy Lab is making fundamental changes in how students at Eagle Academy learn to read and comprehend their potential.

c) Comprehensive Literacy State Development (CLSD)

Eagle Academy received a grant for the Comprehensive Literacy State Development (CLSD) program. We hired a literacy mentor and two literacy interventionists to assist with our students’ reading levels in K–3 grades. The SOAR Literacy Interventionist saw dozens of children in kindergarten, 1st, 2nd, and 3rd grades. Students were seen between October 2021 and May 2022. Overall, students averaged a gain of 1.96% IRLA levels in two (2) four months intervention periods. This is a four (4) years grant.

d) Multi-Tiered System of Supports

During SY 2021–2022, we implemented, the third year of a Multi-Tiered System of Supports (MTSS) to sustain the school’s three student learning goals of having all graduating 3rd grade students reading on grade level, demonstrating social-emotional competence, and exhibiting competent critical thinking. The MTSS is a systemic, prevention-based, continuous-improvement framework in which team-driven, data-based problem solving and decision-making are practiced across all levels of the educational system for improving the outcomes of every student through family, school, and community partnering, and a layered continuum of evidence-based practices applied at the classroom, school, and district levels.

The framework of MTSS is a “way of doing business,” which utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. The MTSS helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, to enable every child to successfully reach his/her fullest potential. This framework

SCHOOL DESCRIPTION



brings together all our past quality improvement efforts under one umbrella and provides us with a systematic approach for improved student achievement and for holding ourselves accountable for results.

The essential components of the nationally vetted MTSS include screening, progress monitoring, multi-level prevention system, data-based decision making, and infrastructure and support mechanisms. The MTSS will provide the struggling students at Eagle Academy targeted support across all grade levels for both regular and special education by the teachers collaborating with each other to provide the best level of support for each student. The MTSS academic component will be based on the Response to Intervention (RTI) method that will include high-quality instruction and research-based interventions to meet the individual needs of the student. Frequent monitoring of the student's progress and application of student data for important educational decisions, such as intervention and instructional goals, will be the MTSS behavior component based on the Social-Emotional Learning (SEL) method. SEL will address five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Responsive Classroom approach will also be utilized to help students develop academic, social, and emotional skills in an environment that is developmentally responsive to their needs.

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. The Eagle Academy model involves integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) pedagogical strategies and content into all areas of instruction and throughout the school day.

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'S SPECIAL EDUCATION PROGRAM

In 2003, Eagle Academy was founded on the belief that all children can learn. One of our first employees was Trenice Jett Jones, COO and Director of Special Education who is a passionate educator and leader. Eagle Academy is committed to providing a rigorous and comprehensive education to all students. Our team is composed of teachers, resource specialists, aides, paraprofessionals, therapists, and compliance managers. Our team provides 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. 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.

In the 2021–2022 school year the team navigated the challenges of pandemic learning loss and utilized several interventions to assist in helping our students regain instructional momentum.

EAGLE ACADEMY'S NUTRITION AND MEAL PROGRAM

Eagle Academy employs a full-time 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.

SCHOOL DESCRIPTION



A few key aspects of our food program:

- Serves fresh produce and food cooked from scratch by award winning and nationally recognized culinary staff.
- Is 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.
- 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.

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 12,000 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. Family literacy is an important part of student learning and assists parents with at home learning and healthy practices. Parents have the ability to request any book or reference material needed during the school year for pick up. Our librarian recommends age appropriate books and suggests activities to help parents increase literacy at home.

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 PARENT INVOLVEMENT EFFORTS AND FAMILY ENGAGEMENT

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. Each school has a PTO that meets throughout the school year and actively plans fun and engaging events for parents and families.

During the COVID 19 pandemic, Eagle Academy initiated a series of Parents Town Hall meetings and found them to be effective. We continued those monthly meetings in the 2021–2022 school year. Principal meetings were held weekly with parents to discuss the transition to in-person learning, social-emotional challenges, play dates/meetups, and other key issues. All key news and important information are posted in our weekly newsletters, as well as via Google Classroom and Class Dojo.

One of our key engagement strategies was to survey our parents on their needs throughout the pandemic. This method of communication is critical to our planning, resource allocation and understanding of the needs of our families.

Our ORIA team sends a survey to our parents twice annually. Those surveys ask basic demographic information, and feedback and insight on challenges facing our families including:

- How did they hear about Eagle Academy?
- What do they look for in a charter school?
- How do they feel about our mask mandates and requirements?
- How do they feel about school safety?
- How well do administrators at our school create a healthy learning environment?
- Areas in which we can improve.
- How do they prefer to be contacted by the school? Text. Email. Phone.

Turning the Page

Eagle Academy partnered with Turning the Page to assist with parent engagement and to increase our interactions with families regarding learning spaces at home. We employed a full-time literacy coach to work with families to create opportunities to engage and learn with students at home.

Turning the Page worked with staff at Eagle Academy to assist families with access to rich resources that maximize their involvement in their children's learning.

