Understanding the Student Experience at Paul PCS

- DC Says captures **student voice**— it helps us understand how students experience school academically, socially, and emotionally.

- This data reflects **perceptions**

- Our goal is not perfection — it is **continuous improvement anchored in honest feedback**.

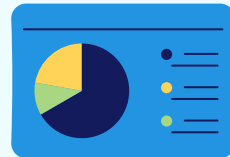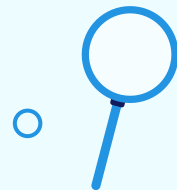- We review this data alongside academic, attendance, and retention data to understand the *whole child*.

Key Takeaways

- Strong relational culture across grade bands
- Students demonstrate perseverance, commitment, and effort
- High levels of adult and peer support
- Areas for growth align with known, addressable priorities
- Data reflects honesty and engagement from students

Key Takeaways

- Paul PCS demonstrates exceptional strength in relationships, perseverance, and student confidence relative to DC averages.
- Students report strong adult connections and support systems, which research consistently links to long-term academic success.
- Areas of growth are not surprising for an urban charter context and are aligned with priorities we are already addressing.
- Importantly: areas of challenge sit on top of a strong relational foundation, giving us leverage for improvement.

Importance of Attendance

Key Insights

- Students understand the importance of daily attendance
- Elementary students exceed DC averages
- Secondary students align closely with district norms
- Attendance mindset supports intervention and re-engagement strategies

Implications

- Students across grade bands understand the importance of showing up.
- Elementary results are especially strong, suggesting early internalization of school norms.
- Middle and high school alignment with DC averages reflects broader adolescent trends citywide — not a Paul-specific issue.
- This mindset gives us a strong foundation for attendance interventions to be belief-aligned, not compliance-driven.

Perseverance & Grit

Key Insights

- Students report strong willingness to try again after setbacks
- High focus and task persistence, especially in Grades 3–5
- Perseverance closely aligns with long-term academic success
- Reflects a culture that values effort and follow-through

Implications

- Students report strong willingness to try again after failure and keep working through challenges.
- Focus and task persistence score particularly well, especially in elementary grades.
- This suggests our instructional culture emphasizes effort, follow-through, and resilience.
- Perseverance is one of the strongest predictors of post-secondary success — this is a strategic asset.

Rigorous Expectations

Key Insights

- Students feel encouraged to do their best by teachers
- Frequent opportunities to explain thinking and demonstrate understanding
- High expectations present across grade bands
- **Focus area: consistency and clarity, not expectation-lowering**

Implications

- Students overwhelmingly report that teachers encourage them to do their best.
- Many students say teachers frequently ask them to explain their thinking, a key marker of rigorous instruction.
- Gaps with DC averages reflect opportunity to strengthen consistency — not absence of rigor.

Supportive Relationships

Key Insights

- Students consistently report strong adult support
- Most students can identify trusted adults at school
- High levels of peer support and connection
- Relational trust enables academic and social-emotional growth

Implications

- Nearly all elementary students can name multiple trusted adults.
- Even in secondary grades — where connection often drops — Paul students remain highly connected.
- Students report they can be themselves around adults and peers, a key indicator of psychological safety.

School Safety – Student Perceptions

Key Insights

- Student responses reflect citywide urban school trends
- Many students report feeling able to access adult support when issues arise
- Online safety concerns lower than many comparators
- **Reinforce focus on restorative practices and clear norms**

Implications

- Student perceptions mirror citywide trends, especially in older grades.
- Importantly, many students report that when bullying occurs, adults are accessible and responsive.
- Online bullying concerns are lower than many urban comparators.
- This data reinforces our focus on restorative practices, clear norms, and student voice structures already underway.

Sense of Belonging

Key Insights

- Students feel supported, even when not fully seen or understood
- **Belonging emerges as a growth area rather than a deficit**
- **Indicates need for deeper identity-affirming structures**
- Strong relational base provides leverage for improvement

Implications

- Students feel supported, even when they don't yet feel fully seen or understood.
- This distinction matters: relationships are present; identity-affirming structures are the next frontier.
- We interpret this as a call to deepen advisory, affinity spaces, student leadership, and culturally responsive practices.
- Belonging is not a deficit — it is a growth opportunity built on trust.

Emotion Regulation & Valuing School

Key Insights

- Emotion regulation aligns closely with DC averages
- Developmentally appropriate trends across age groups
- Students overwhelmingly say doing well in school matters
- **Engagement work should focus on relevance and voice**

Implications

- Students are still developing emotional regulation — developmentally appropriate and consistent with national trends.
- Importantly, students care about success, even when motivation or enjoyment varies.
- This tells us engagement work should focus on relevance, voice, and application, not compliance.

Strategic Focus Moving Forward

Key Insights

- Strengthen academic scaffolding without lowering rigor
- Deepen belonging through student voice and identity supports
- Continue investing in adult-student relationships
- Use DC Says trends to guide continuous improvement

Implications

- Deepen instructional scaffolds without lowering rigor.
- Strengthen student identity, voice, and belonging structures.
- Continue investing in adult-student relationships as our core lever.
- Use DC Says as a trend tool, not a one-year verdict.

Understanding the Staff Experience at Paul PCS

- The DC Says staff survey allows us to understand how adults experience working at Paul PCS — not just what we expect of them.

- As with student data, this survey reflects perceptions

- Our focus is on identifying **strengths to protect and leverage**, alongside systems that need refinement.

Key Takeaways

- ❑ **Staff report strong physical safety and respect**
- ❑ **Most staff plan to remain at Paul PCS for multiple years**
- ❑ **Professional learning systems show promise**
- ❑ **Climate, belonging, and leadership systems are growth areas**
- ❑ **Feedback is honest, specific, and actionable**

Key Takeaways

- Overall, this data reflects a committed and mission-aligned staff, not a disengaged workforce.
- Strengths are clear and consistent — particularly around safety, collegial respect, and adult professionalism.
- Areas of concern are systemic rather than personal, giving leadership clear levers for improvement.
- Importantly, staff remain optimistic about the school's future, even while naming challenges.

Staff Belonging

Key Insights

- Majority feel respected by colleagues
- Moderate levels of adult connection across teams
- Belonging varies by role, tenure, and experience
- Clear opportunity to deepen adult community

Implications

- Respect among colleagues is a strong foundation — over three-quarters of staff feel respected.
- At the same time, fewer staff report feeling deeply known or fully connected.
- This distinction matters: professional respect exists even when emotional belonging is still developing.
- This data suggests the need for more intentional adult community-building structures, especially across roles and departments.

Retention & Future Plans

Key Insights

- Majority of staff plan to remain 3–5 years
- Strong commitment to the education profession
- Retention intentions align with urban charter norms
- Opportunity to strengthen long-term retention

Implications

- Most staff do not see their role as short-term or temporary.
- Intent to remain aligns with sector realities, particularly in urban charter environments.
- This suggests manageable, predictable turnover, not instability.
- Strengthening leadership clarity, belonging, and growth opportunities can help convert medium-term commitment into long-term retention.

Professional Learning

Key Insights

- Colleagues are a strong source of learning
- Staff report learning new strategies regularly
- Desire for greater relevance and choice
- Professional learning is present but uneven

Implications

- Staff consistently report that peer collaboration is valuable, indicating strong internal expertise.
- Many staff say they are learning new strategies — a positive sign of instructional growth.
- At the same time, staff want professional learning that feels more differentiated, practical, and role-specific.

Safety While Traveling

Key Insights

- Staff feel very safe commuting to and from school
- Results significantly exceed DC averages
- Predictable routines and location familiarity contribute

Implications

- This is one of the strongest areas in the entire staff survey.
- Staff feeling safe traveling to work supports attendance, retention, and daily readiness.
- This strength is especially meaningful given broader citywide concerns about safety.

School Climate

Key Insights

- Mixed perceptions of enthusiasm and trust
- Strong evidence of peer collaboration
- Majority remain optimistic about improvement
- Climate reflects transition, not disengagement

Implications

- Staff perceptions of school climate are nuanced.
- While enthusiasm and trust are not as high as desired, optimism remains strong, which is critical.
- Staff frequently observe students helping one another and colleagues supporting each other.
- This suggests a school in a growth phase, not a breakdown in culture.

School Leadership

Key Insights

- Leaders seen as knowledgeable and caring
- Communication clarity is a growth area
- Staff desire increased voice in decisions
- Leadership influence is felt, but consistency matters

Implications

- Staff generally believe leadership cares about the school and understands what is happening day-to-day.
- Communication effectiveness varies, pointing to the need for greater clarity, predictability, and transparency.
- Staff want more meaningful input into decisions that affect their work.

School Safety

Key Insights

- Staff feel physically safe inside the building
- Adult supervision and systems are trusted
- Safety supports instructional focus

Implications

- Staff confidence in internal school safety is high and exceeds district averages.
- Feeling safe at work is foundational to effective teaching and collaboration.
- This strength allows leadership to focus improvement efforts elsewhere without needing to triage safety concerns.

Staff–Leadership Relationships

Key Insights

- Leaders viewed as respectful and understanding
- Personal support is a strength
- Motivation varies across staff roles
- Consistency will deepen trust

Implications

- Many staff report that leaders care about them as individuals and respond with understanding to personal challenges.
- Respect is a clear strength in leadership relationships.
- Motivation levels vary, suggesting that clarity, role alignment, and follow-through will be important next steps.
- Relationships exist — systems will determine their sustainability.

The Big Picture

Key Insights

- Committed, mission-aligned staff community
- Strong foundations in safety and respect
- Climate and leadership systems are growth areas
- Clear roadmap for improvement

Implications

- This data does not suggest a disengaged or unstable staff.
- Instead, it shows a workforce that is honest, invested, and willing to share feedback.
- Strengths provide leverage; challenges provide direction.

Strategic Focus Moving Forward

Key Insights

- Increase staff voice in decision-making...
- Improve communication clarity and consistency
- Differentiate professional learning
- Strengthen adult belonging and connection

Implications

- These priorities support retention, morale, and instructional quality.
- Importantly, this work builds on strengths — it does not start from scratch.

Middle School OSSE Report Card Data

OSSE Report Card
Middle School Overall Rating
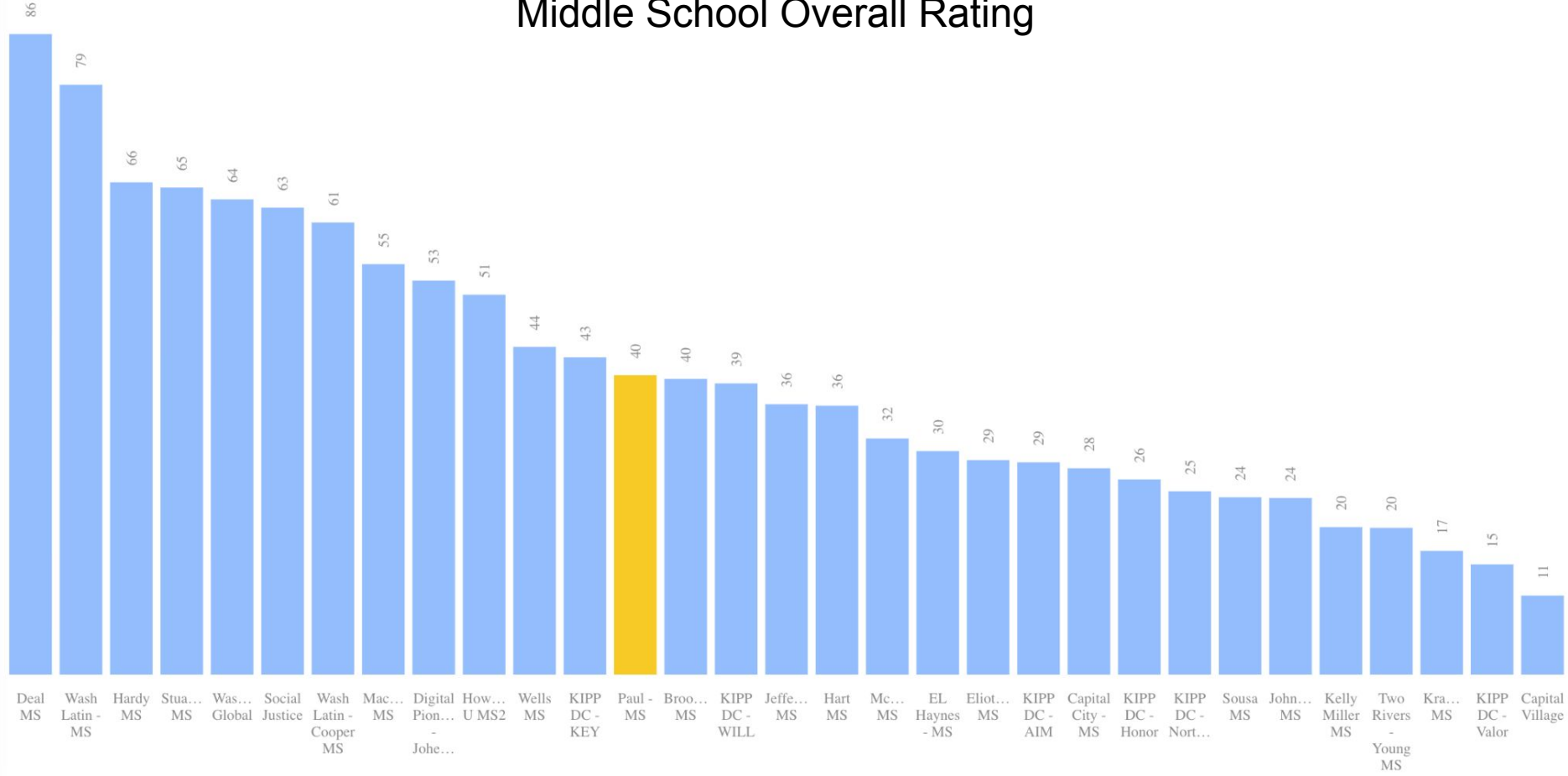
School	Rating
Deal MS	86
Wash Latin - MS	79
Hardy MS	66
Stua... MS	65
Was... Global	64
Social Justice	63
Wash Latin - Cooper MS	61
Mac... MS	55
Digital Pion... - Johe...	53
How... U MS2	51
Wells MS	44
KIPP DC - KEY	43
Paul - MS	40
Broo... MS	40
KIPP DC - WILL	39
Jeffe... MS	36
Hart MS	36
Mc... MS	32
EL Haynes - MS	30
Eliot... MS	29
KIPP DC - AIM	29
Capital City - MS	28
KIPP DC - Honor	26
KIPP DC - Nort...	25
Sousa MS	24
John... MS	24
Kelly Miller MS	20
Two Rivers - Young MS	20
Kra... MS	17
KIPP DC - Valor	15
Capital Village	11

OSSE Report Card - Metrics Comparison
Approaching, Meeting, or Exceeding Expectations
MS ELA- All Students

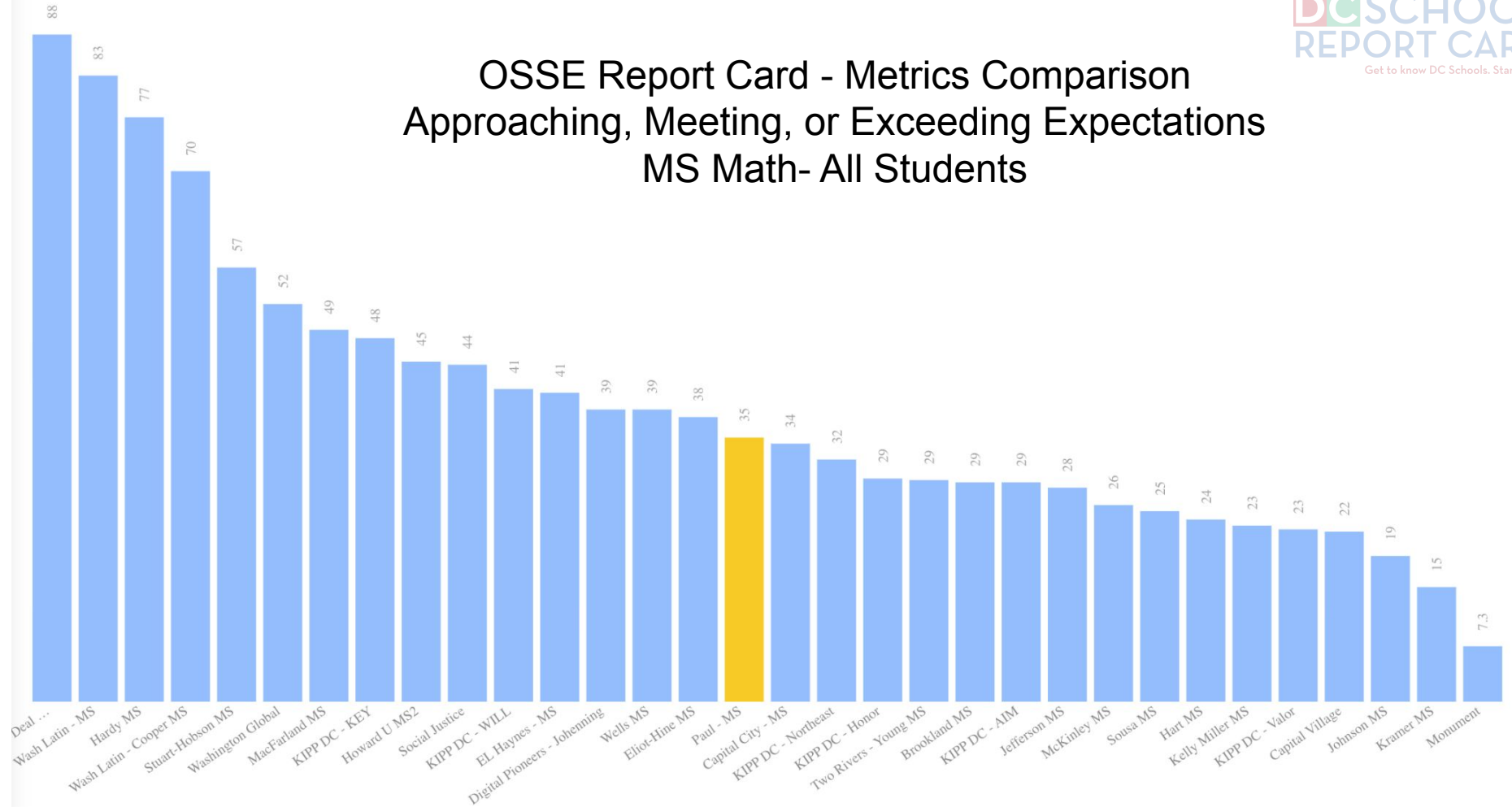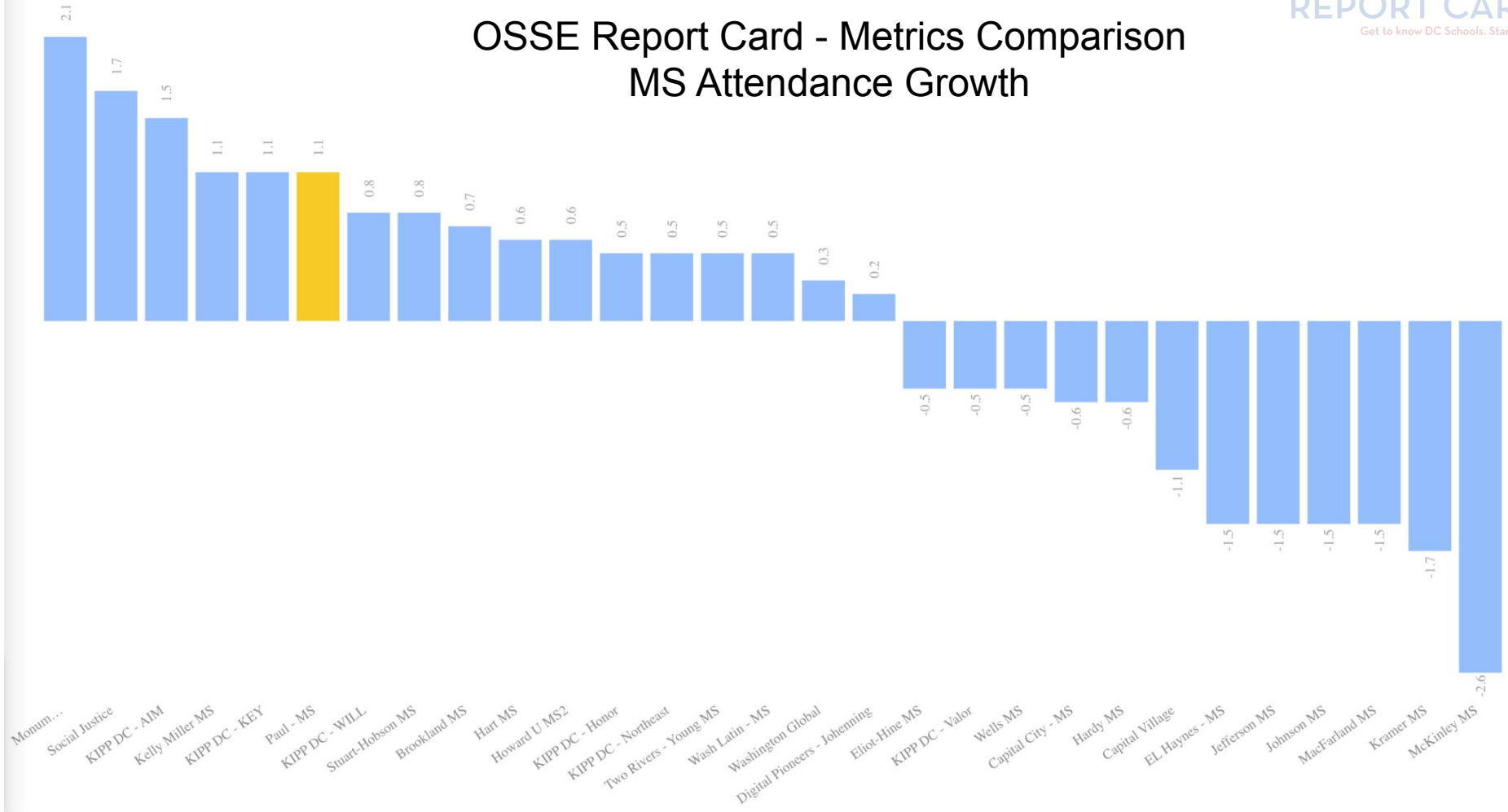| School	Value
Deal ...	91
Wash Latin - MS	90
Hardy MS	87
Wash Latin - Cooper MS	85
Stuart-Hobson MS	79
Howard U MS2	61
Eliot-Hine MS	60
Paul - MS	59
Washington Global	59
Wells MS	59
Social Justice	58
Brookland MS	58
MacFarland MS	56
Jefferson MS	54
Digital Pioneers - Johenning	51
McKinley MS	50
KIPP DC - KEY	49
Two Rivers - Young MS	49
Hart MS	43
KIPP DC - WILL	43
EL Haynes - MS	43
Capital City - MS	42
KIPP DC - Northeast	40
Kelly Miller MS	39
KIPP DC - AIM	39
KIPP DC - Honor	39
Johnson MS	38
KIPP DC - Valor	36
Kramer MS	34
Sousa MS	32
Capital Village	29
Monument	19

OSSE Report Card - Metrics Comparison
Approaching, Meeting, or Exceeding Expectations
MS Math- All Students

DC SCHOOL REPORT CARD
Get to know DC Schools. Start here.

