

What is ASPIRE?

- PCSB's academic accountability system
- Measures school performance across key priorities:
 - Student growth
 - College & career readiness
 - Supportive learning environment
- Used by PCSB to evaluate schools for review and renewal



Middle School Performance Measures

ACCESS Growth Rate

Chronic Absenteeism Rate

Re-Enrollment Rate

State Assessment Growth to Proficiency Rate - ELA (Middle School Grade Bands)

State Assessment Growth to Proficiency Rate - Math (Middle School Grade Bands)

State Assessment Median Growth Percentile - ELA (Middle School Grade Bands)

State Assessment Median Growth Percentile - Math (Middle School Grade Bands)

State Assessment Proficiency Rate - ELA (Middle School Grade Bands)

State Assessment Proficiency Rate - Math (Middle School Grade Bands)



High School Performance Measures

9th Grade On-Track Rate

ACCESS Growth Rate

ACT/SAT College Readiness Benchmark Achievement Rate

Advanced Coursework and Career Certification Achievement Rate

Career and College Acceptance Rate

Chronic Absenteeism Rate

High School Graduation Rate - 4-Year ACGR

High School Graduation Rate - 5-Year ACGR

PSAT College Readiness Benchmark Achievement Rate

Re-Enrollment Rate

State Assessment Growth to Proficiency Rate - ELA (High School Grade Bands)

State Assessment Growth to Proficiency Rate - Math (High School Grade Bands)

State Assessment Proficiency Rate - ELA (High School Grade Bands)

State Assessment Proficiency Rate - Math (High School Grade Bands)



SY 2024–25 Goal Attainment Pathways

A) Transitional Goals (ASPIRE-Aligned)	Meet or exceed the comparative target.
B) ASPIRE	Earn Level 3 or higher on ASPIRE.

SY 2024–25 Goal Attainment Pathways

C) OSSE Accountability^[5]	Earn a 40.0% or higher on OSSE's DC School Report Card.
D) ASPIRE Improvement	For schools that earn Level 4 on ASPIRE, improve score from the prior year.





What does it mean to adopt ASPIRE as our goals?

- ★ ASPIRE becomes our official charter goals framework
- ★ Our performance is evaluated based on ASPIRE results
- ★ “Meeting goals” = meeting ASPIRE benchmarks (e.g., Level 3+)
- ★ Aligns our internal priorities directly with PCSB expectations
- ★ Our annual performance will be evaluated through ASPIRE
- ★ Goal attainment will be determined using ASPIRE outcomes
- ★ Aligns our accountability with PCSB’s system





Timing & Decision Framing

- ★ This is a timely decision, as we are currently in a grace and acclimation period where schools have the opportunity to adopt ASPIRE as their goals with added flexibility. We recommend making this decision now, while conditions are supportive, and revisiting it in September or November 2026 after a full year of experience with the framework.
- ★ We are intentionally building in a revisit point once we have real data and experience under ASPIRE.



Academic Priorities

Coaching & Development

● Teacher Observations & Feedback

- Weekly/bi-weekly documentation of classroom observations
- There are targeted observation forms to address specific instructional needs (ie Domain 2, Virtual Friday, & Learning Recovery)

● Coaching Meetings & Support

- Weekly/bi-weekly coaching meetings for teachers to provide observation feedback and coaching support.
- Provide elevated coaching support to teachers of high instructional needs (ie: midyear hires, 1st year teachers)
- Planning for Teacher Residency Program pilot year (SY26-27)

● Course Collaborative Planning Meetings

- Plan collaboratively for upcoming lessons
- Use/Analysis of scholar data to inform strategic grouping in lesson plans

● Content Team Meetings

- Use of Friday Professional Development time to provide teacher development on instructional strategies.



Curriculum

● Curriculum Implementation:

- Oversee fidelity to implementation of our grade level, standards aligned Core Content curriculum.
- Ensure teachers & scholars have access to materials & resources to implement the curriculum.
- Weekly review of teacher lesson planning.