SCHOOL DESCRIPTION



We held several workshops throughout the school year on a range of topics including.

- How to build a home library.
- Summer reading lists.
- How to engage with your child's teacher.
- How to build at home learning strategies.

On our Eagle Academy website, we hosted a “digital hub” of centralized information and resources for parents involved with Turning the Page.

At Eagle Academy, we believe engagement in and 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. Parents and extended family members are the most important advocates for their children.

School-Wide Positive Behavioral Supports

Eagle Academy uses the School Wide Positive Behavioral Supports (SWPBS) framework to encourage positive disciplinary approaches at the classroom and school levels. The SWPBS is a tiered framework for programs and services that includes research based, school wide practices and programs to prevent problem behaviors. (Tier 1); targeted programs and services for students who need more support than Tier 1 (Tier 2) and intensive, individualized services for students who need support beyond Tier 1 or 2, such as mental health counseling (Tier 3). The framework allows teachers to recommend services, mental health counseling, additional activities and rewards to meet student needs and keep them engaged.

STAFF WELL-BEING

School leadership understood the stress of the COVID 19 pandemic, civil unrest in the United States, staff shortages and other challenges took a toll on our families and also our staff. We took several steps to ensure our staff had the emotional support necessary to navigate the challenges impacting their day-to-day duties.

We held several staff appreciation events including happy hours, team building exercises and gave employees flexibility to navigate

their own schedules and celebrated milestones in the lives of our staff members. In addition, we celebrate one exceptional employee every month with our “Employee of the Month” celebration.

To assist with the mental health of our employees all employees were given access to the Ginger wellness app and online sessions. Ginger is a subscription-based well-being/mental health app that allows staff to request support from a counselor at no cost to the staff member or their dependents. The app also sends out tips and thoughts to staff phones and shares opportunities for group sessions. Eagle Academy pays for the subscription for staff to use, however we do not monitor or track data on staff usage.

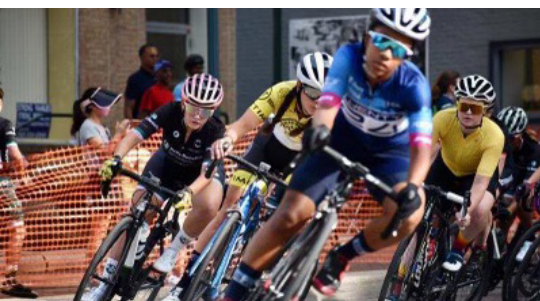
Additionally, through our partnership with Hillcrest Children and Family Center and the onsite school clinician from the DC Department of Mental Health, staff have the opportunity for individual private therapy sessions as well as group therapy. Online and small in-person yoga and meditation sessions were offered to staff through a local small business..

COMMUNITY OUTREACH

From our founding in 2003 and continuously through today, we are a community-based school. Supporting the neighborhoods and families in which we operate is a vital component to our success. We have a community engagement team that participates in dozens of events throughout the year.

We support and engage with several community organizations, ANCs, town halls, planning meetings and committees. In addition to seeing Eagle Academy representatives at key community events and town halls, our community engagement staff met with local organizations, politicians, and members of the community to discuss and speak on behalf of our families. Our community engagement staff worked with numerous organizations including Ward 8 Education Council, Moms on the Hill, Anacostia Coordinating Council, Far Southeast Family Strengthening Collaborative, United Planning Organization, Lydia's House, Friends of Oxon Run Park, Metropolitan Police Department, Toys for Tots, United States Attorney's Office, Capital Area Food Bank, Hillcrest Homeowners Association, Martha's Table, Egypt Ami Wellness, Boxtops for Education, DC Green, Parents Amplifying Voices in Education, and Empower DC..

SCHOOL DESCRIPTION



EAGLE ACADEMY'S ALUMNI PROGRAM

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.

The Eagle Academy Public Charter School'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.

At the end of the 2022 school year, our commencement class each received a brand-new iPad from the alumni program of the Cassandra S. Pinkney Foundation. Many of our students and families have limited access to the internet or smart electronics, separate from their smartphones. The Apple iPad is a needed resource for our students as they continue in their education and studies. We are honored to assist our graduates as they pursue the next chapter in their education.

THE PROFILE OF AN EAGLE ACADEMY GRADUATE

The profile of an Eagle Academy Public Charter School student at the end of third grade is that of a confident person with positive self-esteem. The student is a respectful individual, effective communicator, creative problem solver, critical and reflective thinker, self-directed lifelong learner, and proficient user of current technology.