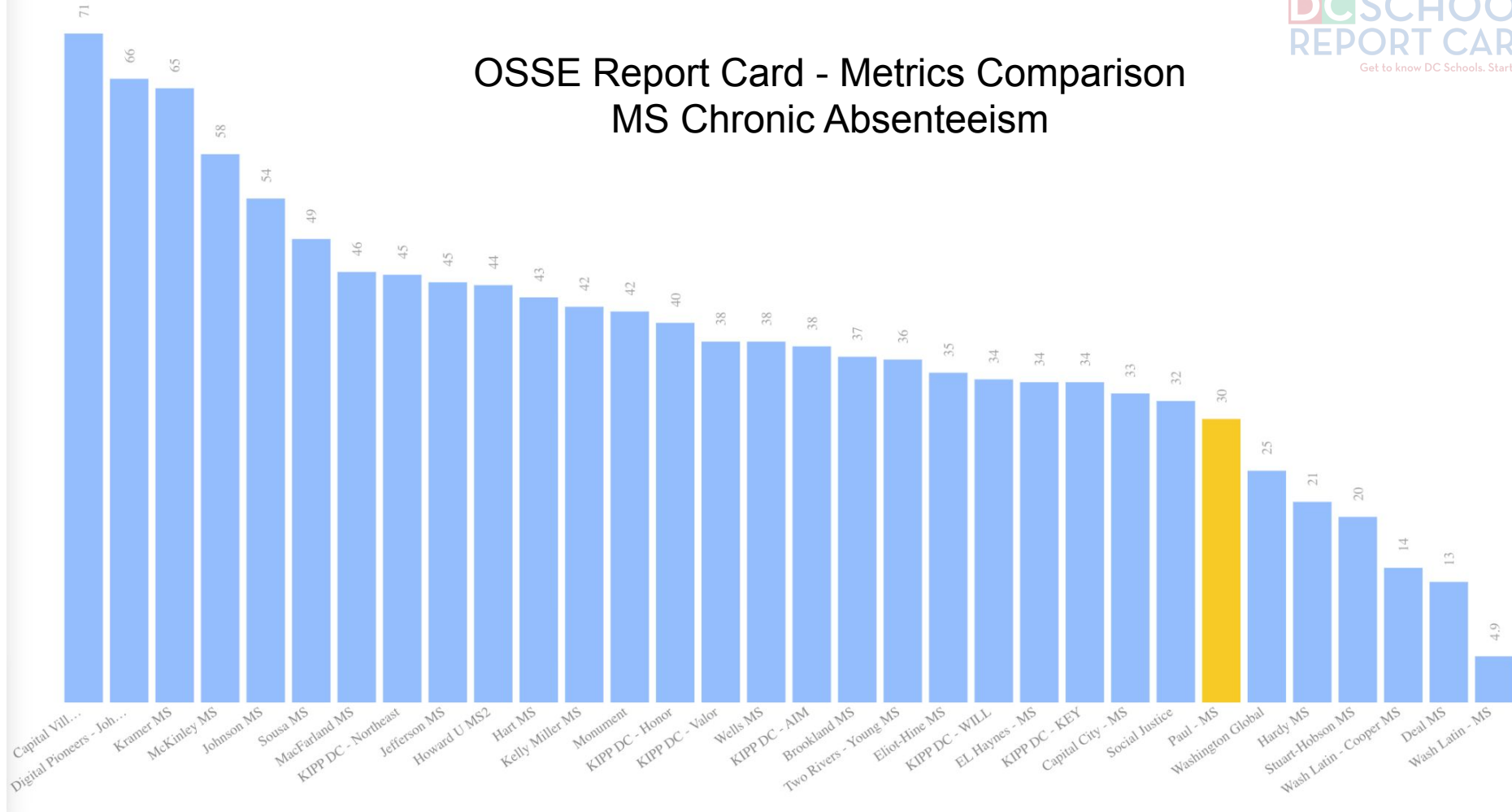| School	Value
Deal ...	88
Wash Latin - MS	83
Hardy MS	77
Wash Latin - Cooper MS	70
Stuart-Hobson MS	57
Washington Global	52
MacFarland MS	49
KIPP DC - KEY	48
Howard U MS2	45
Social Justice	44
KIPP DC - WILL	41
EL Haynes - MS	41
Digital Pioneers - Johenning	39
Wells MS	39
Eliot-Hine MS	38
Paul - MS	35
Capital City - MS	34
KIPP DC - Northeast	32
KIPP DC - Honor	29
Two Rivers - Young MS	29
Brookland MS	29
KIPP DC - AIM	29
Jefferson MS	28
McKinley MS	26
Sousa MS	25
Hart MS	24
Kelly Miller MS	23
KIPP DC - Valor	23
Capital Village	22
Johnson MS	19
Kramer MS	15
Monument	7.3

OSSE Report Card - Metrics Comparison
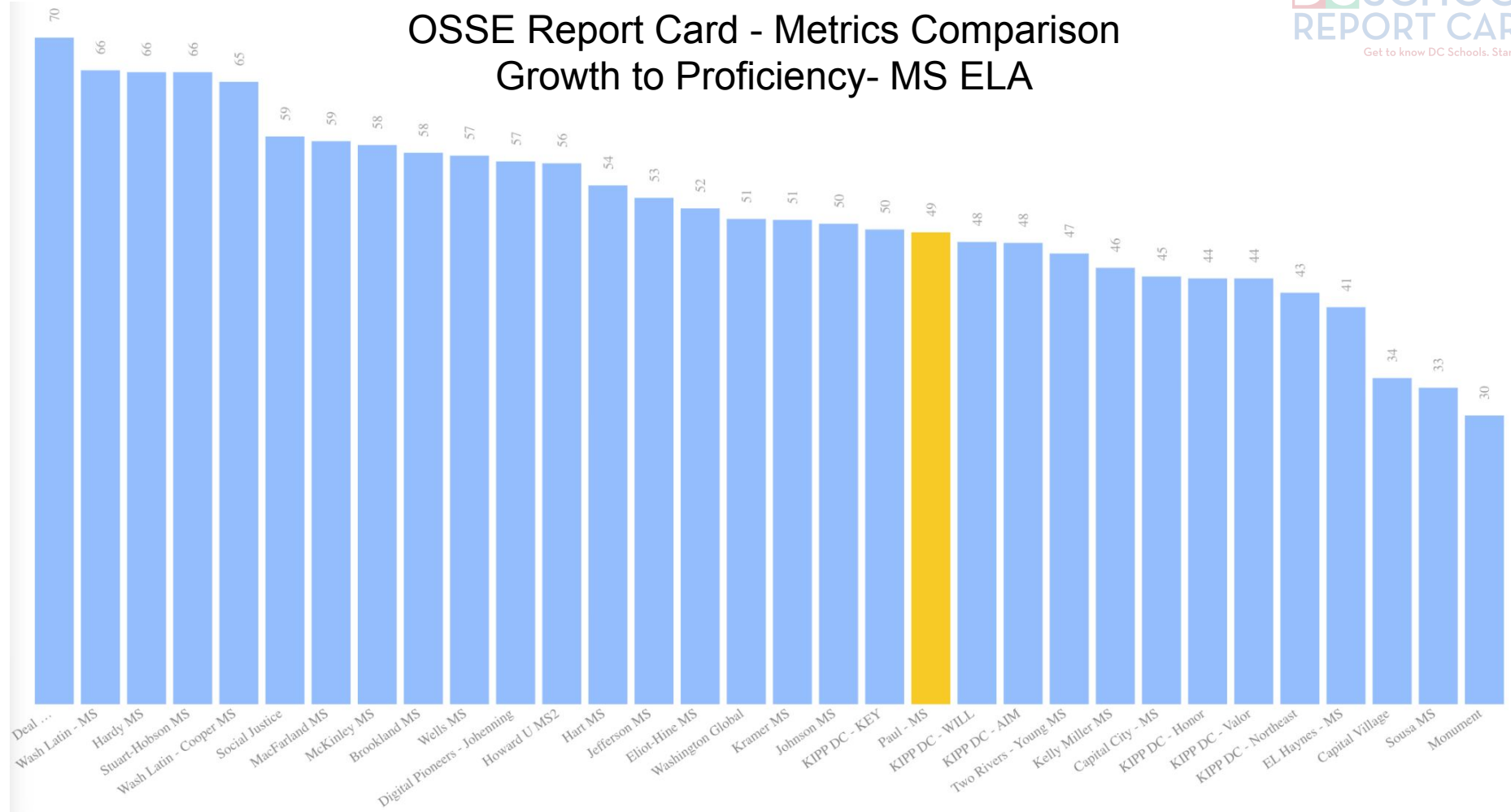MS Attendance Growth

OSSE Report Card - Metrics Comparison
MS Bullying Rate
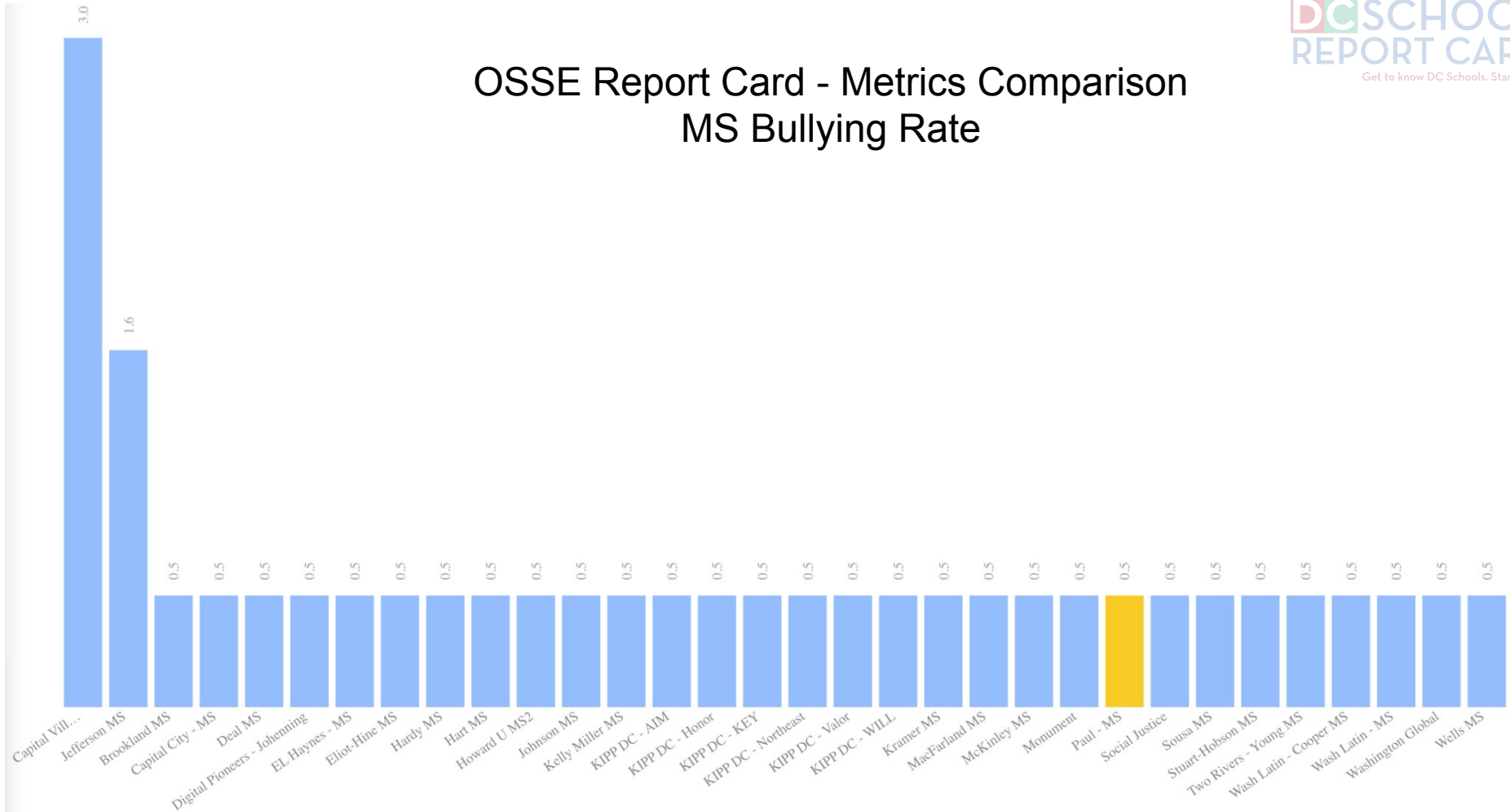
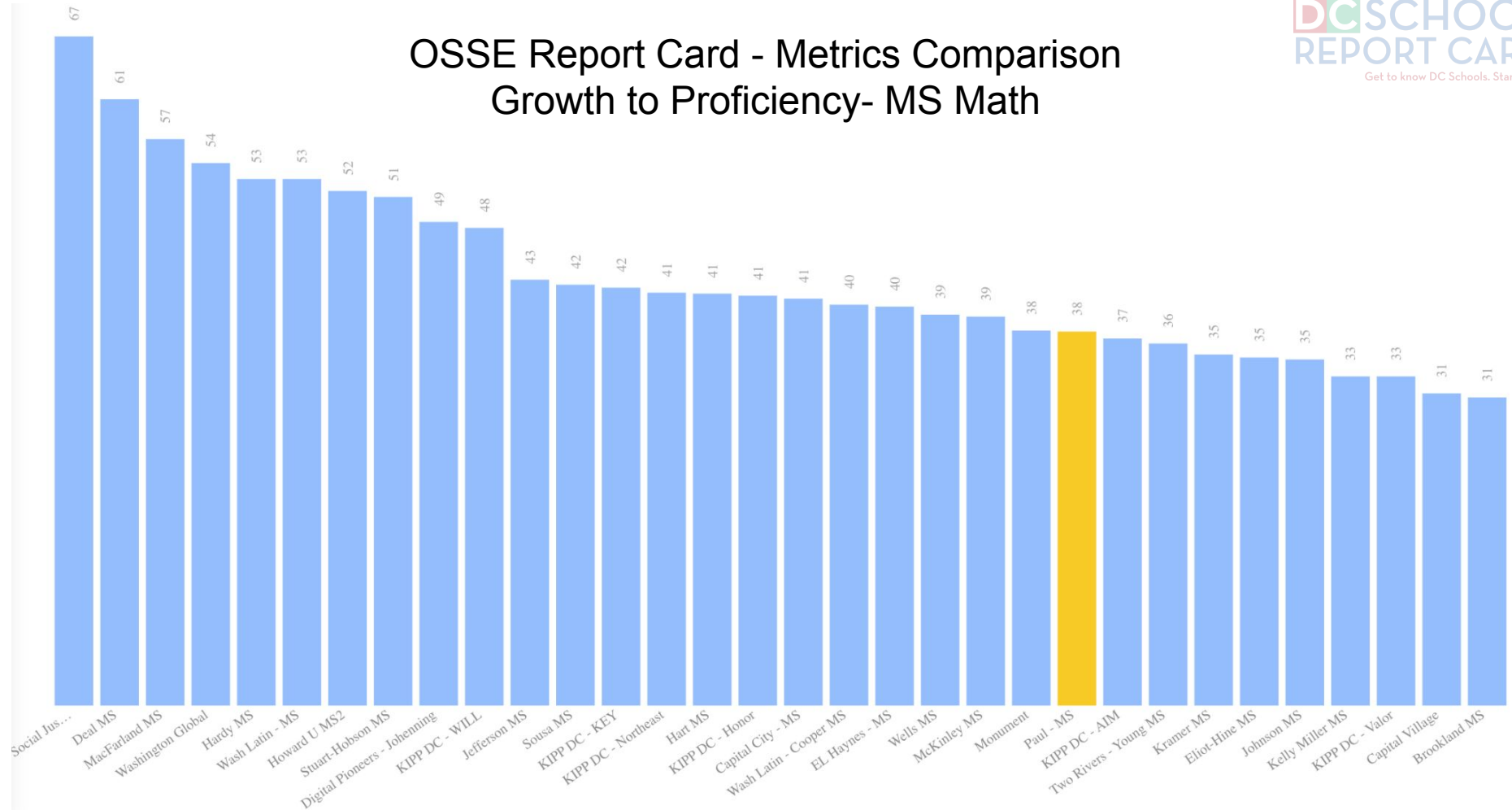OSSE Report Card - Metrics Comparison
MS Chronic Absenteeism

OSSE Report Card - Metrics Comparison
Growth to Proficiency- MS ELA

School	Value
Deal ...	70
Wash Latin - MS	66
Hardy MS	66
Stuart-Hobson MS	66
Wash Latin - Cooper MS	65
Social Justice	59
MacFarland MS	59
McKinley MS	58
Brookland MS	58
Wells MS	57
Digital Pioneers - Johenning	57
Howard U MS2	56
Hart MS	54
Jefferson MS	53
Eliot-Hine MS	52
Washington Global	51
Kramer MS	51
Johnson MS	50
KIPP DC - KEY	50
Paul - MS	49
KIPP DC - WILL	48
KIPP DC - AIM	48
Two Rivers - Young MS	47
Kelly Miller MS	46
Capital City - MS	45
KIPP DC - Honor	44
KIPP DC - Valor	44
KIPP DC - Northeast	43
EL Haynes - MS	41
Capital Village	34
Sousa MS	33
Monument	30

DC SCHOOL REPORT CARD
Get to know DC Schools. Start here.