● CAPE 2.0 Transition

- Research & development on Smarter Balanced Assessments
- Drafting curriculum shifts to meet the new demands of CAPE 2.0 (Smarter Balanced Assessments)

Academic Priorities



Assessments

- **Assessment Fidelity & Compliance**
 - Oversee rigorous, standard-aligned assessments
 - Ensure strong execution of the Assessment Calendar and window cycles.
- **Data Driven Instructional Decisions**
 - Analysis of scholar performance on standards aligned assessments to inform instructional needs and planning for scholars along with coaching support needs

Learning Recovery

- **Scholar Engagement & Performance**
 - Monitor consistent engagement and performance within the Learning Recovery platforms
 - Provide teachers with coaching support and development to strengthen the use of learning recovery data to support scholar growth.



SY25-26 Semester Two Priorities and Progress

Schools: Academics and Instructional Monitoring/Support



Spring Assessment Readiness

DC-CAPE (Begins late April)

- ❑ A3 DC CAPE Final Push
- ❑ Cape Crusaders
 - ❑ Targeted Small-Group Instruction
 - ❑ SMART Saturday
 - ❑ High-Impact Tutoring
 - ❑ Attendance
 - ❑ BrainBoost
- ❑ Communication
 - ❑ Scholar
 - ❑ Family (HS- 3/25; MS- 3/26)
 - ❑ Staff

College Readiness

College Access

- ❑ College Acceptance: 77%
- ❑ Scholarships/FAFSA
- ❑ DC CAP (14 scholars)
 - ❑ Eligibility, Decision Authority, Program Distinction

Dual Enrollment

- ❑ OSSE DE
 - ❑ Spring 2026: 23 scholars
 - ❑ Summer 2026: 12 pending
 - ❑ Fall 26-27 recruitment

CTE Programming

- ❑ CTSO TSA Competition
 - ❑ Coding, Game Board Design, Audio Podcast, Video Game Design, Dragster,
 - ❑ Additional Awards
 - ❑ Fundraising- American Red Cross
- ❑ ATC – Strong Performance
 - ❑ Fall Performance: 100% credits earned

SY 25–26 Semester Two Priorities and Progress

School Support and Leadership Development



ASPIRE Metrics

Focus Areas

- SSPM (5th, 8th, 12th)

Priority Metrics

- Senior On-Track (including CSH)
- 9th Grade on Track
- CAPE 4+
- Chronic Absenteeism

SY26-27 Planning

Master Schedule Planning

- Course Offerings/Selections
- *Integrated Math [NEW]
- SpEd/EL Scheduling Needs

Summer Programming

- Summer School Projections
- Staff Identification
- Acceleration and Enrichment Summer Programming

Other Planning Groups

- Tiered Interventions Refinement
- Parent Engagement: Programs
- College Readiness
- CTE Programming Year 3

Strategic Plan Connection

- Leadership Development
- Family Programming/Events

Student Support Services Priorities SY 25-26

Culture, Climate and Support

Student Support Services Priorities SY 25-26



Culture



Special
Populations



SEL

- **Implementation of the Paul Way**

- Provides clear expectations for our stakeholders of The Paul Way
 - Drastic decrease in referrals focused on safety concerns

- **The Scholar Experience**

Goal: *Paul PCS is a place where scholars feel a sense of belonging and excited to learn*

- Programming focus on amplifying success
- Social emotional learning
- Reorganizing Student government as a way of developing scholar leaders

- **Attendance**

- Show up and Show out Attendance Plan
 - 91% HS
 - 94% MS
 - Continued focus on chronic absenteeism and truancy (ASPIRE support plan)



PAUL PUBLIC
CHARTER
SCHOOL

Student Support Services Priorities SY 25-26

Special Populations

Student Support Services Priorities SY 25-26



Culture



Special
Populations



SEL

- **Support for scholars with exceptional needs**

- AYA programming for MS sheltered instruction of highest need scholars
- 9th grade sheltered support
- Scholar Led IEP meetings
- Tier 3 support for high need scholars
- Compliance for Special Population
- Professional development for dedicated aides
- Oversight of non-public scholars

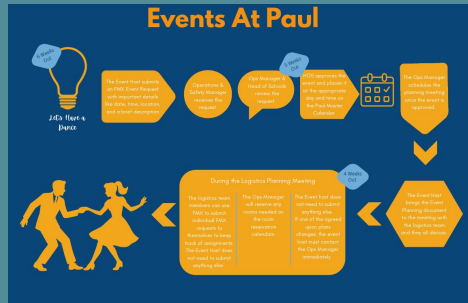


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SCHOOL

Operations Priorities for SY 25-26

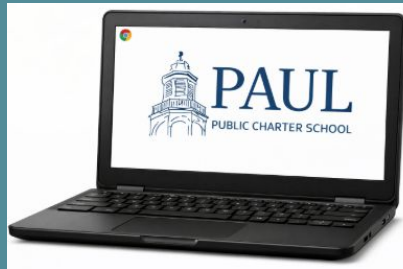
One Paul One Purpose: Strengthening systems and culture to better serve every student.