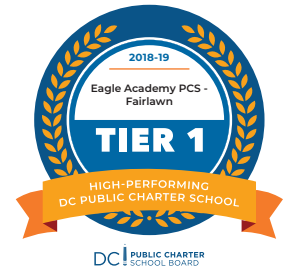
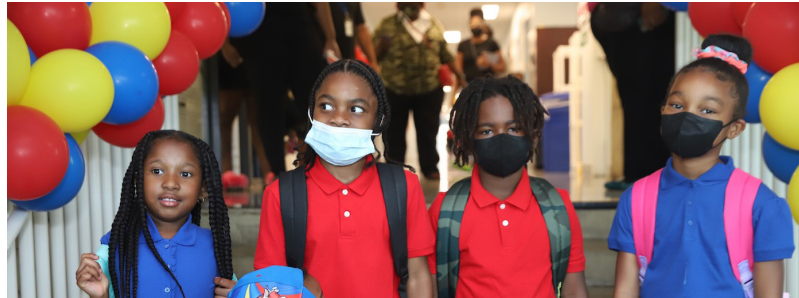
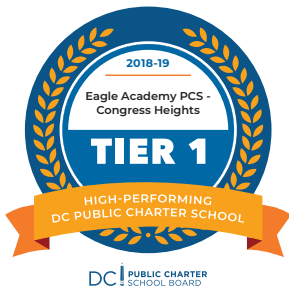
All students develop a strong foundation for continual learning by working to achieve high standards and meet expectations. Accountability is shared among parents, educators, and the students themselves. Our school and our staff provide students with a safe and secure learning environment so that they take advantage of a wide variety of resources and learning strategies.

When our scholars leave Eagle Academy, the goal is for all to be technologically literate students who demonstrate high order thinking skills. Eagle Academy scholars are intrinsically motivated to achieve success as mathematical thinkers, proficient readers and writers, explorers of scientific inquiry, and creators and appreciators of the arts.

CASSANDRA SMITH PINKNEY GARDEN

In honor of our co-founder, Cassandra Pinkney, Eagle Academy at Congress Heights is the home of a garden named in her honor. The garden grows plants and vegetables and is maintained by staff and students of Eagle Academy.

Our chef frequently uses vegetables grown from our garden for recipes and in menu planning. The garden is a part of our STEAM program and reinforces our healthy eating, sustainability and love of planet values for our children.



II. 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 provide 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 about our commitment to providing an exceptional education to our students.

The DC Public Charter School Board suspended the Performance Management Framework rating system for Tier designations for the 2019-2020 school year and again in the 2020-2021 school year. As a result, Eagle Academy maintains the Tier 1 status achieved in 2018-2019 for both campuses.

Since its inception, Eagle Academy has been a high-performing school with most 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 the software is aligned to ensure that the curriculum meets the DC Common Core Early Learning Standards.

2. 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.

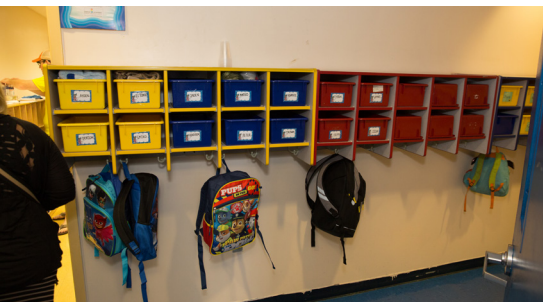
Vision

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 provide 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.

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

Eagle Academy utilizes the OSSE STAR rating system and the DC PCSB's Performance Management Framework (PMF) for its assessments during a normal academic school year. Due to the COVID-19 pandemic, data and assessment ratings were suspended until the 2021–2022 school year. However, Eagle Academy utilized the readjusted Multi-Tiered

Support System (MTSS) to meet the needs of the students and teachers during remote learning. Weekly assessments were utilized to inform instruction. Instructional leadership staff met with the ORIA team weekly to review data, adjust pacing charts and to align standards with instruction. We are aware that our students need interventions and additional support to combat learning loss from the pandemic and at home learning.

4. IN-SEAT ATTENDANCE

Student attendance is a critical element for any school. Students must be at school for our instructional programs and interventions to make a difference for them academically and social-emotionally. For our students, consistent school attendance can be a challenge that we constantly face and are continuously working to improve, year after year. Throughout this school year, the COVID-19 pandemic has posed numerous attendance challenges from contacting families to having consistent online engagement to re-engaging students once they returned to campus.

Attendance data is tracked and validated by the Central Office. OSSE receives student level attendance data daily as part of the nightly data feed between PowerSchool and OSSE.

The following charts display the attendance rates for the 2021–2022 school year as reported to OSSE.

Campus ISA Rates

Campus	Isa Rate	Campus	Isa Rate
Capitol Riverfront	85.0%	Congress Heights	84.2%
PK3	80.2%	PK3	85.2%
PK4	85.8%	PK4	80.5%
Kindergarten	84.9%	Kindergarten	85.5%
1st	82.7%	1st	84.4%
2nd	86.1%	2nd	85.4%
3rd	88.6%	3rd	83.9%
		LEA TOTAL	84.4%

ISA by Month

Campus	Aug	Sep	Oct	Nov	Dec	Jan
Capital Riverfront	100.0%	84.7%	86.4%	82.6%	78.6%	89.8%
Congress Heights	97.9%	85.9%	87.9%	83.3%	83.8%	79.5%

Campus	Feb	Mar	Apr	May	Jun
Capital Riverfront	87.6%	87.7%	86.1%	81.5%	81.2%
Congress Heights	81.5%	85.6%	83.5%	87.3%	79.4%

SCHOOL PERFORMANCE



Chronic absenteeism was an issue that was formally tackled starting in December 2018 with a collaborative workgroup of staff from both campuses working together to craft solutions to getting students to school consistently and decreasing the number of students in the highest need areas of attendance.