OSSE Report Card - Metrics Comparison
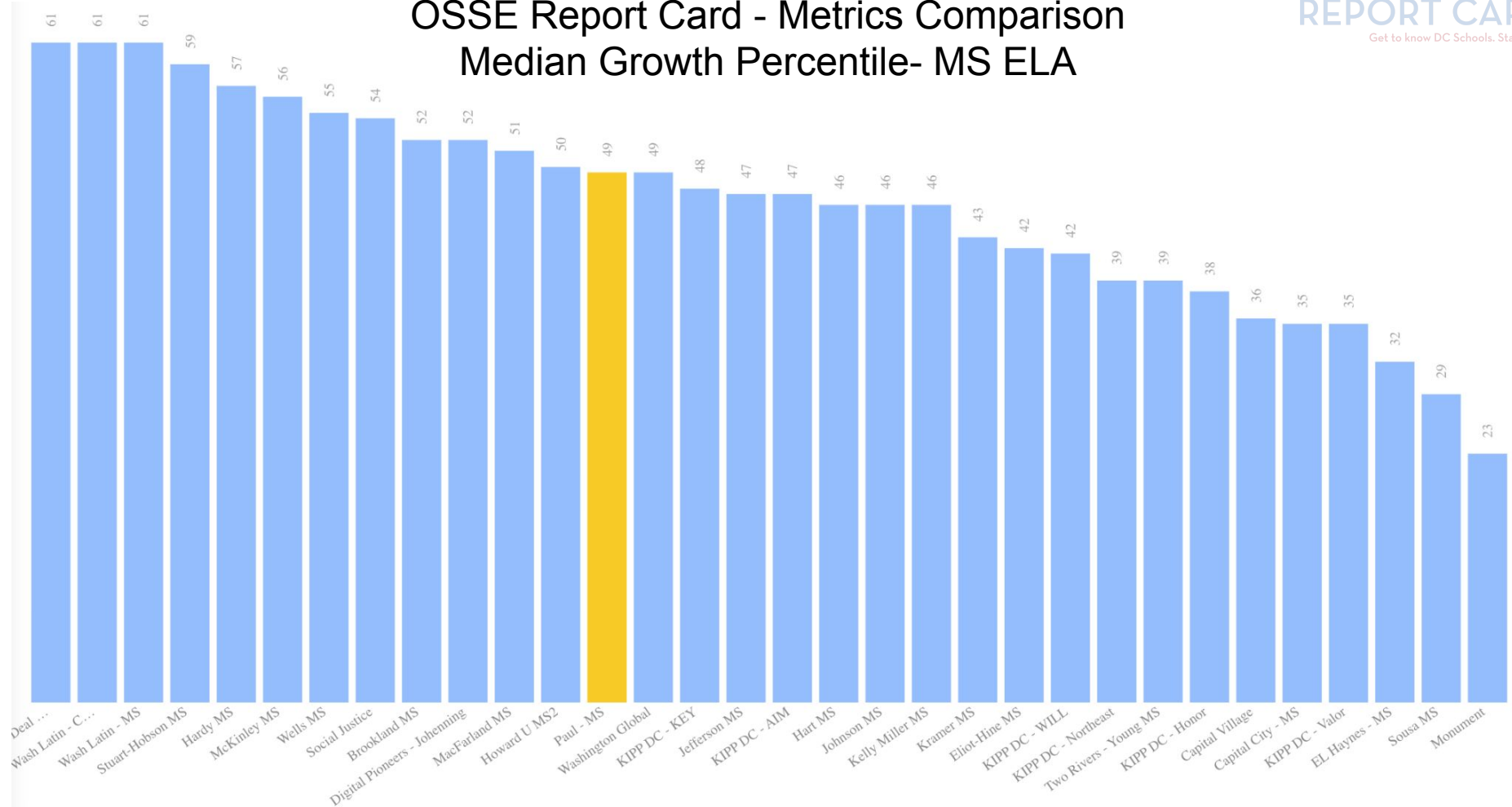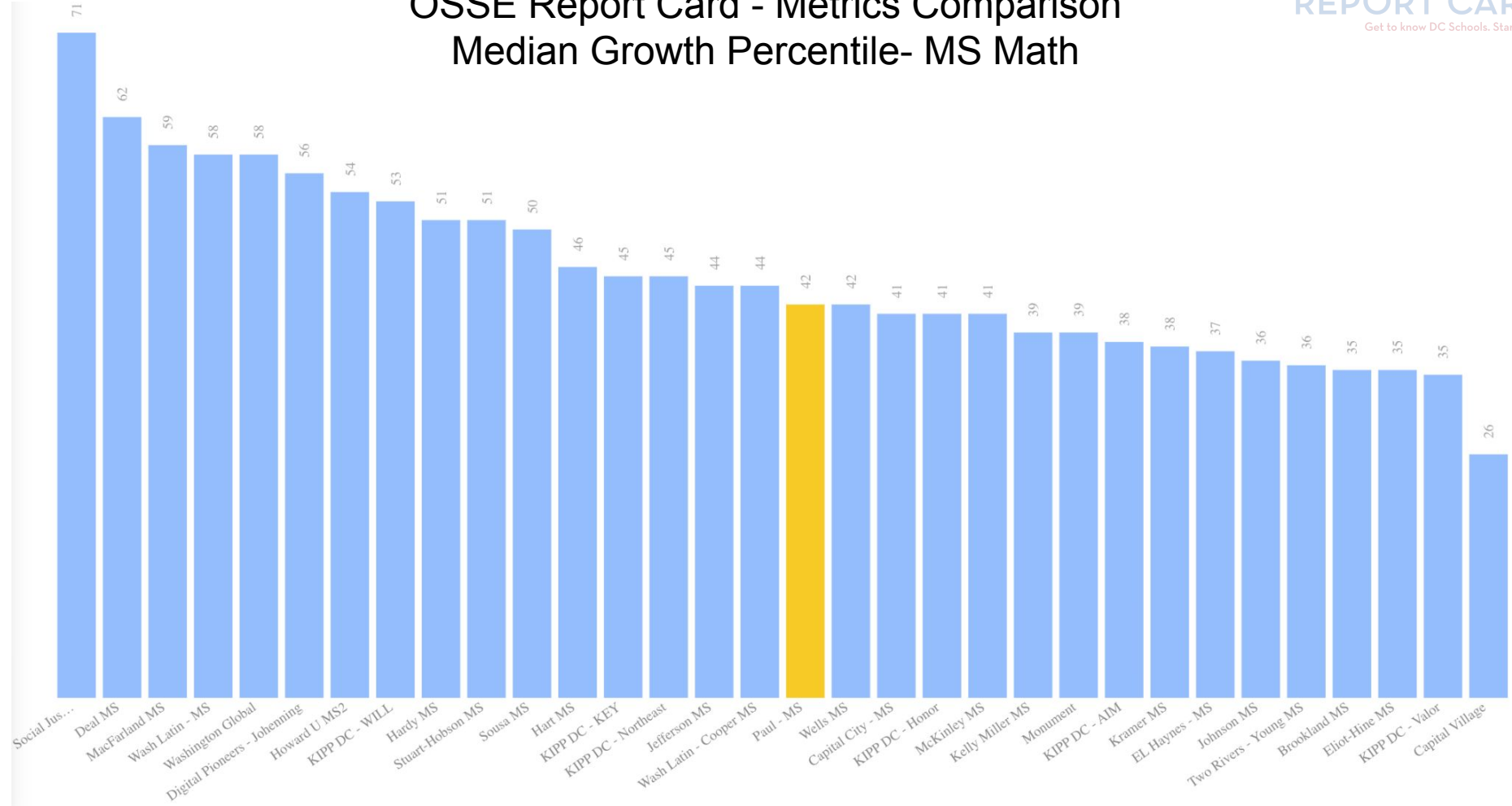Growth to Proficiency- MS Math

OSSE Report Card - Metrics Comparison
Median Growth Percentile- MS ELA
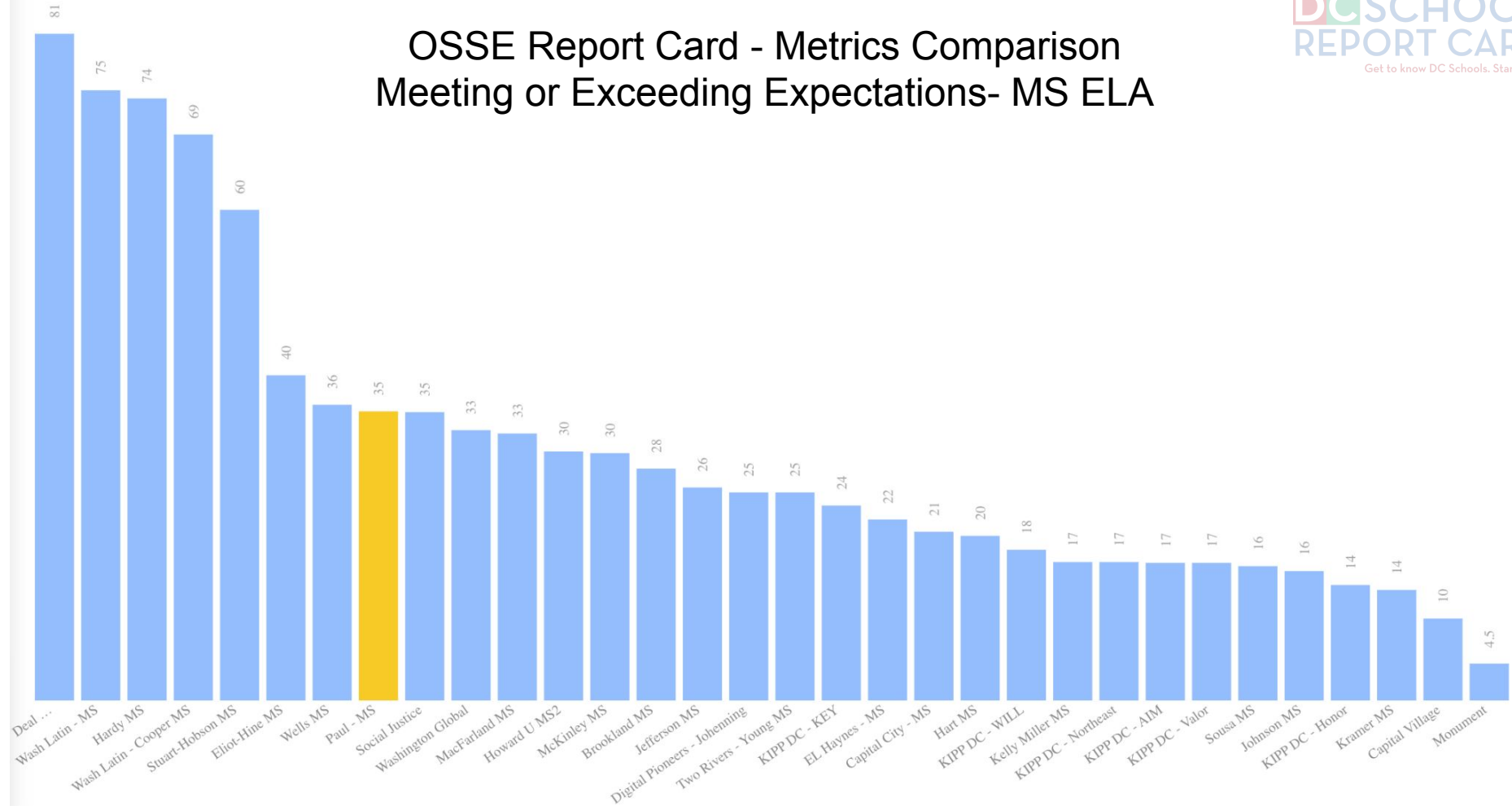
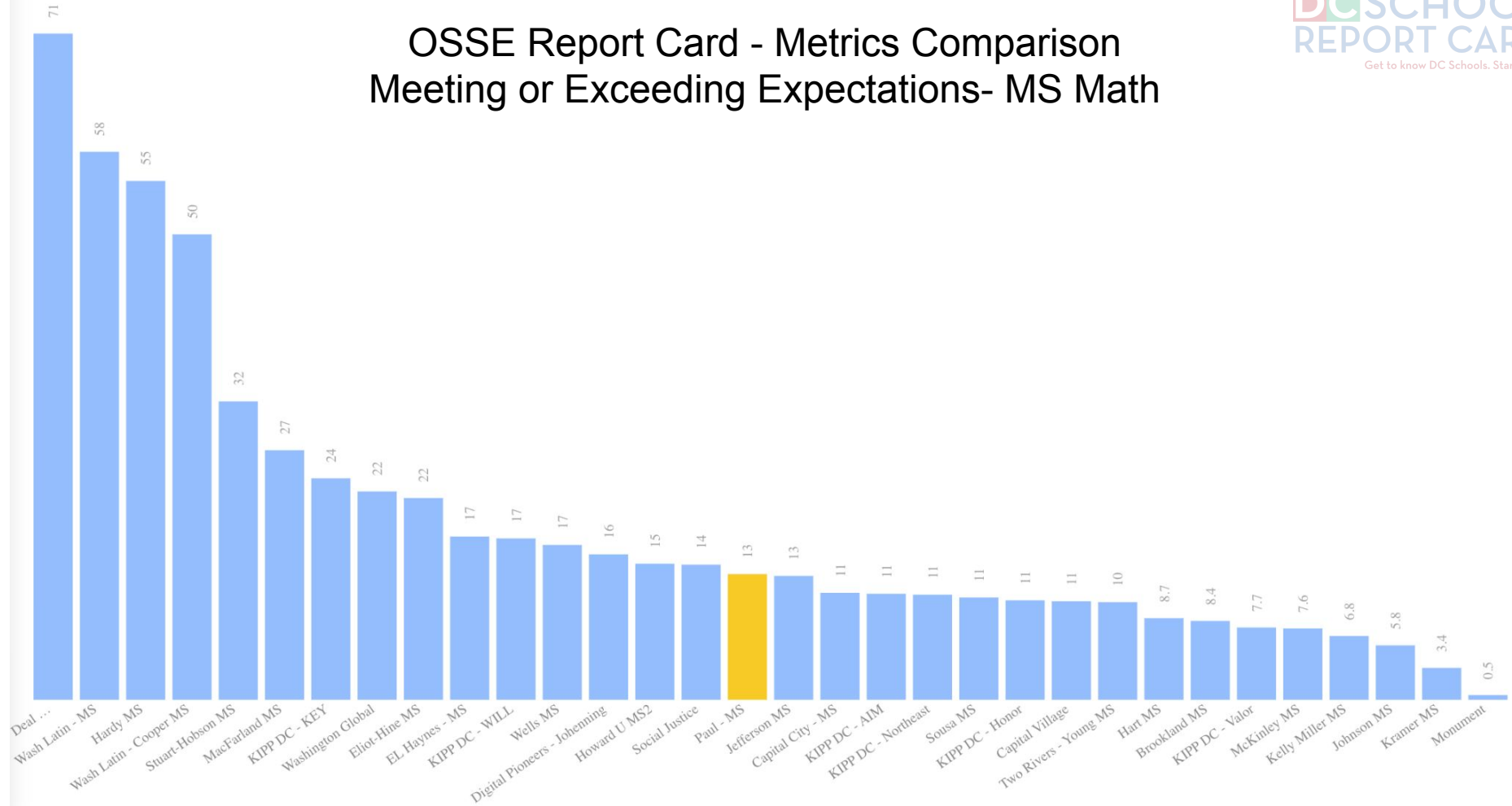OSSE Report Card - Metrics Comparison
Median Growth Percentile- MS Math

OSSE Report Card - Metrics Comparison
Meeting or Exceeding Expectations- MS ELA

School	Value
Deal ...	81
Wash Latin - MS	75
Hardy MS	74
Wash Latin - Cooper MS	69
Stuart-Hobson MS	60
Eliot-Hine MS	40
Wells MS	36
Paul - MS	35
Social Justice	35
Washington Global	33
MacFarland MS	33
Howard U MS2	30
McKinley MS	30
Brookland MS	28
Jefferson MS	26
Digital Pioneers - Johenning	25
Two Rivers - Young MS	25
KIPP DC - KEY	24
EL Haynes - MS	22
Capital City - MS	21
Hart MS	20
KIPP DC - WILL	18
Kelly Miller MS	17
KIPP DC - Northeast	17
KIPP DC - AIM	17
KIPP DC - Valor	17
Sousa MS	16
Johnson MS	16
KIPP DC - Honor	14
Kramer MS	14
Capital Village	10
Monument	4.5