Strengthen Operational Systems



Events at Paul are now coordinated across Operational Logistics, Culture Guidelines, School Leader Expectations, and Family Engagement

Deliver High Quality Resources



Students must report lost or damaged devices. A \$75 fee is applied when a new computer must be provided. Students are responsible for reporting and soon will be able to pay.

Deepen Family Engagement through Partnerships with Families

Principal Kirby's Bulletin

Home of the Pirates



March 23 - March 27

A few words from Mrs. Kirby

Dear Paul High School Families,

I hope you and your family are doing well.

I want to personally invite all 9th and 10th grade families to our CAPE Family Meeting on Wednesday, March 25, from 5:30-6:30 PM.



Newsletters and (more) scheduled communications laid the groundwork for partnership with the Culture Team to develop future programs and partnerships.



HR/Talent Priorities SY25-26

Building a high-performing, engaged, and accountable staff culture

Talent Acquisition & Retention

- Recruit and retain high-quality, mission-aligned staff
- Strengthen hiring pipelines through partnerships, early hiring cycles, and targeted outreach
- Improve onboarding experience, including structured support for mid-year hires
- Target:
 - $\geq 85\%$ staff retention
 - 100% of vacancies filled by start of school year

Systems & Accountability

- Streamline HR policies and procedures
- Strengthen compliance and performance management systems
- Target: 100% compliance on mandatory trainings

Leadership & Staff Development

- Enhance leader effectiveness through coaching, feedback, and development sessions
- Expand professional learning aligned to instructional priorities
- Target: 100% of staff receive regular coaching cycles

Staff Engagement & Culture

- Increase engagement through check-ins, surveys, and action planning
- Implement wellness and recognition initiatives
- Target: $\geq 90\%$ staff participation in feedback cycles





HR/Talent Early Wins & Outcomes SY25-26

Driving retention, engagement, and staff performance

Retention & Stability

Strong staff retention trends

- High completion rates for required trainings
- Current:
 - 82% retention
 - 100% training compliance

Compensation & Benefits

- Expanded benefits to better support staff
- Ongoing bonuses and retention incentives

Professional Development & Feedback

- TalentED Talks supporting instructional growth
- Regular staff feedback cycles
- Target: 2+ feedback cycles per year

Staff Engagement & Culture

- 15+ staff engagement initiatives annually
- Increased employer brand visibility



Paul PCS
Financial Snapshot
March 2026

Key Indicators

- Financial position remains stable, with all key indicators still above required thresholds despite recent adjustments.
- Cash Reserves: Projected to end the year with approximately 284 days of cash on hand, continuing to exceed the 60-day benchmark.
- Debt Compliance: DSCR of 1.92, remaining above the 1.15 requirement with a continued financial cushion.
- Operating Position: Forecast now reflects a slight year-end deficit, driven by planned strategic investments.

Drivers of Current Forecast

- Strategic Staffing Investments: Inclusion of retention bonuses and additional staffing costs to support workforce stability.
- Student-Focused Spending: Increased end-of-year investments in student materials and supports.
- Revenue Strength Continues: Overall revenue remains ahead of budget, helping offset increased expenses.

Key Updates This Month

- **Reduced Cash Outlook:** Forecasted year-end cash decreased due to planned investments in staff and student supports.
- **Expense Increases:** Adjustments reflect retention bonuses, higher staffing costs, and increased student-related expenses.
- **Operating Margin Shift:** Net income moved slightly negative, reflecting intentional spend decisions rather than revenue loss.

Upcoming Considerations

- **End-of-Year Spending:** Continued planned spend-down on supplies and materials will impact final cash position.
- **Grant Drawdowns:** Federal grant reimbursement activity has begun and will continue to affect cash flow timing.
- **Cash Position Monitoring:** While reserves remain strong, month-to-month fluctuations will continue through year-end cycles.