Due to the many challenges posed to students and families, the chronic absenteeism rates presented below should be reviewed against the backdrop of continuous interruptions to instruction due to COVID- 19.

The 2021-2022 school year attendance was not consistent for many students due to the challenges of remote learning (ie. technology, family resources/challenges, etc.). Due to the many challenges posed to students and families, the chronic absenteeism rates presented below should be reviewed against the backdrop of the unprecedented year that we all faced.

Definitions and Cut-offs for Chronic Absenteeism (OSSE)

Category	Number of Absences	Percentage of Absences
Satisfactory Attendance	0–9 days	0%–4.99%
At-Risk Attendance	9.2–18 days	5%–9.99%
Moderate Chronic Absence	18.1–36 days	10%–19.9%
Severe Chronic Absence	36.2–54 days	20%–29.99%
Profound Chronic Absence	54.3 or greater	30%

ii. Academic Data

Comparative Data June 2021 vs June 2022

This school year saw a significant improvement in the percentage of students categorized as “Profound” and “Severe” in their absenteeism as compared to the prior school year.

Comparative Data June 2021 vs. June 2022

Category	June 2022	June 2021	Difference
Profound	12.2%	28.6%	-16.4%
Severe	9.3%	14.3%	-5.0%
Moderate	39.1%	22.9%	16.2%
At-Risk	23.8%	15.4%	8.4%
Satisfactory	15.7%	18.8%	-3.1%

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.

Key Takeaways

- In the three years prior to the pandemic, the performance of both campuses was near to or above grade level.
- The pandemic (as expected) derailed a lot of progress that had been previously made by our students on both campuses.
- Our Capitol Riverfront campus has made strides in mitigating the impact of the pandemic.

SCHOOL PERFORMANCE



4. UNIQUE ACCOMPLISHMENTS

1. Gifted all Eagle Academy 3rd grade students brand new iPads for graduation.
2. Began filming the documentary, *Destiny Concealed: The Eagle Academy Public Charter School Story*
3. Celebrated 19 years of educating young children in Washington, DC
4. Gifted students (as needed) wireless hotspots for internet connection for at home learning to combat learning loss.
5. Celebrated individual staff members for excellence with our “Employee of the Month” spotlight.
6. Donated 200 turkey’s and meals for families in Ward 8 in our annual Thanksgiving Drive.
7. Created the largest “Fall Festival” for students in Washington, DC.
8. Continued its long-term partnership with the DC Department of Behavioral Health that provides psychologists and Primary Project Child Associates to work with students in need of behavioral/mental health services.
9. Invested in social media outreach. Over 10,000 parents, families and organizations interacted with the school via Facebook, Twitter, and Instagram social media platforms.
10. Donated clothing to families in Ward 8.
11. Donated school supplies and books to families.
12. Began planning and calendar events to celebrate our 20th anniversary in the 2023 school year.
13. Hosted parent events and scheduled play/meetup dates for small groups of students.
14. Celebrated the women of Eagle Academy during Womens History Month with TVOne.

“My son attends Capitol Riverfront. I love the diversity of the school and its family orientation. I am so excited that my son has been able to attend Eagle Academy.”

—ARMISHIA HOLD, PARENT

“There is a large community of military families that attend Eagle Academy. We moved to DC a few years ago and were told that Eagle Academy was the best place for our children. We love the staff and teachers. We trust them to have the best interest for our children.”

BRITTNEY SOMONAS, PARENT

“My two daughters attend Eagle Academy and I love that the staff supports me as a parent. My children’s education is taken seriously and I love how much they support their growth and development.”

CHARMAINE FORD, PARENT

5. LIST OF DONORS



OVER \$500

- Office of the State Superintendent of Education (OSSE)
- CARES Act (CARES-ESSER I, CARES-ESSER II,
- IDEA 611 and 619
- ESEA Consolidated (Titles I, II, IV)
- U.S. Department of Education
- U.S. Department of Agriculture
- Bainum Family Foundation
- DC Office of Out-of-School Time Programs
- Laura Bush Foundation
- Eagle Academy Staff and Parents