OSSE Report Card - Metrics Comparison
Meeting or Exceeding Expectations- MS Math
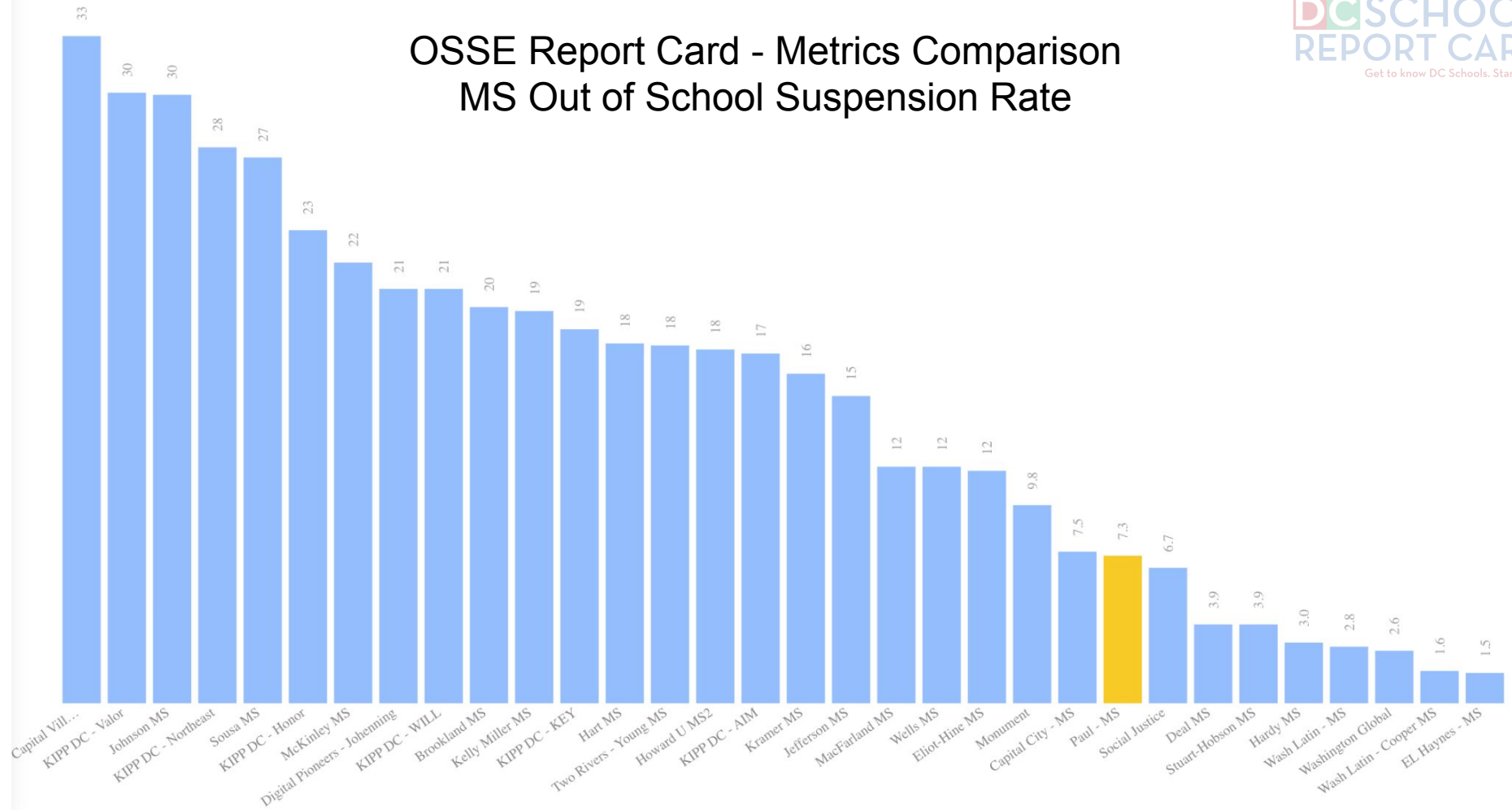
OSSE Report Card - Metrics Comparison
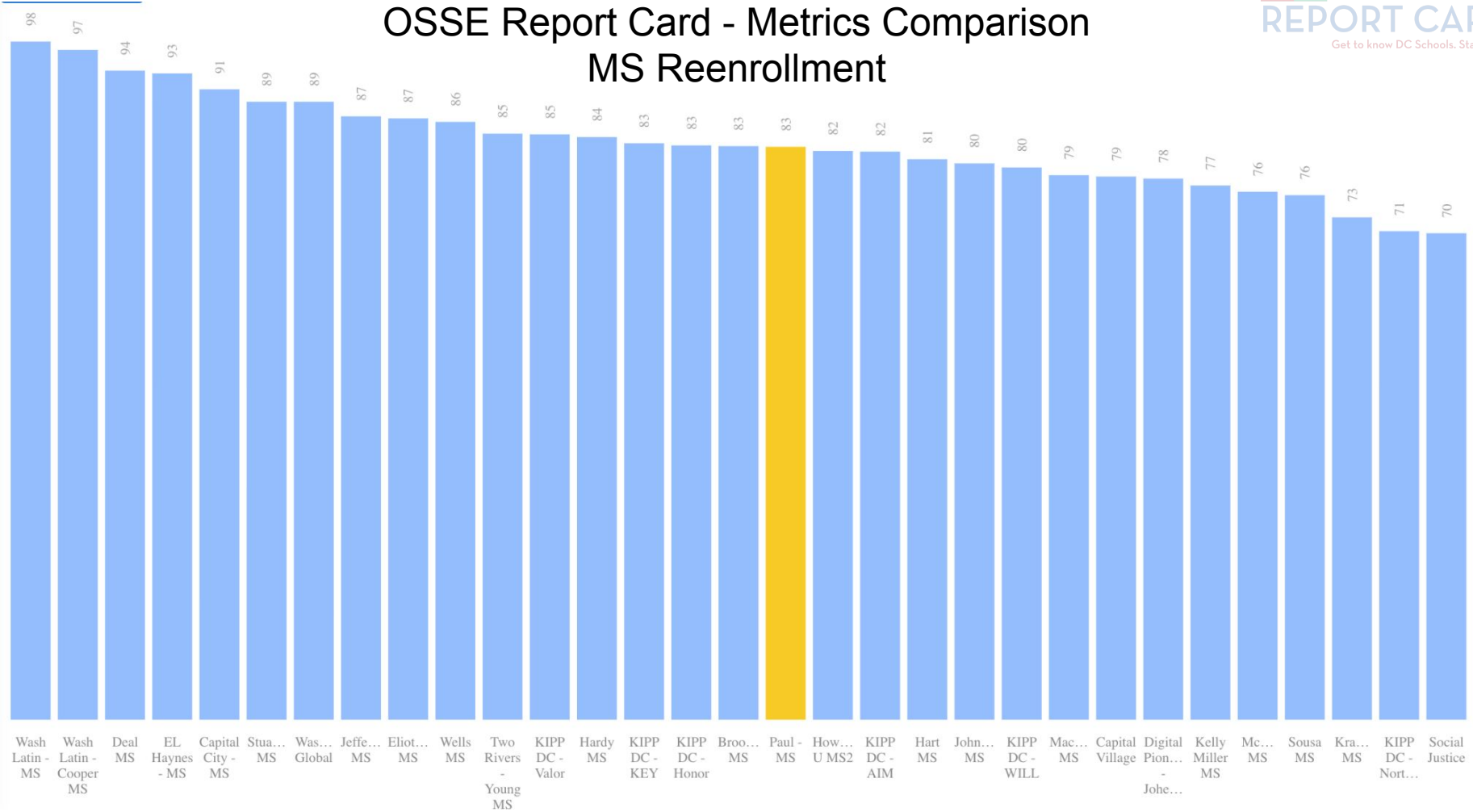Meeting or Exceeding Expectations- MS Science
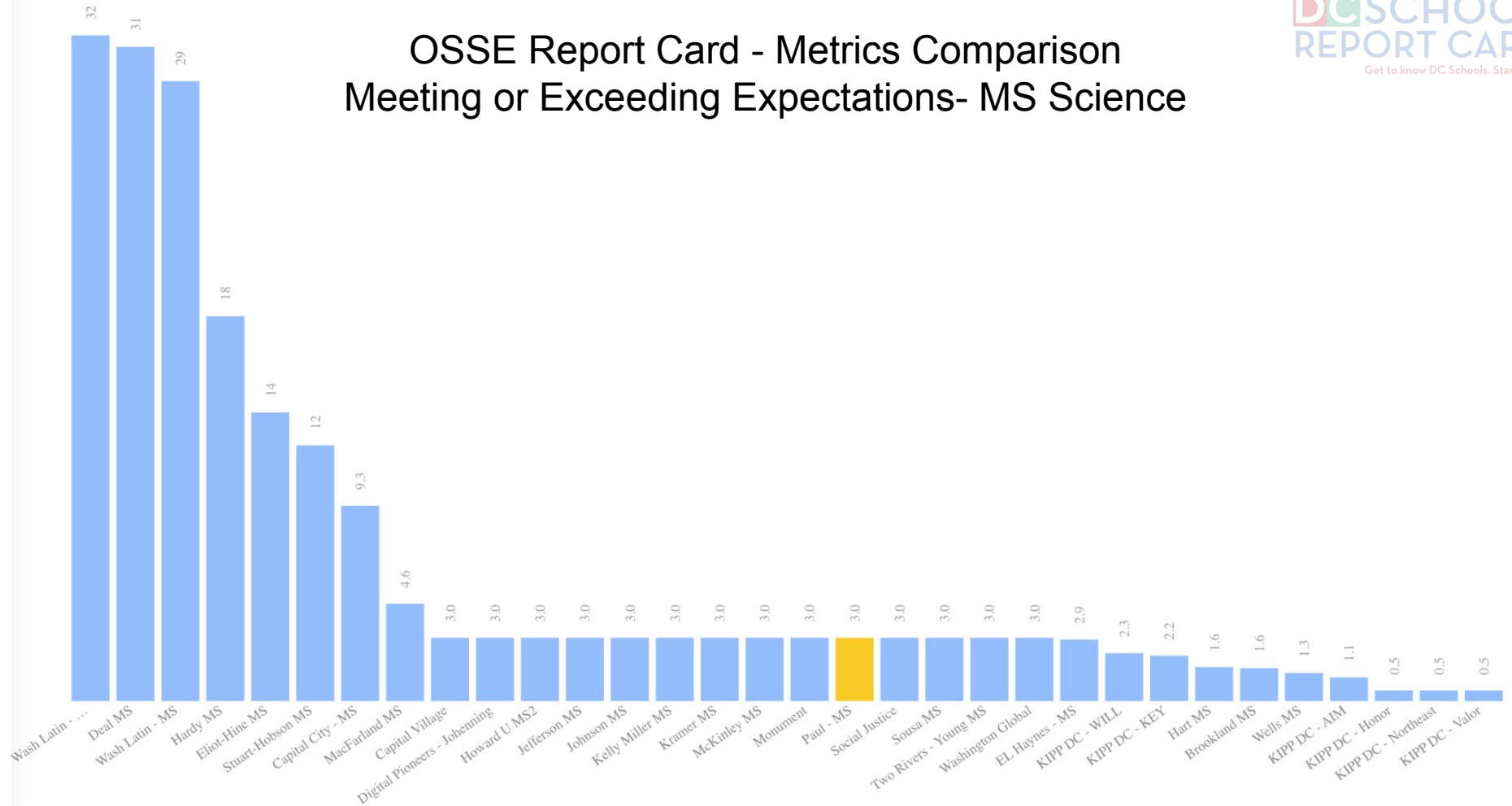
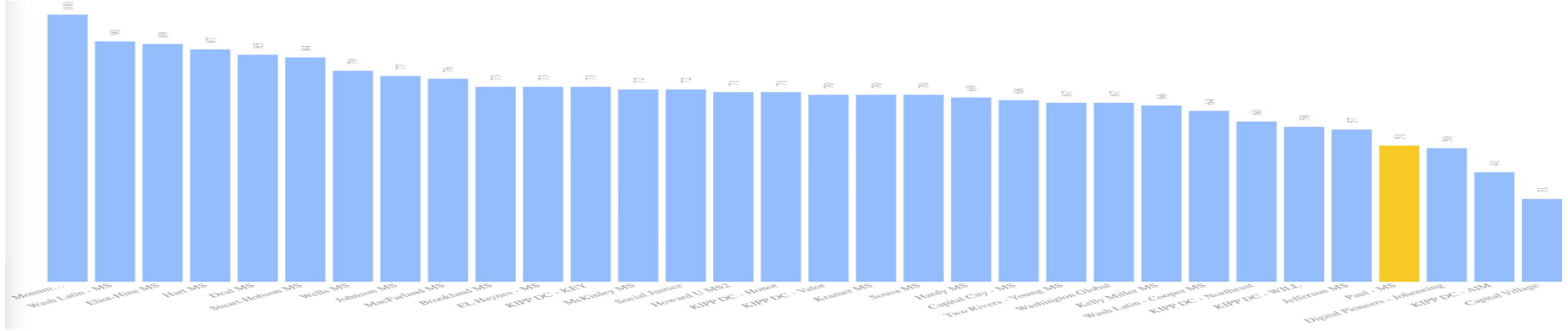OSSE Report Card - Metrics Comparison
MS Out of School Suspension Rate

OSSE Report Card - Metrics Comparison
MS Reenrollment

OSSE Report Card - Metrics Comparison
MS Teacher Retention

School Year	Teacher Retention Rate (MS)	Teacher Attrition Rate (MS)	Teacher Regrettable Attrition Rate (MS)	Retention of Effective Teacher (MS)
2017-18	46%	54%	21%	100%
2018-19	64%	36%	24%	82%
2019-20	73%	27%	20%	81%
2020-21	87%	13%	7%	89%
2021-22	74%	26%	13%	80%
2022-23	61%	39%	26%	76%
2023-24	58%	39%	20%	65%
2024-25	81%	19%	6%	100%

High School OSSE Report Card Data

OSSE Report Card
High School Overall Rating
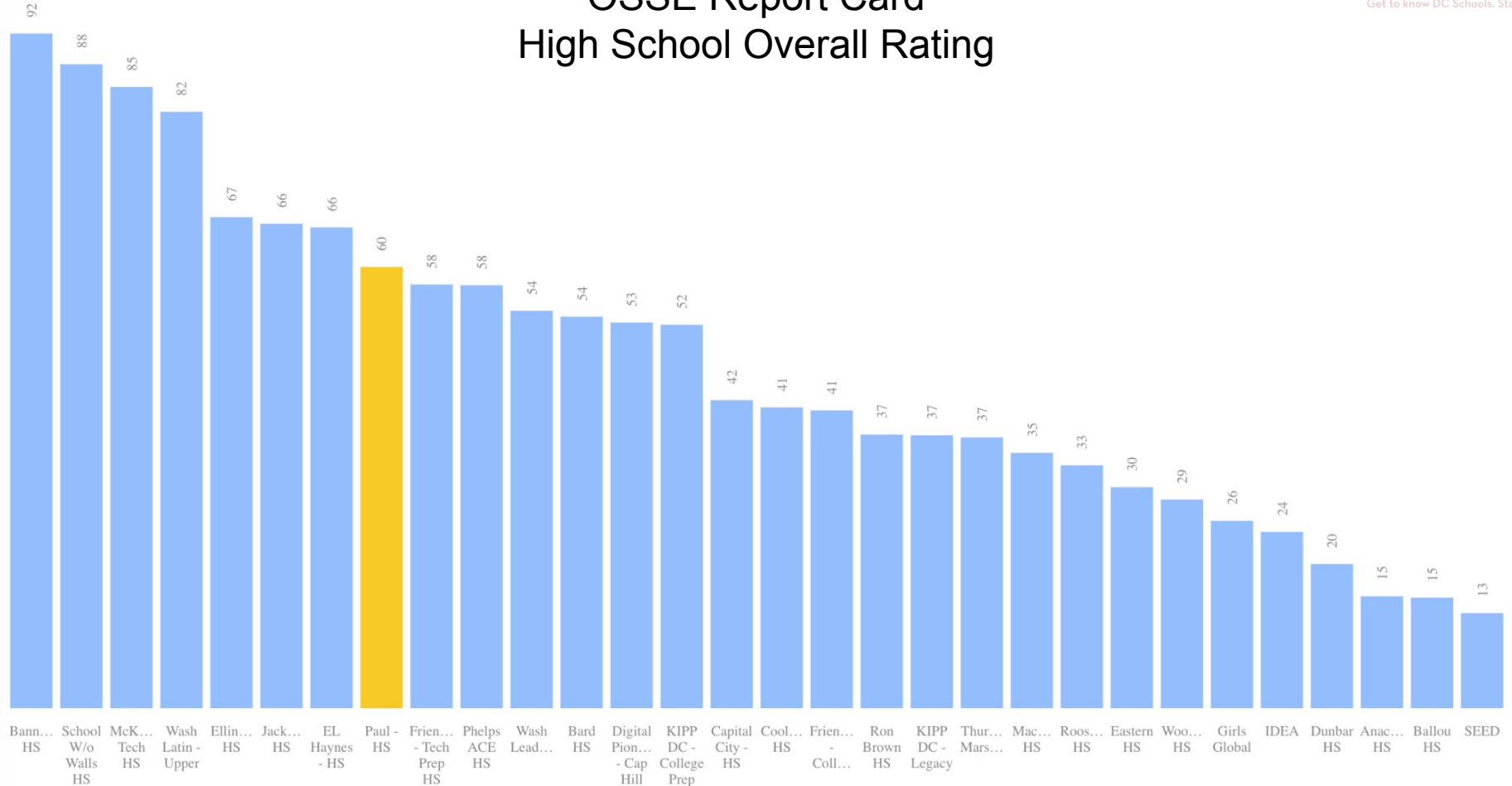
School	Rating
Bann... HS	92
School W/o Walls HS	88
McK... Tech HS	85
Wash Latin - Upper	82
Ellin... HS	67
Jack... HS	66
EL Haynes - HS	66
Paul - HS	60
Frien... - Tech Prep HS	58
Phelps ACE HS	58
Wash Lead...	54
Bard HS	54
Digital Pion... - Cap Hill	53
KIPP DC - College Prep	52
Capital City - HS	42
Cool... HS	41
Frien... - Coll...	41
Ron Brown HS	37
KIPP DC - Legacy	37
Thur... Mars...	37
Mac... HS	35
Roos... HS	33
Eastern HS	30
Woo... HS	29
Girls Global	26
IDEA	24
Dunbar HS	20
Anac... HS	15
Ballou HS	15
SEED	13

OSSE Report Card - Metrics Comparison
Approaching, Meeting, or Exceeding Expectations
HS ELA- All Students

DC SCHOOL REPORT CARD
Get to know DC Schools. Start here.

| School	Value
School W/o Walls HS	100
Bann... HS	99
Wash Latin - Upper	92
McK... Tech HS	91
Jack... HS	83
Ellin... HS	76
Bard HS	71
Phelps ACE HS	67
Digital Pion... - Cap Hill	65
Paul - HS	60
Frien... - Tech Prep HS	56
KIPP DC - College Prep	55
Mac... HS	52
Woo... HS	51
Frien... - Coll...	50
Eastern HS	49
Thur... Mars...	49
Wash Lead...	47
EL Haynes - HS	47
Cool... HS	45
IDEA	44
Roos... HS	42
Girls Global	41
KIPP DC - Legacy	37
Dunbar HS	35
Ron Brown HS	32
Capital City - HS	29
Ballou HS	28
SEED	24
Anac... HS	23

OSSE Report Card - Metrics Comparison
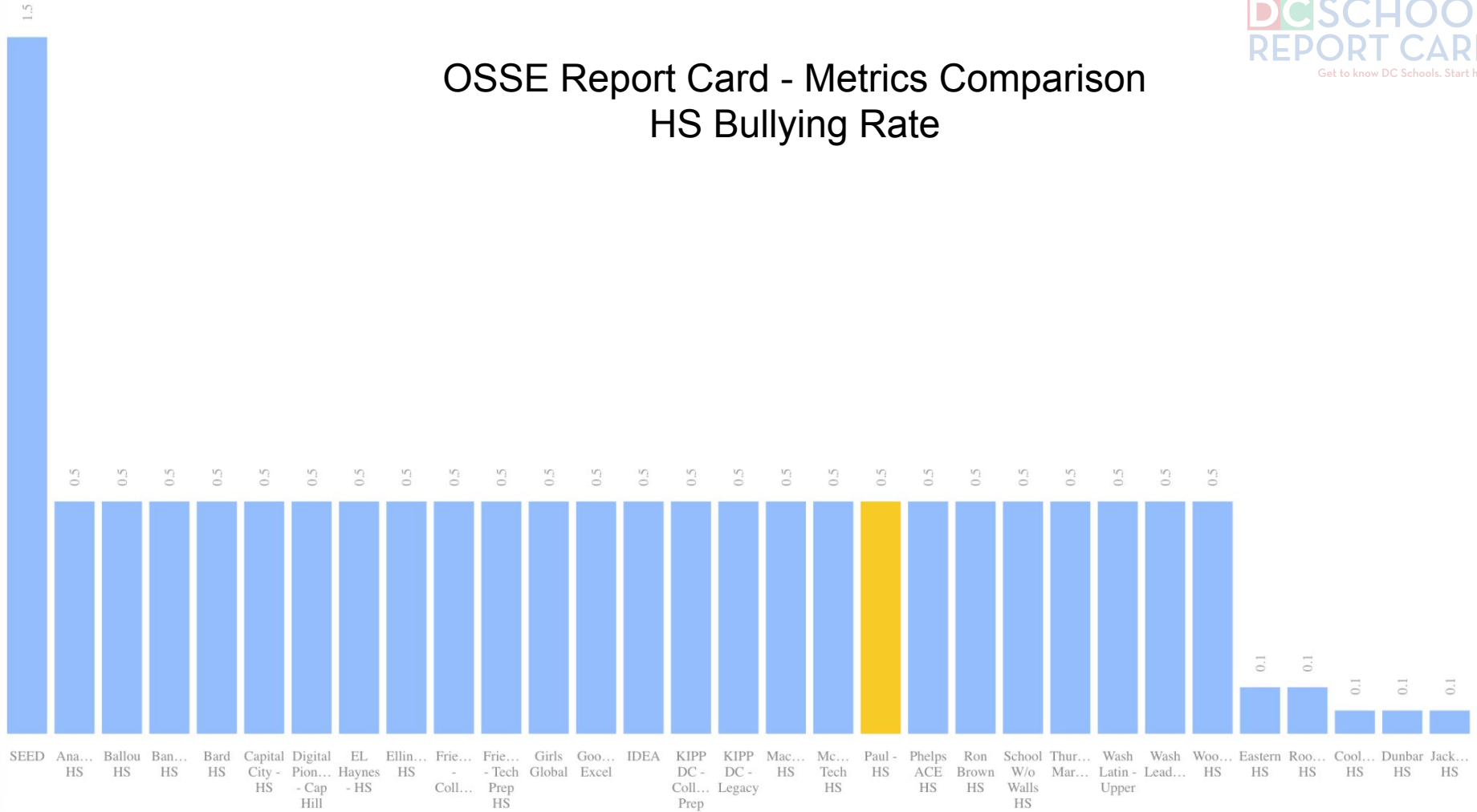Approaching, Meeting, or Exceeding Expectations
HS Math- All Students
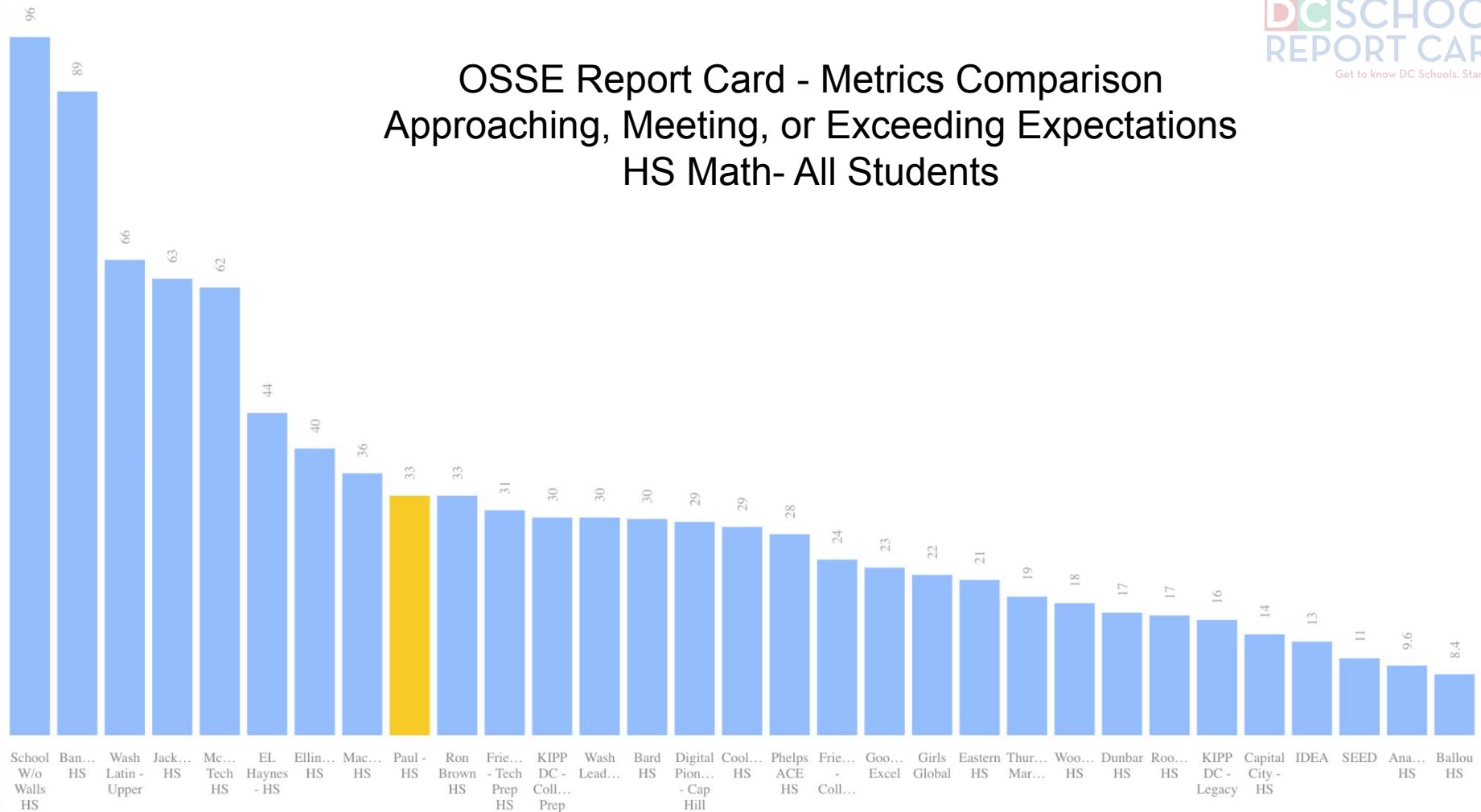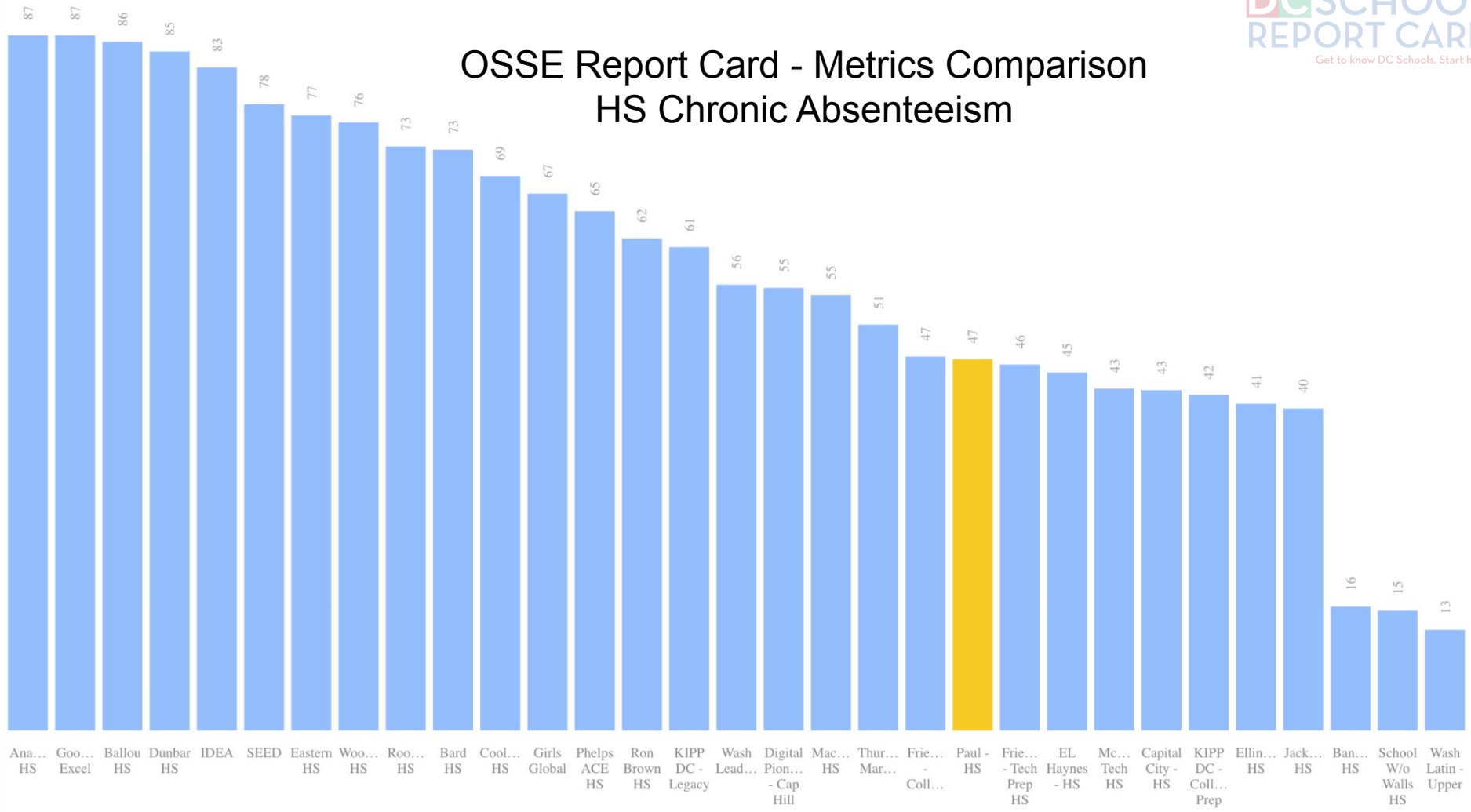
OSSE Report Card - Metrics Comparison
HS Attendance Growth
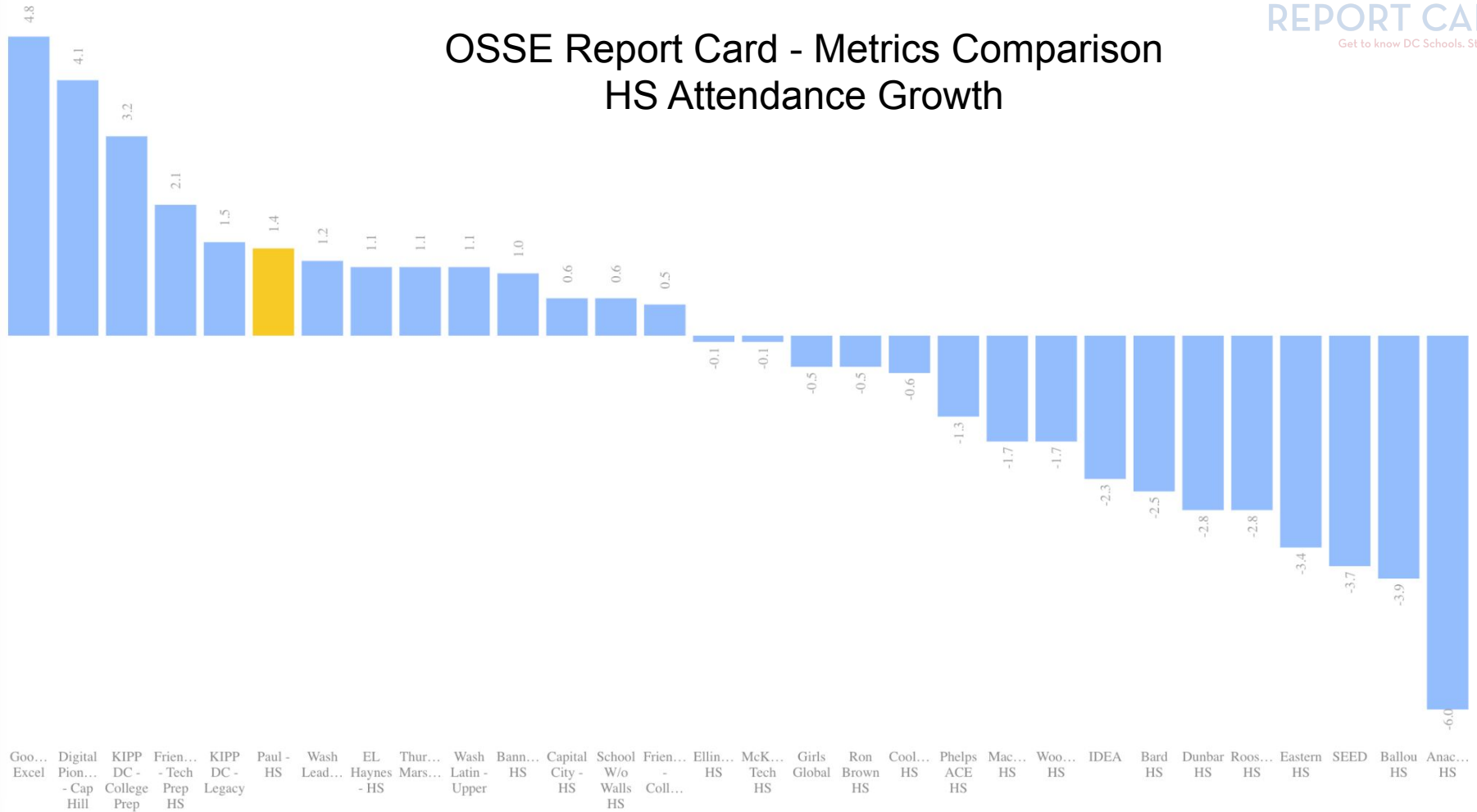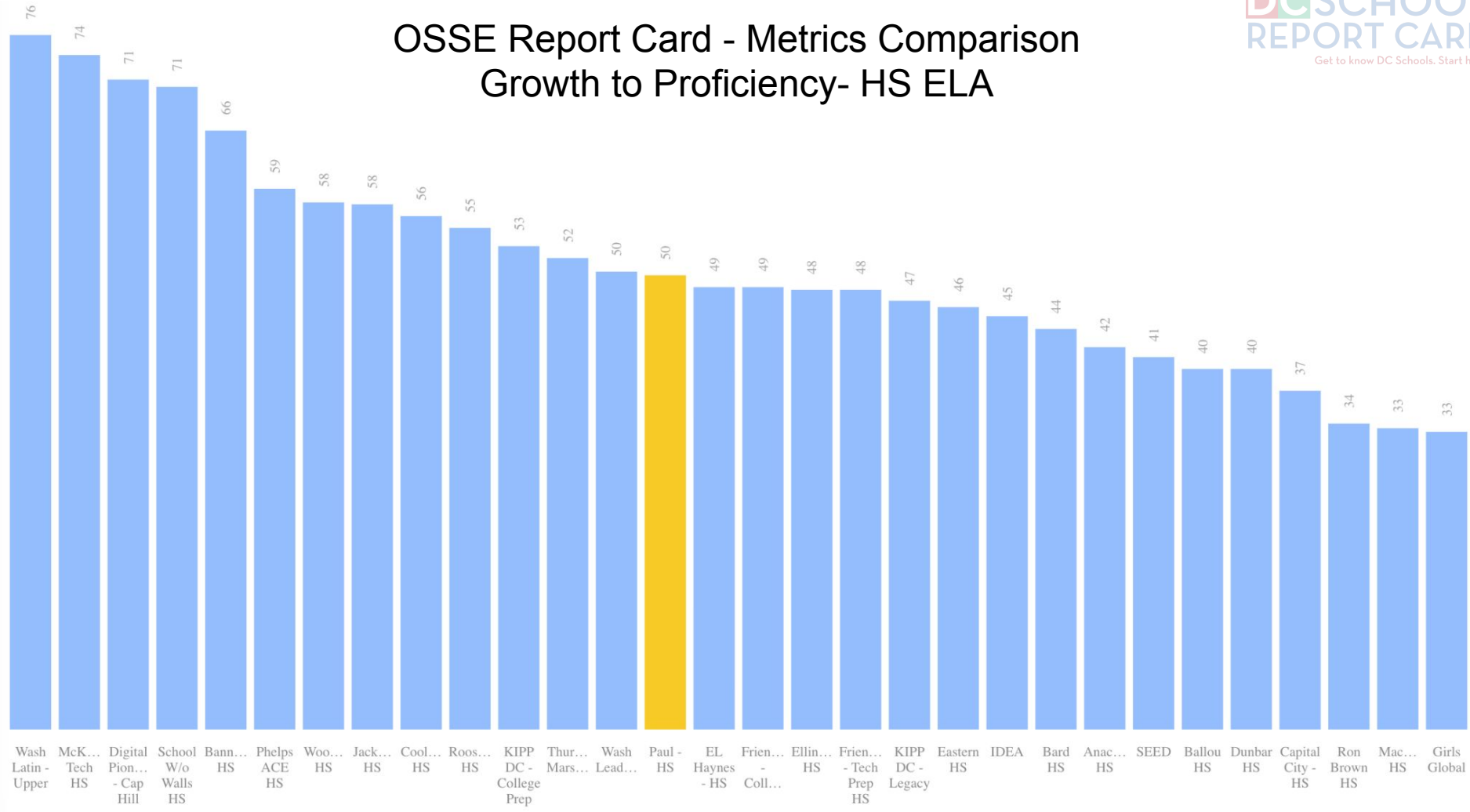
OSSE Report Card - Metrics Comparison
HS Bullying Rate

OSSE Report Card - Metrics Comparison
HS Chronic Absenteeism

OSSE Report Card - Metrics Comparison
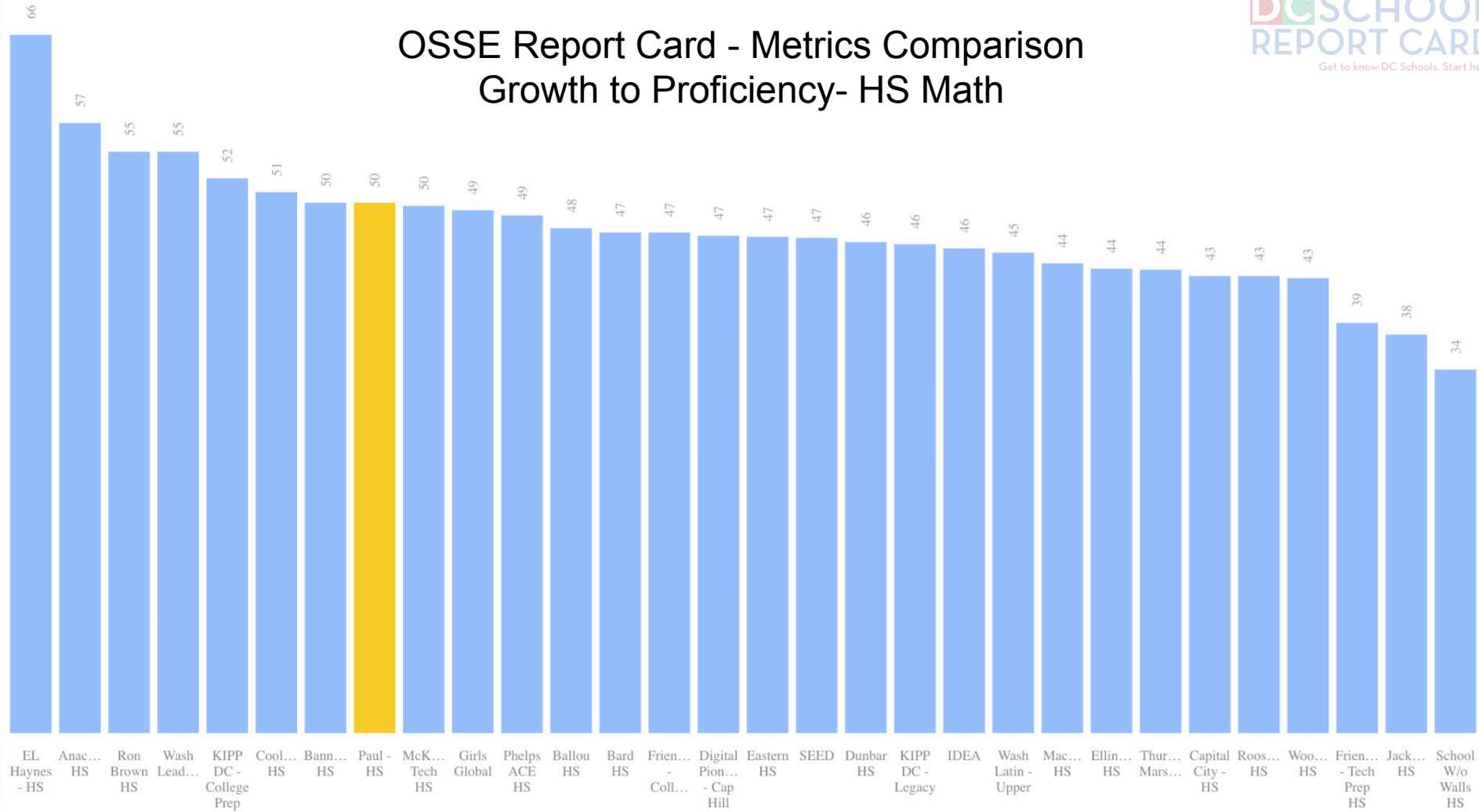Growth to Proficiency- HS ELA

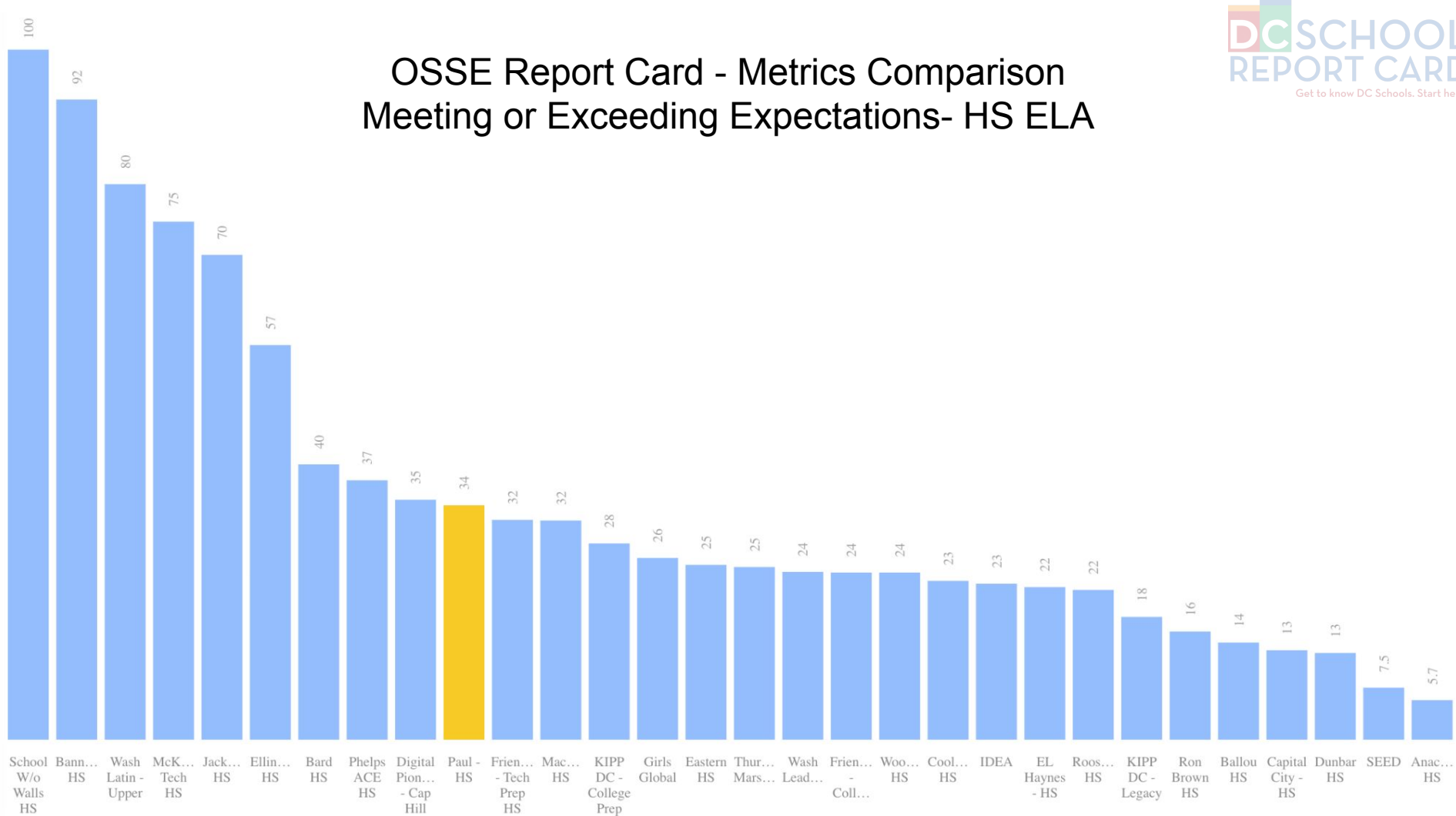| School	Value
Wash Latin - Upper	76
McK... Tech HS	74
Digital Pion... - Cap Hill	71
School W/o Walls HS	71
Bann... HS	66
Phelps ACE HS	59
Woo... HS	58
Jack... HS	58
Cool... HS	56
Roos... HS	55
KIPP DC - College Prep	53
Thur... Mars...	52
Wash Lead...	50
Paul - HS	50
EL Haynes - HS	49
Frien... - Coll...	49
Ellin... HS	48
Frien... - Tech Prep HS	48
KIPP DC - Legacy	47
Eastern HS	46
IDEA	45
Bard HS	44
Anac... HS	42
SEED	41
Ballou HS	40
Dunbar HS	40
Capital City - HS	37
Ron Brown HS	34
Mac... HS	33
Girls Global	33