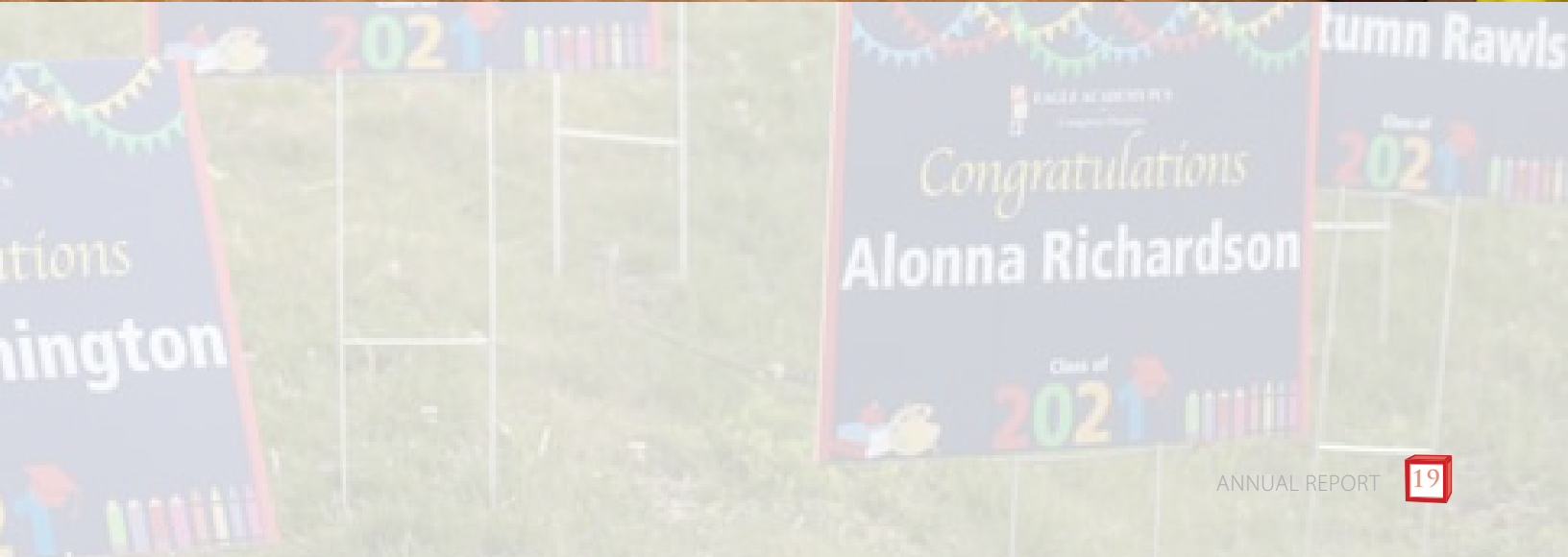
2020–2021 IN-KIND DONATIONS

- ABC Moon Bounce
- Ashley Stewart
- Councilmember Trayon White
- Dress for Success
- Giant
- Harris Teeter Grocers
- Holiday Mart
- Home Depot
- Jumpstart, Inc.
- Krispy Kreme
- Masonic Temple
- Master P Studios
- Metropolitan Police Department
- Nike, Inc.
- Office Depot
- Papa John's
- Red Lobster
- Safeway
- Shoppers Food Warehouse
- Staples
- Star Vending Ice Cream
- Starbucks
- Target
- The Baltimore Food Bank
- The Olive Garden Restaurants
- The United States Capitol Police
- The United States Park Police
- Walmart
- Wegmans

6. COMMUNITY PARTNERS

- Andrews Air Force Base
- Archer Park Civic Association
- Ballou High School
- Baltimore Community Tool Bank
- Bishop McNamara High School
- Box Tops for Education
- Boys Town
- 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 Government
- 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
- Lindamood-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
- The United States Park Police
- The United States Capitol Police

Starting Early, Soaring High



DATA REPORT—CONGRESS HEIGHTS CAMPUS



SY 2021–22 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: 412

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	33	52	67	83	81	96	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	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: 3.90%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.06%
PCSB	In-Seat Attendance: 84.30%*
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: 5.10% (21 students)*
PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (L.E.A.): 100%
PCSB (SY19–20)	College Acceptance Rates: Not Applicable
PCSB (SY19–20)	College Admission Test Scores: Not Applicable
PCSB (SY19–20)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 76%
School	Number of Teachers: 34 "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: \$73,816 2. Range—Minimum: \$65,000 Maximum: \$82,633
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021–22.

*Note:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21–22 Charter Sector Attendance Olik application as of August 2022. 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 5/31 in SY 2021–22, 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.

DATA REPORT—CAPITOL RIVERFRONT CAMPUS



SY 2021–22 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: 115

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	17	19	20	17	21	21	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 as of June 30, 2022

Chief Executive Officer/CFO	\$ 298,998
Deputy CEO for Education	\$ 199,500
Deputy CEO For Advancement	\$ 178,167
COO	\$ 151,452
Principal	\$ 148,430

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: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 85.10%
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: 7.0% (8 students)*
PCSB	Midyear Entries: 0.90% (1 student)*
PCSB	Promotion Rate (L.E.A.): 100%
PCSB (SY19–20)	College Acceptance Rates: Not Applicable
PCSB (SY19–20)	College Admission Test Scores: Not Applicable
PCSB (SY19–20)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 50%
School	Number of Teachers: 6 "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: \$73,816 2. Range—Minimum: \$65,000 Maximum: \$82,633
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021–22.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21–22 Charter Sector Attendance Olik application as of August 2022. 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 5/31 in SY 2021–22, 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



“

I live in the neighborhood and was told by others that Eagle Academy is a great school. It is a special place and I have formed a bond with the teachers and staff. My son and I have had a great journey here and my son is doing well with his vocabulary.”

—MONIQUE TILLMAN, PARENT

STAFF ROSTER—CONGRESS HEIGHTS CAMPUS



Last Name, First Name	Job Title (Employee)	Degree
WIREMAN, CAROLYN	RESOURCE TEACHER	Masters
WILSON, DOMINIQUE	TEACHER ASSISTANT	Associates
WILLIS, DARRION	3RD GRADE TEACHER	Bachelors
WILLIAMS POWELL, CHUCKIA	ABA TECHNICIAN	High School Diploma
WILLIAMS, JOHN	SPED TEACHER CONTAINED	Masters
WILLIAMS, RITA	TEACHER ASSISTANT	Paraprofessional
WILLIAMS, ALEXIS	KINDERGARTEN TEACHER	Bachelors
WHITE, CHERMARK	PHYSICAL EDUCATION COACH	Masters
WATKINS, ASHLEY	SOCIAL WORKER	Masters
WALLACE, NATHANIEL	STEAM TEACHER	Masters
WAINWRIGHT, DONNELL	SPECIAL ED TEACHER ASSISTANT	Associates
VALENTINE, ERIC	PHYSICAL EDUCATION COACH	Bachelors
TOLLIVER, NIA	2ND GRADE TEACHER	Some College
THOMPSON, ASHLEY	TEACHER ASSISTANT	Bachelors
THOMPSON, SORAYA	1ST GRADE TEACHER	Bachelors
THOMAS, ANGEL	SPED TEACHER RESOURCE	Masters
THOMAS, SONYA	ART TEACHER	Masters
TAYLOR-TOLSON, CANDACE	SPED TEACHER RESOURCE	Masters
SWEET MATTHEWS, RACHELLE	TEACHER ASSISTANT	Paraprofessional
SWALES THOMPSON, TERENA	SPECIAL EDUCATION COORDINATOR	Masters
SUTTON, BARBARA	SPECIAL EDUCATION TEACHER	Bachelors
SMITH-BYNUM, WILBERTA	3RD GRADE TEACHER	Masters
SMITH, NJERI	SPECIAL ED TEACHER ASSISTANT	Paraprofessional
SMITH, DIANA	1ST GRADE TEACHER	Bachelors
SIMMONS, DOLLYE	INTERVENTIONIST	Masters
SABIR, BRENDA	LIBRARIAN	Masters
RUSSELL, LAQUANDA	DEDICATED AIDE	Some College
ROSA -SKERRETT, INDIA	RESOURCE TEACHER	Masters
ROCHELLE, JORDAN	3RD GRADE TEACHER	Masters
ROBINSON, BETTAUJAWA	BEHAVIOR ASSISTANT	Bachelors
ROBINSON, SHARMEL	PRINCIPAL	Masters
RICE, DONNA MARIA	SPEECH PATHOLOGIST	Doctorate
REED, TIFFANY	SPEECH PATHOLOGIST	Masters
RANDALL, CRYSTAL	VP OF EXTENDED LEARNING	Bachelors
PRICE, ERIC	TEACHER ASSISTANT	Bachelors
POWELL, CRYSTAL	1ST GRADE TEACHER	Masters
POWELL, DEANDRA	SPED TEACHER RESOURCE	Masters
POSADA, RIGOBERTO	SPANISH TEACHER	Bachelors
PORTER, BIANCE	DEDICATED AIDE	High School Diploma
PETERS, JAYDE	TEACHER ASSISTANT	Bachelors
ODLE, SEAN	DEDICATED AIDE	Some College
NOBLE, DANA	BCAC COORDINATOR	Bachelors
NICOME, NEFERTARI	2ND GRADE TEACHER	Masters
NEWBURN, CHARNITA	SPECIAL ED TEACHER ASSISTANT	Associates
NELSON, GARI	KINDERGARTEN TEACHER	Masters
MONIE, ASHLEY	SPED INTERVENTIONIST	Masters
MILLER, CASSIDY	KINDERGARTEN TEACHER	Masters
MCKNIGHT, TAMIKA	PREK4 TEACHER(Intern)	Some College
MCCOLLUM BUTLER, PAMELA	PYSCHOLOGIST	Doctorate
MAPP, SIRI	TEACHER ASSISTANT	Some College
MANUEL, JOVITA	SPED TEACHER RESOURCE	Bachelors
LUNDY, CHRISTAL	2ND GRADE TEACHER	Masters
LINDO, GINEAA	PREK3 TEACHER	Masters

Last Name, First Name	Job Title (Employee)	Degree
LEE, SANDRA	SPED TEACHER CONTAINED	Masters
KING, CORLENA	BEFOREAFTERCARE PT	High School Diploma
KEGLER, SHAWNNEIL	1ST GRADE TEACHER	Bachelors
JUSTICE, SHANIKA	DEDICATED AIDE	Bachelors
JONES, ROMANITA	1ST GRADE TEACHER	Bachelors
JOHNSON, ARCADIA	DEDICATED AIDE	Some College
JOHNSON, MARY	PREK3 TEACHER	Masters
HUGHES, REGINALD	SPANISH TEACHER	Masters
HUETHER-BURNS, CHRISTINA	1ST GRADE TEACHER	Masters
HOOVER, KALEENA	SPEECH PATHOLOGIST	Masters
HOLT, AMAUNI	SPED INTERVENTIONIST	Some College
HOBBS, TRACY	DEDICATED AIDE	Associates
HILLIARD, EMONNIE	SPED TEACHER RESOURCE	Masters
HILL, LINDA	TEACHER ASSISTANT	Bachelors
HEBB, EBONY	SPED INTERVENTIONIST	Bachelors
HEBB, SHIRLEY	SPECIAL ED TEACHER ASSISTANT	Paraprofessional
HARRINGTON, CAROL	INTERVENTIONIST	Masters
GRIGGS, ADELIA	SPED TEACHER CONTAINED	Bachelors
GREEN, CARLA CANTRESE	TEACHER ASSISTANT	Associates
GRAY, ROLAND	INTERVENTIONIST	Masters
GOODHEART, LOIS	KINDERGARTEN TEACHER	Bachelors
GIZAW, MELIK	LIFEGUARD	High School Diploma
GAYLES, CHAUNCEY	RESOURCE TEACHER	Bachelors
FLETCHER, SIMONE	2ND GRADE TEACHER	Masters
FINLEY, NATALIE	SPEECH PATHOLOGIST	Masters
EUBANKS, KIMBERLY	SPECIAL ED TEACHER ASSISTANT	Associates
EDWARDS, CLARISSA	3RD GRADE TEACHER	Doctorate
DRAKE, FELICIA	DEDICATED AIDE	Diploma
DRAKE, JACQUELINE	SCHOOL ASSISTANT	Diploma
DORSEY, DAMIYA	3RD GRADE TEACHER	Masters
DIXON, NIA	DEDICATED AIDE	Some College
DAVIS, SHIRLEETA	DEDICATED AIDE	Diploma
DASHIELL, CHIZARRA	ABA THERAPIST	Masters
DANDRIDGE, RYAN	RESOURCE TEACHER	Bachelors
CROOKS, KIMBERLY	KINDERGARTEN TEACHER	Bachelors
CRAIG, SHANNON	TEACHER ASSISTANT	Associates
COATES-EDMONDS, JOYCE	SPED TEACHER CONTAINED	Masters
CLARK, MARCUS	DEAN OF STUDENT SUPPORT	Masters
CHERRY, BERNISE	TEACHER ASSISTANT	Associates
CHAMOVITZ, MAX	2ND GRADE TEACHER	Bachelors
CAMPBELL, JANAY	LIBRARIAN	Masters
BUXTON, MAMI	PREK4 TEACHER	Masters
BRYANT, CHAQUANE	BEFOREAFTERCARE PT	Some College
BROCKINGTON, DOROTHY	BEHAVIOR SUPPORT SPECIALIST	Masters
BORDEN, CHRISTEN	RESOURCE TEACHER	Masters
BAHDER, MICHELLE	3RD GRADE TEACHER	Bachelors
ARGENTUM, CATURAH	RESOURCE TEACHER	Bachelor
ANDREWS -GRATE, JAMELAH	ABA TECHNICIAN	Bachelors
ANDERSON, PATRICE	DEAN OF STUDENT SUPPORT	Bachelors
HOLDEN, WANDA	PREK3 TEACHER(Intern)	Some College
LECOIN, AARON	PRINCIPAL	Bachelors
LEWIS, VANESSA	1ST GRADE TEACHER(Intern)	Some College

STAFF ROSTER—CAPITOL RIVERFRONT CAMPUS



Last Name, First Name	Job Title	Degree
BARNES, JESSICA	1ST GRADE TEACHER	Masters
BOZANT, DOMINIQUE	INTERVENTION TEACHER	Bachelors
DIARAM-GRANT, SHELLION	3RD GRADE TEACHER	Masters
GREENE, AKIRA	DEDICATED AIDE	Some College
HENDERSON, AALIYAH	TEACHER ASSISTANT	Bachelors
HICKMAN, CHARMMAINE	SPECIAL ED TEACHER ASSISTANT	Bachelors
JETT, NIHJA	KINDERGARTEN TEACHER	Bachelors
KILEY, JANE	2ND GRADE TEACHER	Masters
LAWRENCE, FRANCINE	DEDICATED AIDE	Associates
LYTTLE, ROYSTON	PRINCIPAL	Masters
MILTON, FRANCINE	SPED TEACHER RESOURCE	Bachelors
ROJAS, GRETCHEN	SPANISH TEACHER	Bachelors
SMITH, SHANTELE	DEDICATED AIDE	Some College

Last Name, First Name	Job Title	Degree
SMITH, BRITTANY	DEDICATED AIDE	Associates
SMITH, ASIA	TEACHER ASSISTANT	Bachelors
THOMAS, JANETTE	SCHOOL ASSISTANT	Some College
CHURCH, MATTHEW	SPED TEACHER RESOURCE	Masters
FOWLER, KATHRYN	PREK4 TEACHER	Masters
STURDIVANT, MELODY	RESOURCE TEACHER	Bachelors
WILLIAMS, ISHAREE	BEFOREAFTERCARE PT	
REID, KENDRA	PREK3 TEACHER(Intern)	Some College
MEADE, KIERA	TEACHER ASSISTANT	Bachelors
JOHNSON, DESMOND	DEAN OF STUDENT SUPPORT	Masters
EDWARDS, GREGORY	DEDICATED AIDE	Masters
FREEMAN, MICHELE	PREK3 TEACHER	Bachelors

STAFF ROSTER—CENTRAL OFFICE

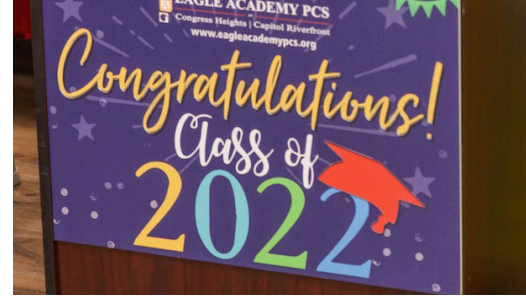
Last Name, First Name	Job Title (Employee)
ALSTON, KAREN	CHIEF MARKETING OFFICER
EDWARDS, RONALD	DATA ANALYST
FITZPATRICK, EMILY	DATA ANALYST
HAMMETT, MELISSA	CHIEF ADMINISTRATION OFFICER
JONES, TRENICE JETT	COO/SPECIAL EDUCATION DIRECTOR
JONES, JENAE	DIRECTOR OF HUMAN RESOURCE
KNOWLTON, SCOTT	OPERATIONS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

“

My son attends Capitol Riverfront. I love the diversity of the school and its family orientation. I am so excited that my son has been able to attend Eagle Academy.”

— ARMISHIA HOLD, PARENT

2021–2022 BOARD OF TRUSTEES



NAME	TITLE	DC RESIDENT
AARON LENTNER	Board Chair/Parent Rep for Capitol Riverfront Campus	Yes
ASMARA SIUM	Vice Chair	Yes
DIONNE BUSSEY-READER	Board Trustee	Yes
KEISHA MIMS	Board Trustee	Yes
ANGELIE KWEMO	Board Trustee	No
JOE SMITH	CEO/CFO	Yes
JAKI DAVIS	Parent Rep for Congress Heights Campus	Yes

Eagle Academy Public Charter School acknowledges that DC PCB's review and publication of this annual report does not imply concurrence or disagreements with the content herein.

2021–2022 FINANCIAL STATEMENT

ACCRUAL BASIS

PROFIT & LOSS—JULY 2021 THROUGH JUNE 2022

	<u>JULY 21–JUNE 22</u>
ORDINARY INCOME/EXPENSE	
INCOME	
PER PUPIL FUNDING	16,457,875.00
FEDERAL GRANTS	3,097,812.29
OTHER INCOME	1,596,025.54
FEDERAL ENTITLEMENTS	719,298.39
OTHER GOVERNMENT FUNDING/GRANTS	2,491,350.22
TOTAL INCOME	24,362,361.44
GROSS PROFIT	21,361,801.90
EXPENSE	
PERSONNEL EXPENSES	13,194,239.60
DIRECT STUDENT COSTS	2,436,047.74
OCCUPANCY EXPENSES	3,810,972.88
GENERAL EXPENSES	3,407,656.78
OFFICE EXPENSES	287,404.60
TOTAL EXPENSE	23,136,321.60
NET ORDINARY INCOME	1,226,039.84
OTHER INCOME/EXPENSE	248,532.68
NET INCOME	1,474,572.52

APPROVED BUDGET FOR 2022-2023

ACCRUAL BASIS

ORDINARY INCOME/EXPENSE

INCOME

PER PUPIL FUNDING	12,986,420.34
FEDERAL GRANTS	6,570,546.04
OTHER INCOME	1,095,000.00
FEDERAL ENTITLEMENTS	709,835.52
OTHER GOVERNMENT FUNDING/GRANTS	0.00

TOTAL INCOME	21,361,801.90
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GROSS PROFIT	21,361,801.90
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EXPENSE

PERSONNEL EXPENSES	13,101,678.68
DIRECT STUDENT COSTS	2,687,237.23
OCCUPANCY EXPENSES	3,001,597.08
GENERAL EXPENSES	1,579,835.48
OFFICE EXPENSES	316,399.24

TOTAL EXPENSE	20,686,747.71
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NET ORDINARY INCOME	675,054.19
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OTHER INCOME/EXPENSE	0.00
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NET INCOME	675,054.19
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Starting Early, Soaring High