OSSE Report Card - Metrics Comparison
Growth to Proficiency- HS Math

OSSE Report Card - Metrics Comparison
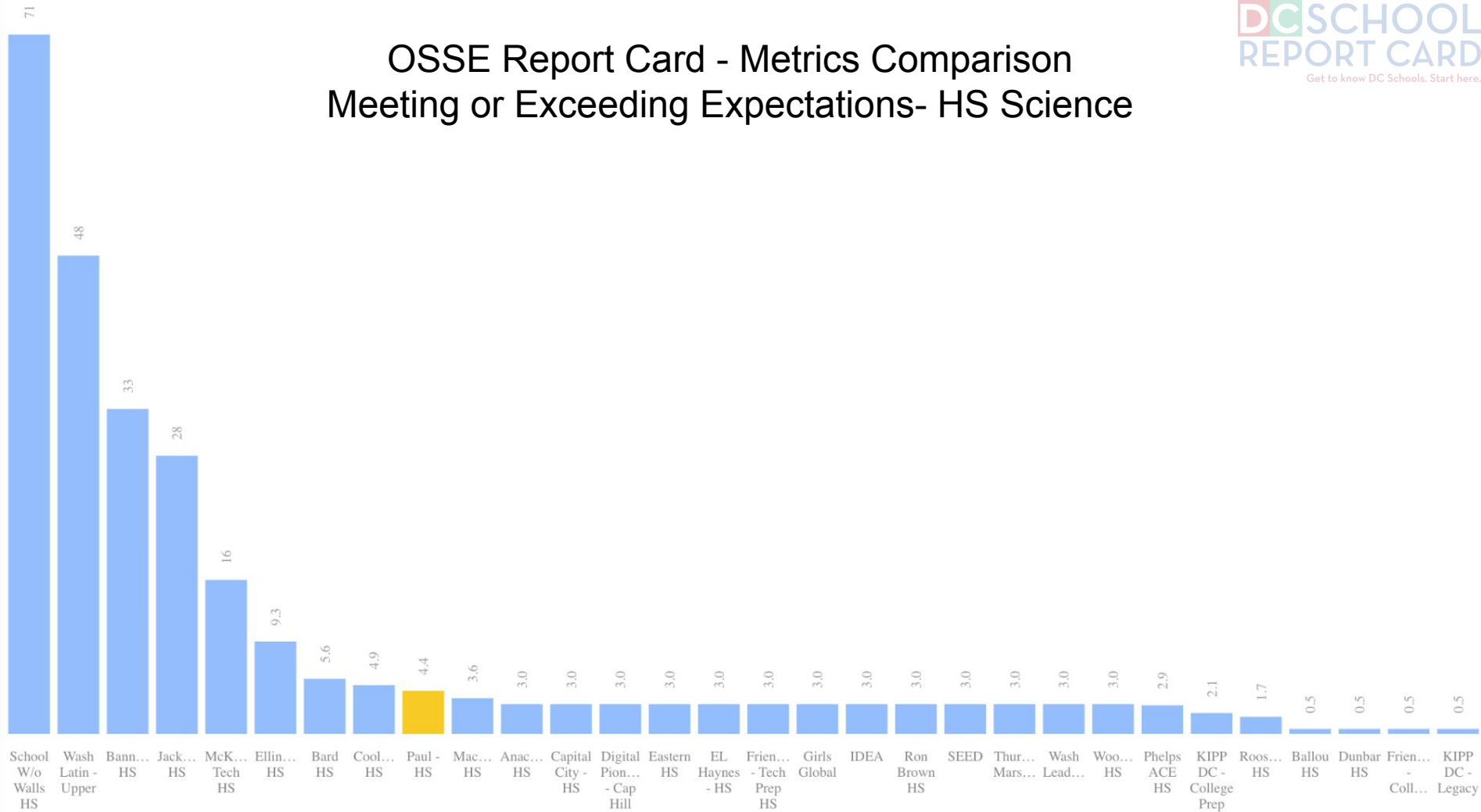Meeting or Exceeding Expectations- HS ELA

School	Value
School W/o Walls HS	100
Bann... HS	92
Wash Latin - Upper	80
McK... Tech HS	75
Jack... HS	70
Ellin... HS	57
Bard HS	40
Phelps ACE HS	37
Digital Pion... - Cap Hill	35
Paul - HS	34
Frien... - Tech Prep HS	32
Mac... HS	32
KIPP DC - College Prep	28
Girls Global	26
Eastern HS	25
Thur... Mars...	25
Wash Lead...	24
Frien... - Coll...	24
Woo... HS	24
Cool... HS	23
IDEA	23
EL Haynes - HS	22
Roos... HS	22
KIPP DC - Legacy	18
Ron Brown HS	16
Ballou HS	14
Capital City - HS	13
Dunbar HS	13
SEED	7.5
Anac...	5.7

OSSE Report Card - Metrics Comparison
Meeting or Exceeding Expectations- HS Math

School	Value
School W/o Walls HS	75
Ban... HS	61
Wash Latin - Upper	38
Jack... HS	36
Mc... Tech HS	27
EL Haynes - HS	21
Ellin... HS	16
Ron Brown HS	13
Phelps ACE HS	12
Mac... HS	11
Digital Pion... - Cap Hill	11
Frie... - Tech Prep HS	11
KIPP DC - Coll... Prep	10
Wash Lead...	10
Bard HS	9.6
Frie... - Coll...	8.3
Cool... HS	8.1
Goo... Excel	7.5
Paul - HS	7.0
Eastern HS	5.0
SEED	4.8
Capital City - HS	3.8
IDEA	3.8
Dunbar HS	3.5
KIPP DC - Legacy	3.4
Thur... Mar...	3.4
Woo... HS	3.3
Ana... HS	3.0
Girls Global	3.0
Roo... HS	2.6
Ballou HS	0.5

OSSE Report Card - Metrics Comparison
Meeting or Exceeding Expectations- HS Science

School	Value
School W/o Walls HS	71
Wash Latin - Upper	48
Bann... HS	33
Jack... HS	28
McK... Tech HS	16
Ellin... HS	9.3
Bard HS	5.6
Cool... HS	4.9
Paul - HS	4.4
Mac... HS	3.6
Anac... HS	3.0
Capital City - HS	3.0
Digital Pion... - Cap Hill	3.0
Eastern HS	3.0
EL Haynes - HS	3.0
Frien... - Tech Prep HS	3.0
Girls Global	3.0
IDEA	3.0
Ron Brown HS	3.0
SEED	3.0
Thur... Mars...	3.0
Wash Lead...	3.0
Woo...	3.0
Phelps ACE HS	2.9
KIPP DC - College Prep	2.1
Roos... HS	1.7
Ballou HS	0.5
Dunbar HS	0.5
Frien... - Coll...	0.5
KIPP DC - Legacy	0.5

OSSE Report Card - Metrics Comparison
HS Out of School Suspension Rate
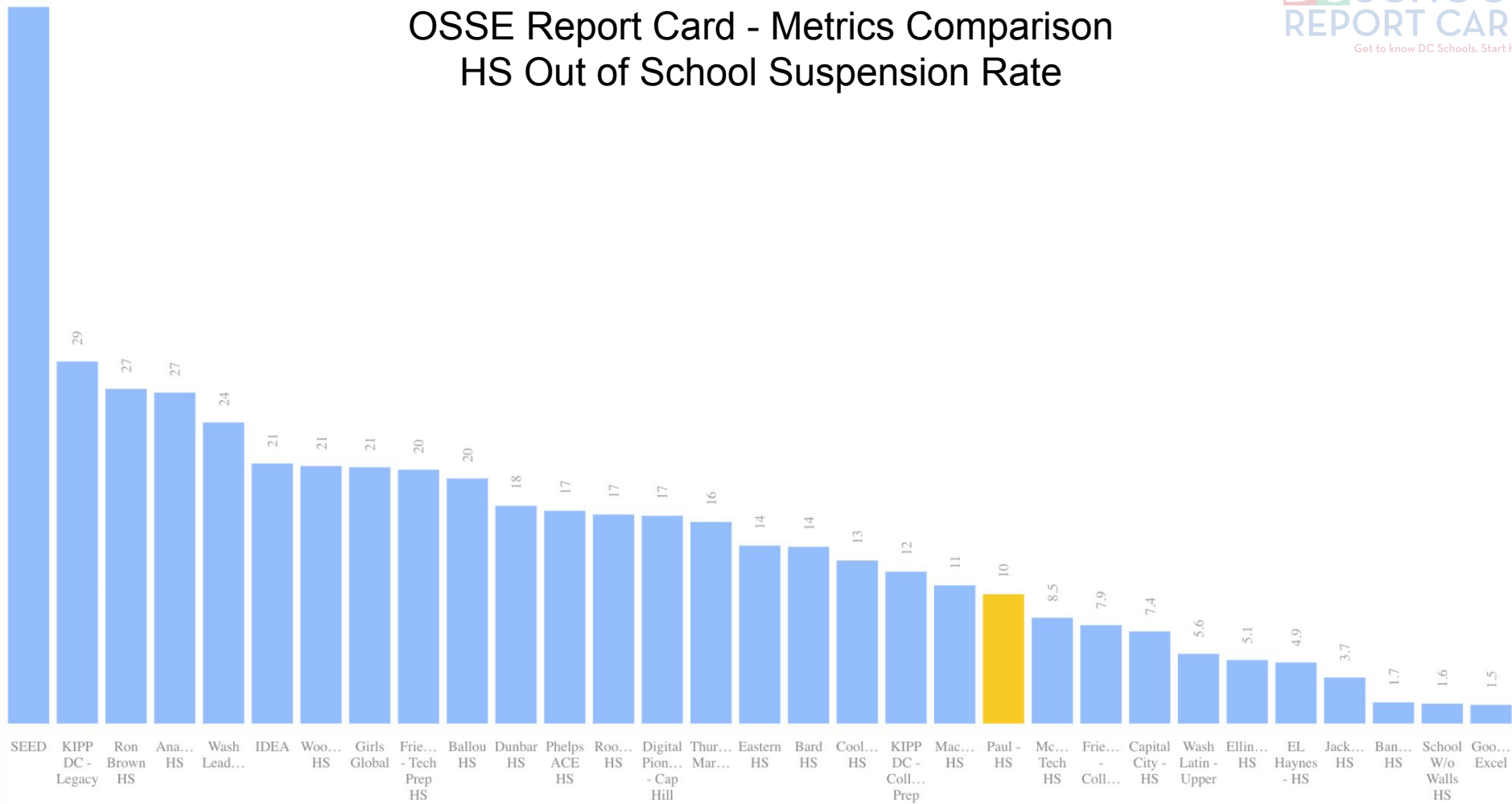
OSSE Report Card - Metrics Comparison
HS Reenrollment

DC SCHOOL REPORT CARD
Get to know DC Schools. Start here.

School	Value
School W/o Walls HS	99
Bann... HS	97
EL Haynes - HS	96
Wash Latin - Upper	95
McK... Tech HS	94
Capital City - HS	94
Ellin... HS	93
Jack... HS	92
Phelps ACE HS	89
Paul - HS	87
Frien... - Tech Prep HS	86
Ron Brown HS	86
KIPP DC - Legacy	86
Digital Pion... - Cap Hill	84
Cool... HS	83
Frien... - Coll...	82
Thur... Mars...	82
Mac... HS	81
IDEA	79
Roos... HS	78
KIPP DC - College Prep	78
Woo... HS	77
Eastern HS	74
Wash Lead...	74
Girls Global	73
Dunbar HS	72
Bard HS	72
Anac... HS	71
Ballou HS	70
SEED	66

OSSE Report Card - Metrics Comparison
HS Teacher Retention
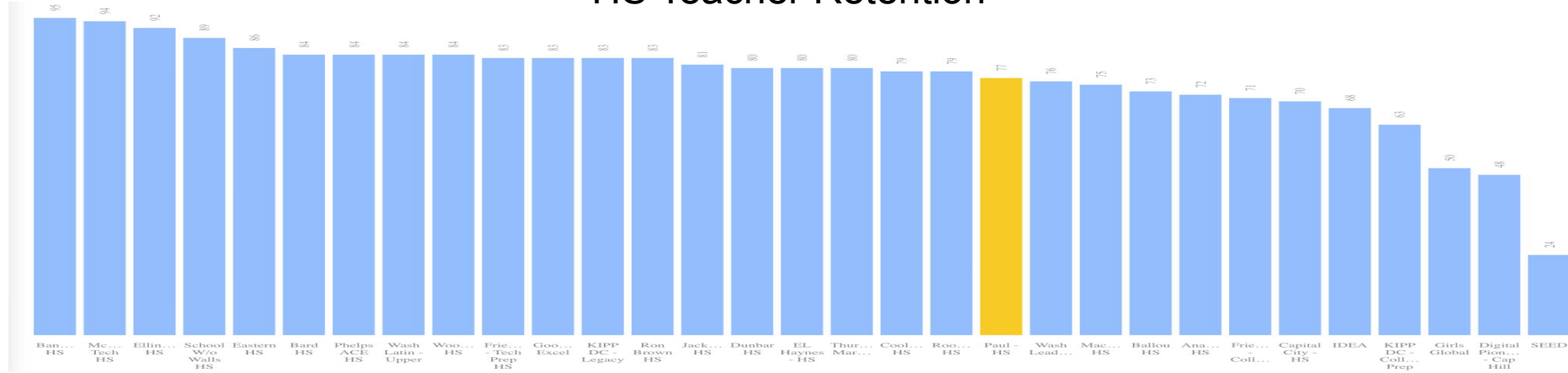
School Year	Teacher Retention Rate (HS)	Teacher Attrition Rate (HS)	Teacher Regrettable Attrition Rate (HS)	Retention of Effective Teacher (HS)
2017-18	81%	19%	11%	94%
2018-19	71%	29%	20%	85%
2019-20	79%	21%	12%	76%
2020-21	56%	44%	37%	58%
2021-22	77%	23%	12%	84%
2022-23	89%	11%	9%	90%
2023-24	83%	15%	6%	91%
2024-25	64%	42%	19%	65%

OSSE Report Card - Metrics Comparison
12- Month Post Secondary Enrollment
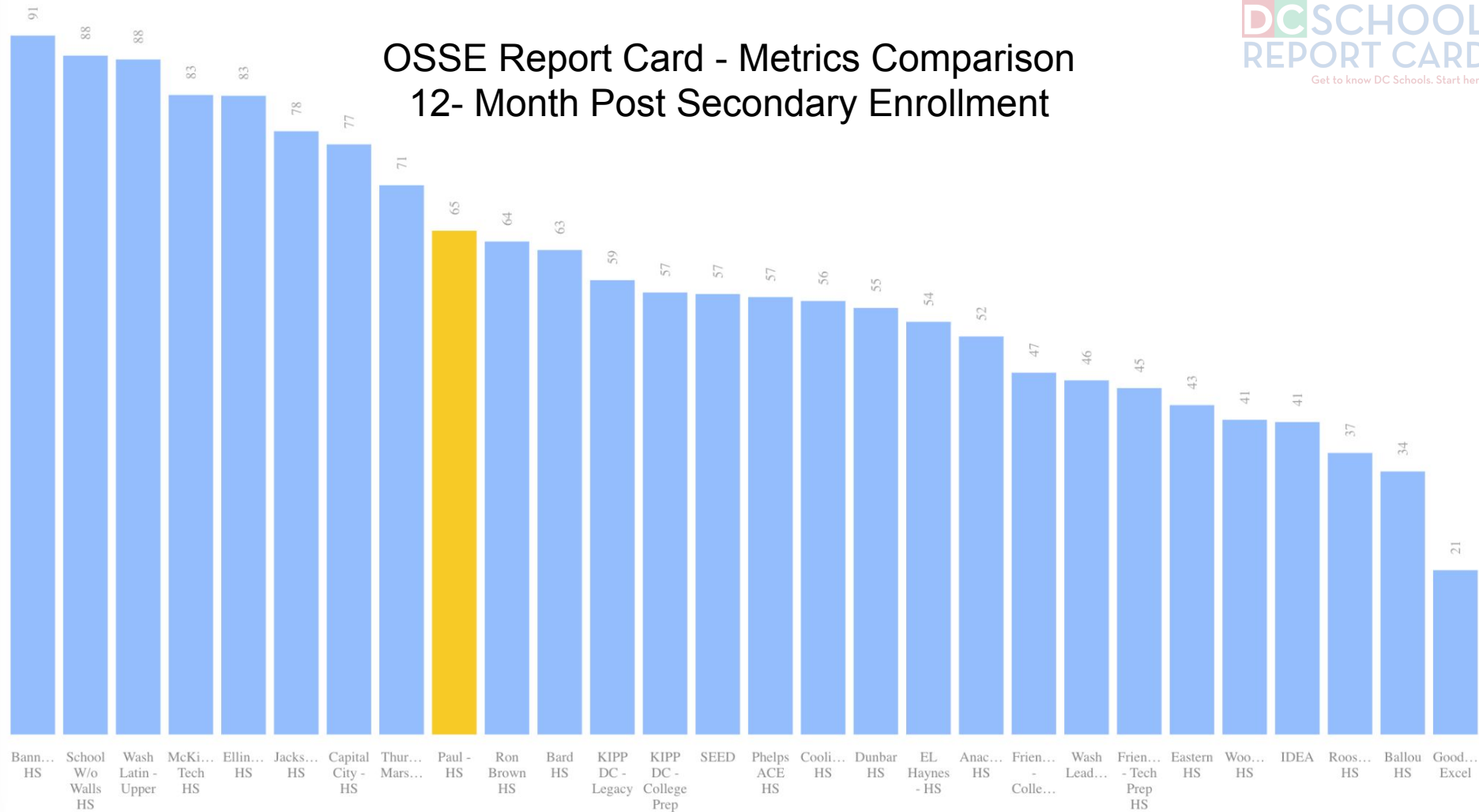
OSSE Report Card - Metrics Comparison
6- Month Post Secondary Enrollment
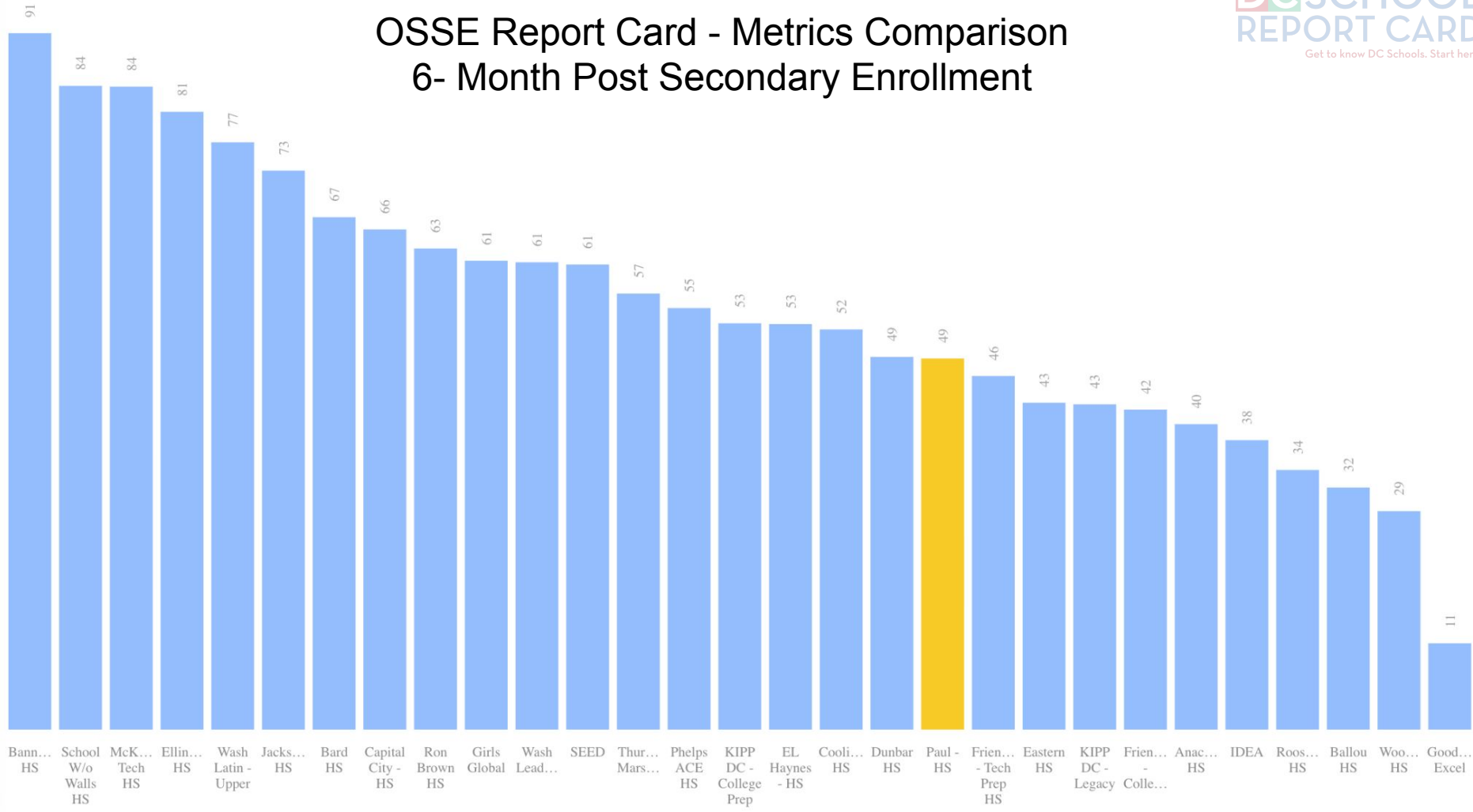
OSSE Report Card - Metrics Comparison
Advance Coursework Participation
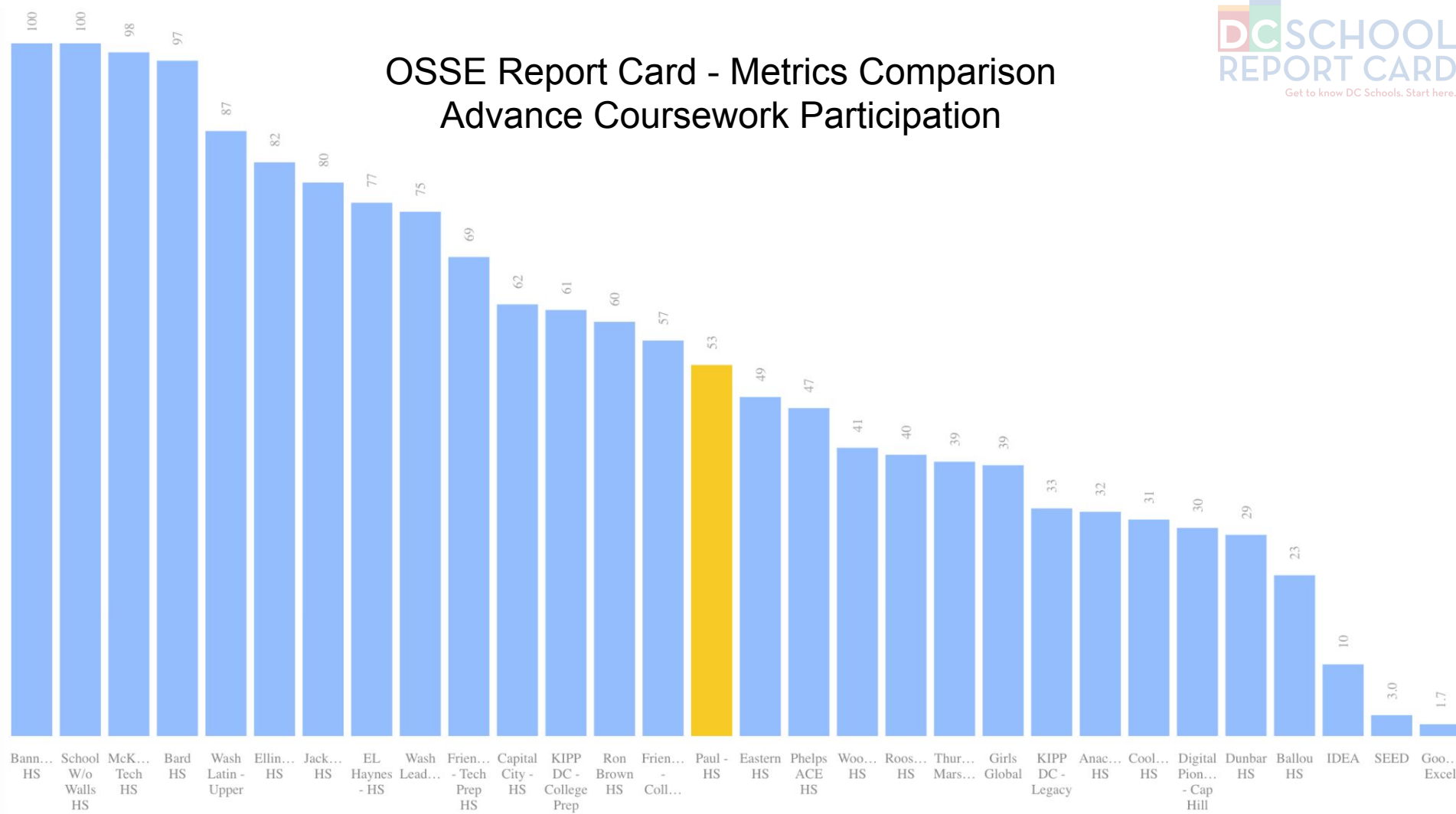
OSSE Report Card - Metrics Comparison
Advance Coursework Performance
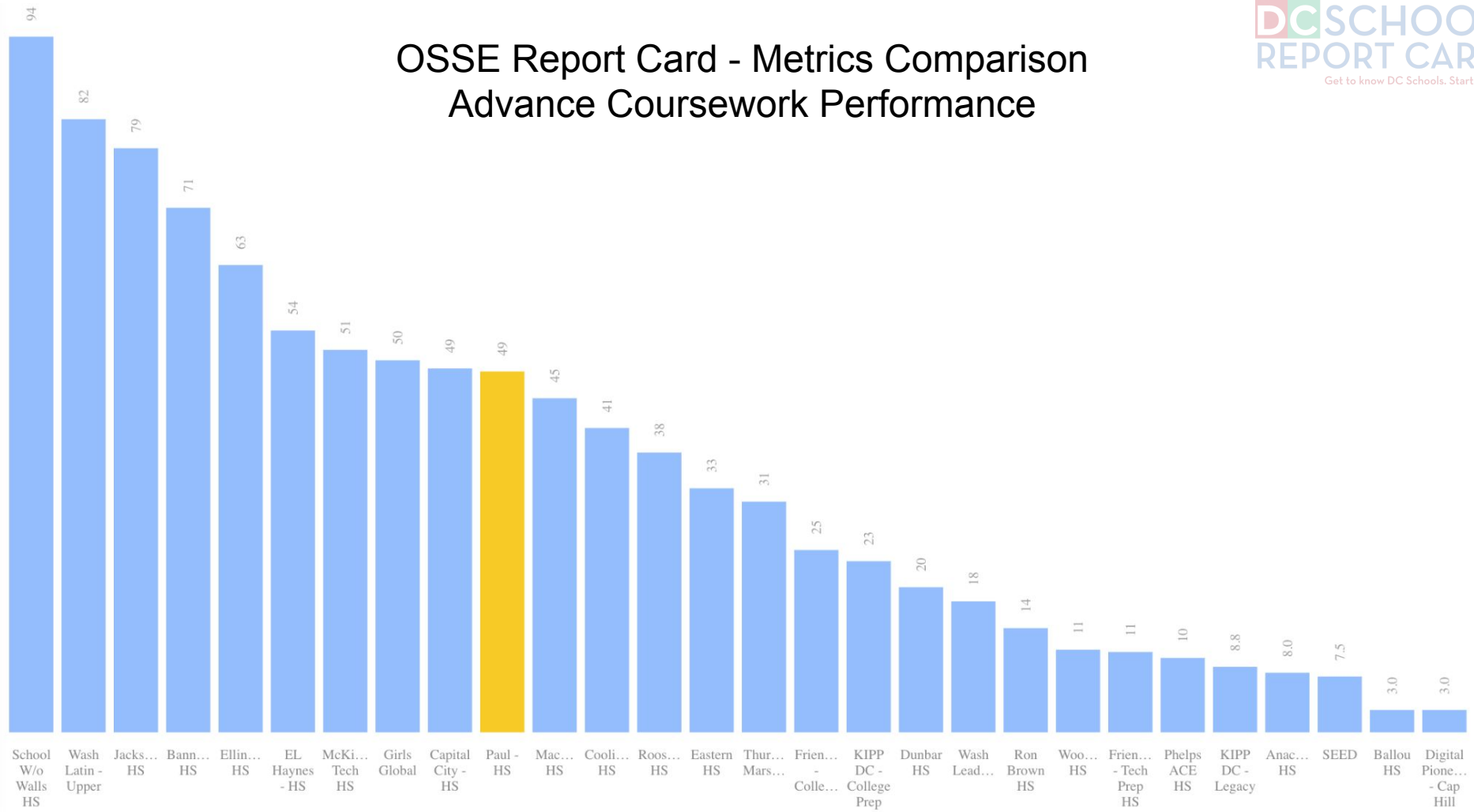
OSSE Report Card - Metrics Comparison
Four Year Graduation Rate

School	Rate
Bann... HS	100
Ellin... HS	100
School W/o Walls HS	100
McK... Tech HS	98
Frien... - Tech Prep HS	97
Phelps ACE HS	97
EL Haynes - HS	95
Wash Latin - Upper	94
Paul - HS	94
Ron Brown HS	93
Bard HS	92
Wash Lead...	92
Jack... HS	91
Ballou HS	89
IDEA	88
KIPP DC - College Prep	86
KIPP DC - Legacy	86
Capital City - HS	86
Roos... HS	85
Woo... HS	83
Digital Pion... - Cap Hill	83
Dunbar HS	82
Frien... - Coll...	81
Cool... HS	80
Eastern HS	79
Girls Global	78
Anac... HS	76
Thur... Mars...	74
SEED	74
Goo... Excel	27

OSSE Report Card - Metrics Comparison
Five Year Graduation Rate
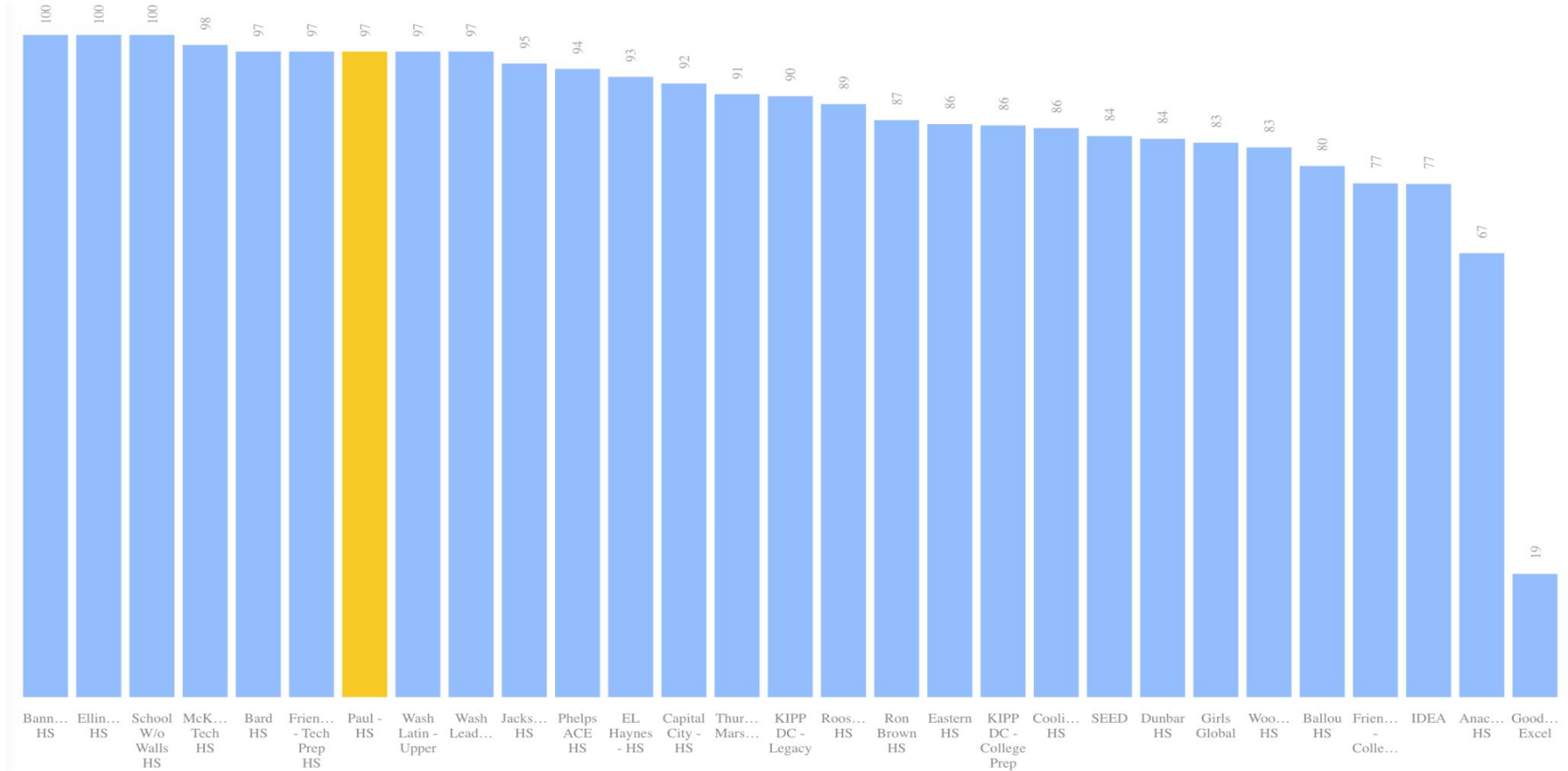
OSSE Report Card - Metrics Comparison
SAT and College and Career Ready Benchmark
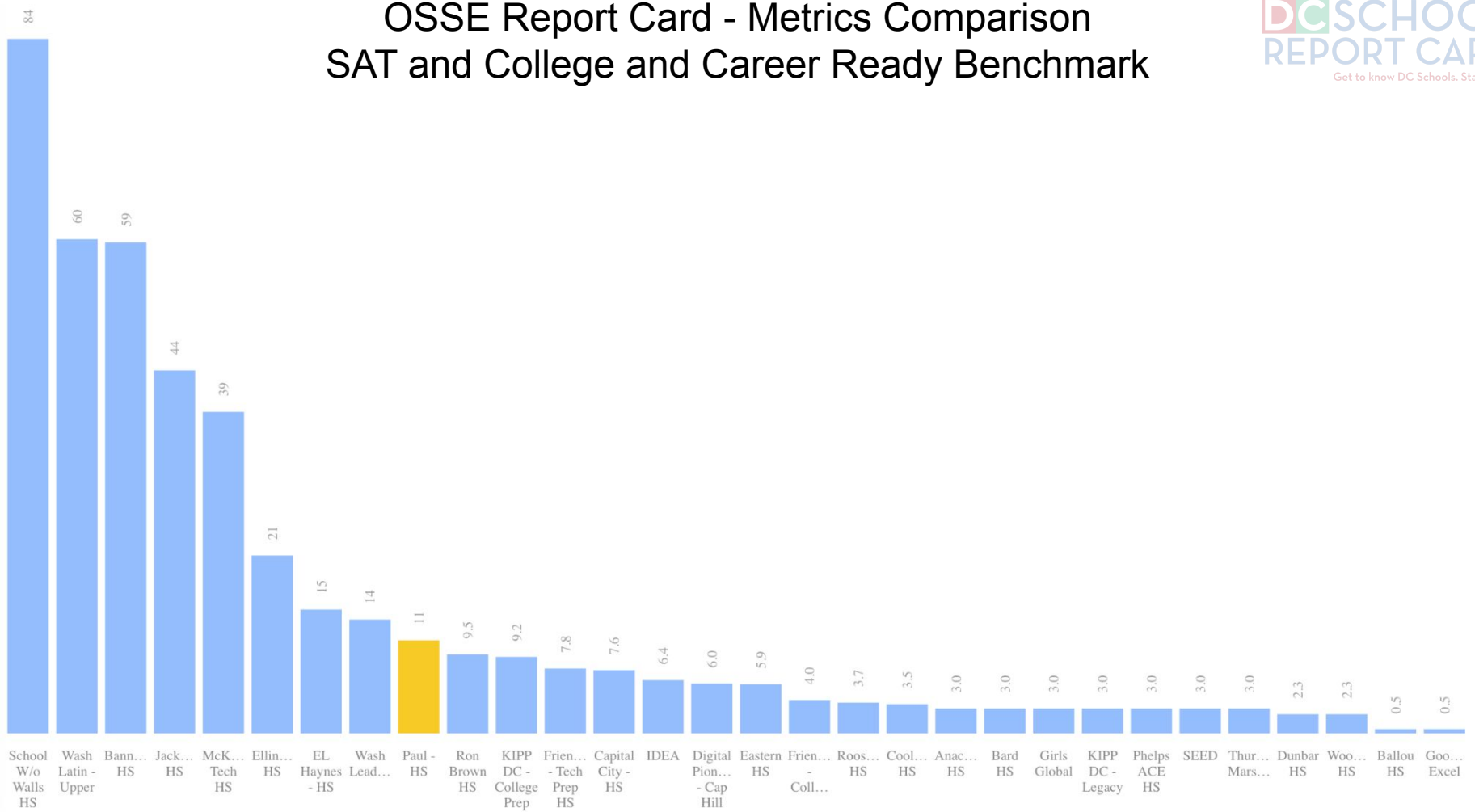
WRITTEN STATEMENT FOR CLOSING A MEETING
UNDER THE OPEN MEETINGS ACT

Date: November 18, 2025   Time: 6:25pm   Location: Zoom

Motion to close meeting made by: Erin Albright   Seconded by: Brittany Wood

Madam Chair, I move that upon a motion that has been properly recorded and adopted, the Board of Paul Public Charter School meet in Closed Session Pursuant to Section 2–575, Code of the District of Columbia, to address the following:

STATUTORY AUTHORITY TO CLOSE SESSION

Open meetings. § 2–575. (b) A meeting, or portion of a meeting, may be closed for the following reasons (check all that apply):

☐ (1) A law or court order requires that a particular matter or proceeding not be public;

☐ (2) To discuss, establish, or instruct the public body's staff or negotiating agents concerning the position to be taken in negotiating the price and other material terms of a contract, including an employment contract, if an open meeting would adversely affect the bargaining position or negotiating strategy of the public body;

☐ (3) To discuss, establish, or instruct the public body's staff or negotiating agents concerning the position to be taken in negotiating incentives relating to the location or expansion of industries or other businesses or business activities in the District;

☐ (4) (A) To consult with an attorney to obtain legal advice and to preserve the attorney-client privilege between an attorney and a public body, or to approve settlement agreements; provided, that, upon request, the public body may decide to waive the privilege. (B) Nothing herein shall be construed to permit a public body to close a meeting that would otherwise be open merely because the attorney for the public body is a participant;

☐ (5) Planning, discussing, or conducting specific collective bargaining negotiations;

☐ (6) Preparation, administration, or grading of scholastic, licensing, or qualifying examinations;

☐ (7) To prevent premature disclosure of an honorary degree, scholarship, prize, or similar award;

☐ (8) To discuss and take action regarding specific methods and procedures to protect the public from existing or potential terrorist activity or substantial dangers to public health and safety, and to receive briefings by staff members, legal counsel, law enforcement officials, or emergency service officials concerning these methods and procedures; provided, that disclosure would endanger the public and a record of the closed session is made public if and when the public would not be endangered by that disclosure;

☐ (9) To discuss disciplinary matters;

☐ (10) To discuss the appointment, employment, assignment, promotion, performance evaluation, compensation, discipline, demotion, removal, or resignation of government appointees, employees, or officials, or of public charter school personnel, where the public body is the board of trustees of a public charter school;

☐ (11) To discuss trade secrets and commercial or financial information obtained from outside the government or public body, to the extent that disclosure would result in substantial harm to the competitive position of the person from whom the information was obtained;

☐ (12) To train and develop members of a public body and staff;

☐ (13) To deliberate upon a decision in an adjudication action or proceeding by a public body exercising quasi-judicial functions;

☐ (14) To plan, discuss, or hear reports concerning ongoing or planned investigations of alleged criminal or civil misconduct or violations of law or regulations, if disclosure to the public would harm the investigation;

☒ (15) To discuss matters involving personally identifiable information of students; and

☐ (16)(A) When the public body is the board of trustees for a public charter school, to meet with the staff of an eligible chartering authority, for the purpose of being evaluated by the eligible chartering authority.

FOR <u>EACH</u> CITATION CHECKED ABOVE, <u>THE REASONS FOR CLOSING AND TOPICS TO BE DISCUSSED</u>:

Advisory 2 Interim and MAP Assessments

Members, it has been properly moved and seconded that the Board of Paul Public Charter School meets in Executive Session. All those in favor, please signify by saying Aye. Nay?

Please Select: The (Ayes/ Nays) have it and the Motion to Meet in Executive Session is approved.

Vote	Albright	Anderson-Smith	Hendrix	Malachi	Sallay	Taylor
In Favor	x	x	x			x
Opposed						
Abstaining						
Absent				x	x	
Vote	Ubiera	Ward	Wilkins	Winston	Wood	
In Favor			x		x	
Opposed						
Abstaining						
Absent	x	x		x		

Understanding the Student Experience at Paul PCS

- DC Says captures **student voice**— it helps us understand how students experience school academically, socially, and emotionally.

- This data reflects **perceptions**

- Our goal is not perfection — it is **continuous improvement anchored in honest feedback**.

- We review this data alongside academic, attendance, and retention data to understand the *whole child*.

Key Takeaways

❏ **Strong relational culture across grade bands**

❏ **Students demonstrate perseverance, commitment, and effort**

❏ **High levels of adult and peer support**

❏ **Areas for growth align with known, addressable priorities**

❏ **Data reflects honesty and engagement from students**

Key Takeaways

- Paul PCS demonstrates exceptional strength in relationships, perseverance, and student confidence relative to DC averages.
- Students report strong adult connections and support systems, which research consistently links to long-term academic success.
- Areas of growth are not surprising for an urban charter context and are aligned with priorities we are already addressing.
- Importantly: areas of challenge sit on top of a strong relational foundation, giving us leverage for improvement.

Importance of Attendance

Key Insights

- Students understand the importance of daily attendance
- Elementary students exceed DC averages
- Secondary students align closely with district norms
- Attendance mindset supports intervention and re-engagement strategies

Implications

- Students across grade bands understand the importance of showing up.
- Elementary results are especially strong, suggesting early internalization of school norms.
- Middle and high school alignment with DC averages reflects broader adolescent trends citywide — not a Paul-specific issue.
- This mindset gives us a strong foundation for attendance interventions to be belief-aligned, not compliance-driven.

Perseverance & Grit

Key Insights

- Students report strong willingness to try again after setbacks
- High focus and task persistence, especially in Grades 3–5
- Perseverance closely aligns with long-term academic success
- Reflects a culture that values effort and follow-through

Implications

- Students report strong willingness to try again after failure and keep working through challenges.
- Focus and task persistence score particularly well, especially in elementary grades.
- This suggests our instructional culture emphasizes effort, follow-through, and resilience.
- Perseverance is one of the strongest predictors of post-secondary success — this is a strategic asset.

Rigorous Expectations

Key Insights

- Students feel encouraged to do their best by teachers
- Frequent opportunities to explain thinking and demonstrate understanding
- High expectations present across grade bands
- **Focus area: consistency and clarity, not expectation-lowering**

Implications

- Students overwhelmingly report that teachers encourage them to do their best.
- Many students say teachers frequently ask them to explain their thinking, a key marker of rigorous instruction.
- Gaps with DC averages reflect opportunity to strengthen consistency — not absence of rigor.

Supportive Relationships

Key Insights

- Students consistently report strong adult support
- Most students can identify trusted adults at school
- High levels of peer support and connection
- Relational trust enables academic and social-emotional growth

Implications

- Nearly all elementary students can name multiple trusted adults.
- Even in secondary grades — where connection often drops — Paul students remain highly connected.
- Students report they can be themselves around adults and peers, a key indicator of psychological safety.

School Safety – Student Perceptions

Key Insights

- Student responses reflect citywide urban school trends
- Many students report feeling able to access adult support when issues arise
- Online safety concerns lower than many comparators
- **Reinforce focus on restorative practices and clear norms**

Implications

- Student perceptions mirror citywide trends, especially in older grades.
- Importantly, many students report that when bullying occurs, adults are accessible and responsive.
- Online bullying concerns are lower than many urban comparators.
- This data reinforces our focus on restorative practices, clear norms, and student voice structures already underway.

Sense of Belonging

Key Insights

- Students feel supported, even when not fully seen or understood
- **Belonging emerges as a growth area rather than a deficit**
- **Indicates need for deeper identity-affirming structures**
- Strong relational base provides leverage for improvement

Implications

- Students feel supported, even when they don't yet feel fully seen or understood.
- This distinction matters: relationships are present; identity-affirming structures are the next frontier.
- We interpret this as a call to deepen advisory, affinity spaces, student leadership, and culturally responsive practices.
- Belonging is not a deficit — it is a growth opportunity built on trust.

Emotion Regulation & Valuing School

Key Insights

- Emotion regulation aligns closely with DC averages
- Developmentally appropriate trends across age groups
- Students overwhelmingly say doing well in school matters
- **Engagement work should focus on relevance and voice**

Implications

- Students are still developing emotional regulation — developmentally appropriate and consistent with national trends.
- Importantly, students care about success, even when motivation or enjoyment varies.
- This tells us engagement work should focus on relevance, voice, and application, not compliance.

Strategic Focus Moving Forward

Key Insights

- Strengthen academic scaffolding without lowering rigor
- Deepen belonging through student voice and identity supports
- Continue investing in adult-student relationships
- Use DC Says trends to guide continuous improvement

Implications

- Deepen instructional scaffolds without lowering rigor.
- Strengthen student identity, voice, and belonging structures.
- Continue investing in adult-student relationships as our core lever.
- Use DC Says as a trend tool, not a one-year verdict.

Understanding the Staff Experience at Paul PCS

- The DC Says staff survey allows us to understand how adults experience working at Paul PCS — not just what we expect of them.

- As with student data, this survey reflects perceptions

- Our focus is on identifying **strengths to protect and leverage**, alongside systems that need refinement.
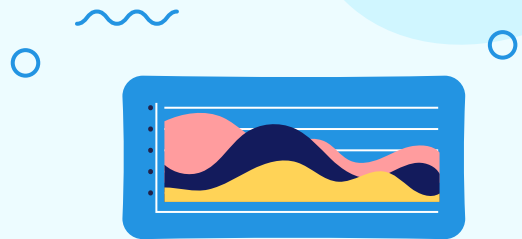
Key Takeaways

❑ **Staff report strong physical safety and respect**

❑ **Most staff plan to remain at Paul PCS for multiple years**

❑ **Professional learning systems show promise**

❑ **Climate, belonging, and leadership systems are growth areas**

❑ **Feedback is honest, specific, and actionable**

Key Takeaways

- Overall, this data reflects a committed and mission-aligned staff, not a disengaged workforce.
- Strengths are clear and consistent — particularly around safety, collegial respect, and adult professionalism.
- Areas of concern are systemic rather than personal, giving leadership clear levers for improvement.
- Importantly, staff remain optimistic about the school's future, even while naming challenges.

Staff Belonging

Key Insights

- Majority feel respected by colleagues
- Moderate levels of adult connection across teams
- Belonging varies by role, tenure, and experience
- Clear opportunity to deepen adult community

Implications

- Respect among colleagues is a strong foundation — over three-quarters of staff feel respected.
- At the same time, fewer staff report feeling deeply known or fully connected.
- This distinction matters: professional respect exists even when emotional belonging is still developing.
- This data suggests the need for more intentional adult community-building structures, especially across roles and departments.

Retention & Future Plans

Key Insights

- Majority of staff plan to remain 3–5 years
- Strong commitment to the education profession
- Retention intentions align with urban charter norms
- Opportunity to strengthen long-term retention

Implications

- Most staff do not see their role as short-term or temporary.
- Intent to remain aligns with sector realities, particularly in urban charter environments.
- This suggests manageable, predictable turnover, not instability.
- Strengthening leadership clarity, belonging, and growth opportunities can help convert medium-term commitment into long-term retention.

Professional Learning

Key Insights

- Colleagues are a strong source of learning
- Staff report learning new strategies regularly
- Desire for greater relevance and choice
- Professional learning is present but uneven

Implications

- Staff consistently report that peer collaboration is valuable, indicating strong internal expertise.
- Many staff say they are learning new strategies — a positive sign of instructional growth.
- At the same time, staff want professional learning that feels more differentiated, practical, and role-specific.

Safety While Traveling

Key Insights

- Staff feel very safe commuting to and from school
- Results significantly exceed DC averages
- Predictable routines and location familiarity contribute

Implications

- This is one of the strongest areas in the entire staff survey.
- Staff feeling safe traveling to work supports attendance, retention, and daily readiness.
- This strength is especially meaningful given broader citywide concerns about safety.

School Climate

Key Insights

- Mixed perceptions of enthusiasm and trust
- Strong evidence of peer collaboration
- Majority remain optimistic about improvement
- Climate reflects transition, not disengagement

Implications

- Staff perceptions of school climate are nuanced.
- While enthusiasm and trust are not as high as desired, optimism remains strong, which is critical.
- Staff frequently observe students helping one another and colleagues supporting each other.
- This suggests a school in a growth phase, not a breakdown in culture.

School Leadership

Key Insights

- Leaders seen as knowledgeable and caring
- Communication clarity is a growth area
- Staff desire increased voice in decisions
- Leadership influence is felt, but consistency matters

Implications

- Staff generally believe leadership cares about the school and understands what is happening day-to-day.
- Communication effectiveness varies, pointing to the need for greater clarity, predictability, and transparency.
- Staff want more meaningful input into decisions that affect their work.

School Safety

Key Insights

- Staff feel physically safe inside the building
- Adult supervision and systems are trusted
- Safety supports instructional focus

Implications

- Staff confidence in internal school safety is high and exceeds district averages.
- Feeling safe at work is foundational to effective teaching and collaboration.
- This strength allows leadership to focus improvement efforts elsewhere without needing to triage safety concerns.

Staff–Leadership Relationships

Key Insights

- Leaders viewed as respectful and understanding
- Personal support is a strength
- Motivation varies across staff roles
- Consistency will deepen trust

Implications

- Many staff report that leaders care about them as individuals and respond with understanding to personal challenges.
- Respect is a clear strength in leadership relationships.
- Motivation levels vary, suggesting that clarity, role alignment, and follow-through will be important next steps.
- Relationships exist — systems will determine their sustainability.

The Big Picture

Key Insights

- Committed, mission-aligned staff community
- Strong foundations in safety and respect
- Climate and leadership systems are growth areas
- Clear roadmap for improvement

Implications

- This data does not suggest a disengaged or unstable staff.
- Instead, it shows a workforce that is honest, invested, and willing to share feedback.
- Strengths provide leverage; challenges provide direction.

Strategic Focus Moving Forward

Key Insights

- Increase staff voice in decision-making...
- Improve communication clarity and consistency
- Differentiate professional learning
- Strengthen adult belonging and connection

Implications

- These priorities support retention, morale, and instructional quality.
- Importantly, this work builds on strengths — it does not start from scratch.

"This meeting is governed by the Open Meetings Act. Please address any questions or complaints arising under this meeting to the Office of Open Government at opengovoffice@dc.gov."

To join this meeting, please email boardchair@paulcharter.org no later than 2 days prior to the meeting date.

Meeting of the Board of Trustees
Date: January 27, 2026
Time: 6pm
Location: Zoom

AGENDA ITEM	TIME ALLOTTED	ACTION ITEM	FACILITATOR(S)
Opening	6:00- 6:02	• Welcome and recite mission *(see below)*	K. Hendrix, *Board Chair*
"The mission of Paul is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders."			
Board Term Renewal	6:02 – 6:05	• Vote to renew term: P. Redmon	K. Hendrix, *Board Chair*
November 2025 Meeting Minutes	6:05 – 6:07	• Review of minutes • Vote on approval	K. Hendrix, *Board Chair*
CEO's Report	6:07 – 6:25	• DC School Report Card Results • DC Says Data Review	T. White, *Chief Executive Officer*
Treasurer's Report	6:25 – 6:35	• Financial Snapshot	T. White, *Chief Executive Officer*
Executive Session	6:35 – 6:55	• Closed Under § 2-575 (15) to review Interim and MAP Assessments	K. Hendrix, *Board Chair*
Next Steps/ Closing	6:5 – 7:00	• Summary of Action Steps • Next Board Meeting: March 24, 2026	K. Hendrix, *Board Chair*

1

"The mission of Paul is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders."

Board of Trustees
Meeting Minutes
November 18, 2025

Members Present:
Erin Albright
Kemba Hendrix
Pamela Redmon (left early, but present for all votes)
Laurie Anderson- Smith
Shamera Wilkins
Brittany Wood (left early, but present for all votes)

Members Absent:
Schuyler Malachi
Terri Sallay
Jennifer Ubiera
LaTonia Winston
Sterling Ward

Admin Present:
Tracy White, *Chief Executive Officer*
Monya Bundy, *Executive Operations Coordinator*

<u>Opening</u>
A quorum was confirmed, and Chair Hendrix called the meeting to order at 6:14pm. The Board collectively recited the mission.

<u>Board Term Renewals</u>
Ms. Wilkins (Vice Chair) led the term renewal votes due to Ms. Hendrix's recusal. Ms. Hendrix's term renewal was motioned by Ms. Albright and seconded by Ms. Wood. This motion was approved unanimously.

Ms. Winston was not in attendance but had previously confirmed her consent to renewal. Ms. Winston's term renewal was motioned by Ms. Hendrix and Ms. Albright seconded the motion. After a roll call vote, this motion was approved unanimously.

<u>Approval of Board Meeting Minutes</u>
Ms. Hendrix invited a motion to approve the September 2025 meeting minutes. Ms. Albright moved to approve the minutes, and Ms. Wilkins and Ms. Wood simultaneously seconded the motion. A roll call vote was conducted, and all present members voted in favor. The motion passed unanimously.

<u>Executive Session Vote</u>
The board was asked to vote on holding an executive session during the January 2026 board meeting. Ms. Albright made a motion specifying reasons #10 and #15 under DC Code § 2-575 — to discuss student and personnel matters. Ms. Wilkins seconded the motion, which passed unanimously by roll call, and it was confirmed that the regular January meeting would precede the executive session.

*"The mission of Paul is to educate our students and to develop in them
the capacity to be responsible citizens, independent thinkers, and leaders."*

CEO's Report

Dr. White began by reviving a practice from prior years — sharing a "mission moment" at the start of board meetings. She highlighted the success of Paul PCS's dual enrollment program, specifically the 27 students who independently applied to OSSE's dual enrollment opportunities for Spring 2026. Of those, 25 were accepted. Many students are taking multiple college-level courses while simultaneously completing high school requirements, showcasing strong initiative and academic commitment. Dr. White emphasized that this reflects the school's core mission and vision, and added that the dual enrollment pipeline now includes students placed through ATC, OSSE programs, and Paul's own internal CTE programming. Over 50 high school students are engaged in some form of dual credit coursework.

Academic Performance Update

The Board was presented with an overview of Advisory 1 outcomes, with emphasis on interim assessment data. Dr. White noted promising growth in math across grades but expressed serious concern about literacy and ELA outcomes in middle school, continuing a trend that emerged two years ago. Several key findings were discussed:

- More than 20 middle school students are currently performing at foundational literacy levels and are enrolled in "CODE" — a phonics-based early reading program focusing on letter/sound recognition.
- The DC CAPE data for new student enrollees reveals significant performance gaps, particularly among ELL students in both English and Spanish.
- OSSE alternative assessment eligibility increased substantially: 18 students were approved for the alternate assessment, compared to the usual 1–2 in prior years.
- Paul has launched an initiative called Brain Boost and is working to increase both in-school and at-home academic intervention efforts. Dr. White attributed some of the deficits to learning loss stemming from 2020, particularly among students who were in early elementary school during pandemic closures and did not learn to read during critical developmental years.

School Climate and Student Experience

Dr. White reported that student behavior and school culture are strong. There has been a marked decline in infractions such as cell phone misuse, AirPods, and uniform violations. However, the school continues to confront challenges with tardiness, often linked to students visiting nearby fast-food restaurants like McDonald's in the mornings.

The major disciplinary issue in high school has shifted from violence to marijuana use and possession, specifically via vape pens. When students are found in possession or suspected of use, the response includes both disciplinary consequences and required therapeutic intervention for substance abuse support.

Attendance

Current attendance data was described as exceptionally strong. Paul PCS has:

- 95% in-seat attendance in middle school
- 92% in-seat attendance in high school
- Chronic absenteeism rates around 21%, with middle school being lower than high school
- Truancy rates at 1–2%

3

"The mission of Paul is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders."

Paul participates in a data-sharing consortium, and its attendance rates are among the highest in the sector. Attendance is monitored weekly across multiple internal meeting structures, and the school intends to develop a future presentation model to share its successful practices at educational conferences.

Looking Ahead
Dr. White previewed that DC School Report Card data and ASPIRE assessment data would be shared at the January board meeting. She acknowledged that the ASPIRE accountability system has posed implementation challenges due to timeline misalignment between OSSE and the DC Public Charter School Board.

Treasurer's Report
Dr. White shared that the school continues to be in a strong financial position, meeting and exceeding all key performance indicator thresholds, including:
- A debt service coverage ratio of nearly 3.0, well above the required 1.15
- Cash on hand exceeding 60 days
- A strong forecast with positive net income for FY26

Highlights:
- Paul PCS received a $1.1M check from the IRS in addition to the $1.2M already received as part of the Employee Retention Credit, a federal COVID-era tax credit for organizations that maintained staffing levels.
- Unexpected but timely, these funds will help offset projected budget cuts for FY27 and rising personnel costs, including teacher salaries.
- A grant for $110K (Perkins grant for CTE) was omitted from the original forecast but has been added, improving the FY26 outlook.
- Budget pressures continue due to DC-wide funding challenges and an anomaly in at-risk student funding caused by errors in OSSE/DHS data sync, resulting in a $130K funding loss that Paul is advocating to reverse.
- Audit findings were clean once again, and the audit report will be finalized shortly.
- Paul is preparing to renegotiate its $16M construction loan in approximately two years. While the current interest rate is favorable (~3%), the debt service coverage ratio clause is restrictive, and leadership hopes to negotiate for more flexibility in the future.

New Business
Board Members were reminded to revisit the updated Board Goals, especially the addition of the new strategic plan oversight goal. Ms. Albright shared that she and Ms. Ubiera have been updating several key governance documents, including the Trustee Agreement and Orientation Handbook, in preparation for review and feedback from the full board in January. Board Members will be asked to reflect on their onboarding experience and suggest improvements for incoming members.

Closing
The meeting adjourned at approximately 6:51 PM. The next meeting will be held virtually on January 27, 2025.

"The mission of Paul is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders."