35

00:11:00.900 --> 00:11:14.220

JLopezMolina: Alright awesome let's let's get started on this 636 let's call the meeting to order, thank you, everybody for coming, and I will open the floor to public comments.

36

00:11:22.470 --> 00:11:32.490

JLopezMolina: All right, if there are no public comments we will move to the next section of the agenda that is the first step presentation i'll turn over to Mr Brown, to do some introductions.

37

00:11:33.360 --> 00:11:36.600

travisbrown: awesome good evening board members can everyone hear me okay.

38

00:11:38.340 --> 00:11:38.820

travisbrown: awesome.

39

00:11:39.210 --> 00:11:39.600

travisbrown: It was.

40

00:11:40.050 --> 00:11:42.000

travisbrown: it's my pleasure to.

41

00:11:42.030 --> 00:11:54.780

travisbrown: bring to the boy tonight, Mr shake movies, is our physics teacher and does computer science also one of the great things about Mr movies, is that he's all he's always.

42

00:11:55.260 --> 00:12:01.500

travisbrown: ready to jump in and do exceptional things for young scholars, one of the big things that was.

43

00:12:02.430 --> 00:12:10.380

travisbrown: One of the big initiatives that came was a brainchild of his and another technology teacher in the school was due to technology summer camp.

44

00:12:10.800 --> 00:12:15.870

travisbrown: which I hope he speaks a little bit about tonight because there really was a game changing the way we.

45

00:12:16.470 --> 00:12:28.980

travisbrown: We looked at and provided programming for for summer school so that was a really great initiative that he did, but also he's teaching physics, which is a really tough subject area which a lot of black and brown kids don't actually attempt.

46

00:12:30.030 --> 00:12:39.480

travisbrown: In New York City so he's doing something where we provide physics, all our scholars at Ferris have to take physics, so we don't avoid it.

47

00:12:40.320 --> 00:12:53.100

travisbrown: So he can tell you about the adventures his adventures in physics and really pushing young people, young people of color to be proficient in physics so without further ado really great guy, but I want to introduce you to shake movies.

48

00:12:53.970 --> 00:12:58.260

Sheikh Muizz: i'm thinking principal Brown and thank you, members of the board for having me.

49

00:12:59.340 --> 00:13:17.370

Sheikh Muizz: So yeah I and physics and computer science teacher Pharaohs and I gotta say my journey with pharaoh's has been quite spectacular I feel like i've been given an opportunity to really create something wonderful for our kids and.

50

00:13:18.540 --> 00:13:25.590

Sheikh Muizz: just wanted to give you guys a little bit of a bit a little bit of a background on me where school came went to.

51

00:13:26.460 --> 00:13:38.850

Sheikh Muizz: Where you know, the fact that I also had been living in the bronx for nine nine years, so I went to fordham university right here in the bronx and I, I think one of the things that attracted me to fordham was this.

52

00:13:39.720 --> 00:13:49.020

Sheikh Muizz: idea about building of the whole person for them as a school, just like kind of like ours really rooted in values, the values of fordham.

53

00:13:49.650 --> 00:13:57.270

Sheikh Muizz: happen to be Jesuit I do think that a lot of the stuff that fordham talked about can be implemented.

54

00:13:57.990 --> 00:14:10.620

Sheikh Muizz: You know, to my day to day in my teaching, one thing that I really that stood out to me was this idea of cure personality which is this idea of building the whole person and.

55

00:14:11.580 --> 00:14:27.270

Sheikh Muizz: that's something that I really strive to do in my classroom and with this my physics and computer science, I think, as Mr Brown was saying, a lot of students in the bronx don't have access to.

56

00:14:28.620 --> 00:14:41.910

Sheikh Muizz: physics, nor computer science and an important it's an important subject, especially if i'm trying to build this idea of this whole person, you know we get our bio we get our chemistry we get our la our.

57

00:14:42.510 --> 00:14:52.260

Sheikh Muizz: math right, but I think you know physics and computer science are really important because they challenged kids in unimaginable ways they really.

58

00:14:53.730 --> 00:15:08.010

Sheikh Muizz: help develop these analytical skills that are going to make them really marketable in the future, especially if they want to go into you know these top Ivy league schools, if they want to go to these really great schools, I think.

59

00:15:10.080 --> 00:15:14.640

Sheikh Muizz: One of my biggest challenges this year has been bridging.

60

00:15:15.990 --> 00:15:20.430

Sheikh Muizz: The gap in learning that was caused during the pandemic and.

61

00:15:21.600 --> 00:15:35.040

Sheikh Muizz: While maintaining the rigor of my class like it's I don't want to like take it easy on the kids you know, because you know I think we get we often fall into this like.

62

00:15:36.270 --> 00:15:47.520

Sheikh Muizz: Recently I think a lot of teachers and professionals and education field they're like oh like you know there's a lot of learning loss there's a lot of learning wise, yes, but that doesn't mean our kids can't do it.

63

00:15:48.210 --> 00:16:00.390

Sheikh Muizz: But also it's been challenging because I want to be mindful of where my kids are at as well, so I think that's definitely been something that i've been working to like learn how to juggle.

64

00:16:01.950 --> 00:16:12.660

Sheikh Muizz: And I think the resources at Ferris have been really helpful, especially my direct supervisor and coach miss Erin Kim has been really, really helpful in that.

65

00:16:14.010 --> 00:16:25.200

Sheikh Muizz: But another thing that I really like and i'm passionate about is data analysis and I think the Chair, Mr Javier he was saying something about I was trying to analyze the data and.

66

00:16:25.590 --> 00:16:35.550

Sheikh Muizz: Data like I think data is super super important and allows you to come up with by analyzing data, you can come up with.

67

00:16:36.120 --> 00:16:45.600

Sheikh Muizz: Solutions to very challenging problems, and you know I think the one way that I use data in my classroom is coming up with.

68

00:16:46.290 --> 00:16:55.890

Sheikh Muizz: targeted teaching groups, so you know and the fun part is that although, yes, we have these numbers, we have these values right, you have to also understand that.

69

00:16:56.550 --> 00:17:17.010

Sheikh Muizz: These values are are there, there are kids right there they're not just these numbers that they're they're these actual living human beings that have feelings that have quirks that have passions so it's just been an honestly teaching has been a phenomenal experience.

70

00:17:19.860 --> 00:17:22.080

Sheikh Muizz: Who just said, a mouthful.

71

00:17:24.180 --> 00:17:27.480

Sheikh Muizz: I know principal brown wanted me to talk about the summer enrichment.

72

00:17:27.480 --> 00:17:39.930

Sheikh Muizz: program, and that is something i'm incredibly proud of it has it was an idea that a student actually came up with with another tech teacher they wanted to learn how to.

73

00:17:40.650 --> 00:17:55.440

Sheikh Muizz: build a mining rig for cryptocurrency and from there, we coach the students on how to like you know successfully create this program and me, Mr wavy.

74

00:17:56.670 --> 00:18:04.530

Sheikh Muizz: And this student we created a pretty awesome program that allows students to build some of their first computers.

75

00:18:05.340 --> 00:18:15.690

Sheikh Muizz: that's unbelievable you know, like the fact that we had seventh graders sixth graders building computers gaming computers servers.

76

00:18:16.110 --> 00:18:22.350

Sheikh Muizz: Like cryptocurrency mining rigs that's just unbelievable and I think that's just a testament to.

77

00:18:23.340 --> 00:18:35.010

Sheikh Muizz: The power at pharaoh's the fact that you know if you have an idea you plan plan it out, we can make it happen, and I think that's that's something that I really truly enjoy.

78

00:18:35.460 --> 00:18:45.780

Sheikh Muizz: About Ferris academy and something that I want to continue doing is like adding on to that right another I think idea of mine is.

79

00:18:46.260 --> 00:18:58.020

Sheikh Muizz: Building a kindergarten to 12th grade technology program are you having this cohesive tech program that kids in kindergarten start learning how to.

80

00:18:58.470 --> 00:19:11.940

Sheikh Muizz: code that's just that's unbelievable you know that's not something that people do, but I think that our kids can do it our kids are so bright our kids are so so wonderful and, hopefully, one day, that can happen that's kind of.

81

00:19:13.140 --> 00:19:18.270

Sheikh Muizz: I know I just I feel like I rambled so much, but had some stuff written down but.

82

00:19:21.390 --> 00:19:23.670

Sheikh Muizz: pass it on to you guys have any questions for me.

83

00:19:26.820 --> 00:19:28.710

JLopezMolina: The questions from the board or.

84

00:19:30.180 --> 00:19:38.220

Stacy S: Summer camp it's going to be the summer, but how many weeks, did you plan all those things out, and please tell me you're doing special recruitment for young lady.

85

00:19:40.530 --> 00:19:55.470

Sheikh Muizz: Yes, that is something that I, I really do want females in stem dad something that I think we need so much and I I I only hope to empower.

86

00:19:56.640 --> 00:20:05.700

Sheikh Muizz: All my students, especially my female students to go ahead and seek those opportunities in my old previous school when I was also teaching coding.

87

00:20:06.690 --> 00:20:16.230

Sheikh Muizz: There was a student i'll never forget her name was Salima too, and she really fell in love with coding and me, and another teacher helped her get into girls who code.

88

00:20:16.590 --> 00:20:23.970

Sheikh Muizz: And like if it hadn't been for her like me noticing that she had really talented at this and really passionate about it.

89

00:20:25.350 --> 00:20:37.170

Sheikh Muizz: You know who knows what would have happened, but the summer enrichment program we started planning for it, I think, around the end of March and.

90

00:20:37.980 --> 00:20:54.540

Sheikh Muizz: Initially we had hoped it would be a two week long program but we cut it down to one week because it was our first try, we wanted to, we wanted to make sure that you know we although you know, sometimes bigger doesn't always mean better so we wanted to have a really high quality Program.

91

00:20:55.620 --> 00:21:06.450

Sheikh Muizz: The goal, maybe this year is to have it be at least two to three weeks, I think that would be really amazing we could do a lot of great things with that, but that all depends on my planning.

92

00:21:06.960 --> 00:21:15.030

Sheikh Muizz: But that is the goal, I do hope to recreate that and get a lot more participation than we did last last time.

93

00:21:17.490 --> 00:21:32.250

Tamara South: my daughter is in girls coach she's in the third grade, so I think the program is amazing, and then my son he's also tech savvy he loves Mr sweetie that's his favorite class computer science computer, what is it.

94

00:21:33.360 --> 00:21:36.480

Tamara South: Is a computer or computer tech tech technology.

95

00:21:37.500 --> 00:21:45.750

Tamara South: So, I guess, my question is, is it will it be for K to 12 because it'd be great if they can see their classmates and do these things.

96

00:21:48.600 --> 00:21:50.460

Sheikh Muizz: And that's a great question i'm.

97

00:21:50.610 --> 00:21:51.420

Currently.

98

00:21:52.470 --> 00:22:03.030

Sheikh Muizz: K through 12 we have it's me and Mr sway be and Mr suede he's doing the real and Mr Jacobs, we recently just got Mr Jacobs, as well, really great guy.

99

00:22:03.930 --> 00:22:15.450

Sheikh Muizz: Really passionate about teaching in the bronx love working with him, but we have Mr sway be in elementary school side, the lower school side, so I think.

100

00:22:15.780 --> 00:22:22.230

Sheikh Muizz: One thing that we would need is at least a couple more computer science teachers to be able to have a.

101

00:22:22.740 --> 00:22:36.360

Sheikh Muizz: K three K through second grade summer program but, honestly, the one thing that i've learned here at Ferris is that if you know it starts with an idea, and if you are really passionate about it and you want it done.

102

00:22:37.530 --> 00:22:45.870

Sheikh Muizz: Mr Brown is literally always willing to work with you use it it's been great on hopefully we can get a K through that'd be amazing.

103

00:22:49.980 --> 00:22:56.670

Sharon Beier: hi my name is Sharon buyer i'm a pediatrician and adolescent medicine doctor and.

104

00:22:57.510 --> 00:23:13.050

Sharon Beier: I just want to say it's it's i'm thrilled that you're teaching physics, I know, most of my patients have not gotten physics and there's in their school i'm also thrilled that you're doing technology also but I spent most of my career in the bronx and.

105

00:23:15.930 --> 00:23:25.110

Sharon Beier: My high school physics teacher, I actually went back to my high school physics teacher when I decided to go into medicine, because I needed help with my my pre medical physics.

106

00:23:26.070 --> 00:23:37.290

Sharon Beier: And so I am i'm pretty I think high school physics teachers are pretty awesome one thing that my patients taught told me is that.

107

00:23:38.460 --> 00:23:45.900

Sharon Beier: When they needed help in any of the sciences, they they went on to Khan Academy, you know kind of Academy.

108

00:23:47.040 --> 00:23:56.340

Sharon Beier: So it goes, step by step, and it's it's you know for people that might need extra help it's a really it's a fun thing it's like these little videos and.

109

00:23:56.670 --> 00:24:06.390

Sharon Beier: And, and he explains, you know everything, step by step, and the other thing is, when I was in a in in the in the bronx had.

110

00:24:06.990 --> 00:24:24.480

Sharon Beier: We had a team health Center we had fordham students who came on tutored and and taught a lot of the sciences, they had helped so you know if you have students that might need some you know extra help, so you know for him students like to come and i'm sure you know that but.

111

00:24:25.920 --> 00:24:29.640

Sharon Beier: I bet they would be thrilled to work with you and the students.

112

00:24:35.850 --> 00:24:39.510

Sheikh Muizz: yeah Khan academy is a really wonderful website, I like to provide.

113

00:24:40.560 --> 00:24:48.510

Sheikh Muizz: A variety of different resources to my kids especially Khan academy is one of them I just you know, I think.

114

00:24:49.380 --> 00:25:03.630

Sheikh Muizz: One of the things that i've come to understand from teaching is that, yes, maybe Khan academy worse for some students, I mean I work for others, so I i'm always looking for different resources to help my kids, especially in physics.

115

00:25:09.090 --> 00:25:11.460

JLopezMolina: Great any other questions from the group.

116

00:25:12.300 --> 00:25:13.470

Robb: One good question.

117

00:25:14.220 --> 00:25:15.180

Robb: Okay, good.

118

00:25:15.360 --> 00:25:16.830

Robb: Good go you go ahead.

119

00:25:18.420 --> 00:25:19.470

Briar Thompson [she|her]: I was gonna ask so.

120

00:25:19.680 --> 00:25:24.660

Briar Thompson [she|her]: Although we are a little bit unusual in choosing to have our students will take physics.

121

00:25:25.080 --> 00:25:35.610

Briar Thompson [she|her]: it's still one of the challenging subjects and I think, as seen in many schools it's been really difficult to get students proficient in physics.

122

00:25:36.060 --> 00:25:43.530

Briar Thompson [she|her]: Can you tell us a little bit about you know what are the things that you're finding successful Where would you like to get more support from the school.

123

00:25:43.890 --> 00:25:52.020

Briar Thompson [she|her]: Then, as a board, we are very interested in different ideas and willing to back them so would love to hear your thoughts on how to bring most students up to proficiency.

124

00:25:54.810 --> 00:25:55.860

Sheikh Muizz: um I think.

125

00:25:57.000 --> 00:26:06.750

Sheikh Muizz: What would be amazing is having a physics lab I think I would be so phenomenal like having like all the cool equipment.

126

00:26:07.890 --> 00:26:14.280

Sheikh Muizz: You know, having like some like a lot bigger space, because I realized that my students.

127

00:26:16.620 --> 00:26:17.490

Sheikh Muizz: tend to learn.

128

00:26:18.870 --> 00:26:28.200

Sheikh Muizz: A lot better when it's kinesthetic right when they can actually see and feel like feel what's going on, I think.

129

00:26:28.770 --> 00:26:41.160

Sheikh Muizz: The one thing I miss physics really challenging is, although you see it every day in your life Ray you like physics is kind of everywhere in by having like the ability to do these simulations and these labs.

130

00:26:42.180 --> 00:26:43.350

Sheikh Muizz: kids.

131

00:26:44.370 --> 00:26:48.870

Sheikh Muizz: Can conceptualize it a lot better than just looking at problems.

132

00:26:50.130 --> 00:27:07.380

Sheikh Muizz: that's something i'm this quarter i'm trying to do a lot more of having more real world examples you doing really cool simulations in my class to help kind of ground them and show them, you know that this is this is physics and you see it every day in your everyday life.

133

00:27:16.500 --> 00:27:24.780

Robb: that's awesome I just went quick questions through thank thanks so much for being with us today how did you learn about Ferris and come to join the team.

134

00:27:27.960 --> 00:27:28.770

Sheikh Muizz: So.

135

00:27:28.920 --> 00:27:31.590

Sheikh Muizz: I found I found you guys on linkedin.

136

00:27:31.710 --> 00:27:41.790

Sheikh Muizz: And at the time, I think you guys were called bronx White House, and I just applied, I was working at success academy before this.

137

00:27:43.020 --> 00:27:57.660

Sheikh Muizz: And I was looking for a high school teaching position because working in middle school was was a fun experience I learned a lot, but I think by what I realized was in middle school.

138

00:27:59.880 --> 00:28:13.050

Sheikh Muizz: At, especially at working at success, I felt like there was a very heavy emphasis on math and reading and La, which is important, no doubt about that, but I really wanted to.

139

00:28:14.040 --> 00:28:22.680

Sheikh Muizz: Teach science and I think I just thought back to my own high school experiences, where I had so much fun learning.

140

00:28:23.490 --> 00:28:33.840

Sheikh Muizz: Bio chemistry and physics and I saw an opening for physics role, and I just went with it, and then the whole computer science part came.

141

00:28:34.230 --> 00:28:46.020

Sheikh Muizz: kind of when I was told I had to do an elective a computer science elective and I just hopped on that opportunity have to I just my personal dislike I.

142

00:28:46.470 --> 00:28:59.940

Sheikh Muizz: Add for them, I did a lot of research in computational neuroscience so like I did have a background in computer science already saw when I was, I was so thrilled to find out, I can also be teaching computer science, so I just went with it.

143

00:29:05.340 --> 00:29:05.670

Sheikh Muizz: awesome.

144

00:29:06.030 --> 00:29:06.450

Sheikh Muizz: Thank you.

145

00:29:07.560 --> 00:29:08.520

Sharon Beier: Any other questions.

146

00:29:14.550 --> 00:29:14.970

JLopezMolina: All right.

147

00:29:18.180 --> 00:29:19.710

JLopezMolina: Thank you for coming to the board meeting was great.

148

00:29:19.710 --> 00:29:20.520

JLopezMolina: hearing from you.

149

00:29:21.360 --> 00:29:26.040

JLopezMolina: We will move on in the agenda to the next item, which is board governance.

150

00:29:27.120 --> 00:29:33.720

JLopezMolina: The first item is approving minutes, the most exciting item of the day, so did everyone have a chance to look at the previous minutes.

151

00:29:34.800 --> 00:29:39.720

JLopezMolina: Good great I motion to approve the Minutes from the previous meeting.

152

00:29:43.380 --> 00:29:43.920

Robb: I think.

153

00:29:44.280 --> 00:29:46.740

JLopezMolina: Second, all of those in favor.

154

00:29:48.330 --> 00:29:48.630

Robb: Aye.

155

00:29:49.710 --> 00:29:58.860

JLopezMolina: Aye let the record show that meeting Minutes have been unanimously approved next item on the agenda is poured recruitment and I will turn it over to Sarah.

156

00:30:01.470 --> 00:30:02.040

Courtney Russell: For sharing shares.

157

00:30:02.100 --> 00:30:09.570

Courtney Russell: Here I couldn't be here this evening, she she had to work commitment but we met before, and she had a few things she wanted me to share.

158

00:30:10.500 --> 00:30:16.950

Courtney Russell: So i'll do that for just a moment now, but essentially if you all recall last month of the month before we talked a little bit about.

159

00:30:17.610 --> 00:30:28.200

Courtney Russell: Being a bit more targeted and our board recruitment, I think, where we've landed is we've had a few good people come in lately, but we kind of said, you know what are we looking for what are some of the skill gaps.

160

00:30:28.830 --> 00:30:37.470

Courtney Russell: And so what we did was we took a look at the assessment from previous years and it's sarah's recommendation that we spend some time tonight.

161

00:30:38.280 --> 00:30:43.680

Courtney Russell: Taking that individually, so what i'd like to do is share my screen and show you all, what that would look like.

162

00:30:44.400 --> 00:30:56.580

Courtney Russell: Essentially, what you would need to do is log on to board on track and get to the assessment tab right here, and you should see this board skills assessment.

163

00:30:57.510 --> 00:31:03.480

Courtney Russell: I don't know how long Javier you'd like to give people to take this, but I just did a preview of it, and it seems like it is.

164

00:31:04.350 --> 00:31:14.550

Courtney Russell: Well it's quick and nature reading and simply answering yes, no or I don't know there are quite a few pages, so I think we probably need to a lot at least 15 minutes for people to do this.

165

00:31:16.320 --> 00:31:28.440

Courtney Russell: But you'll see there's a variety of questions and, as you go deeper it gets into some of the sub topics that will allow Sarah and others to determine like okay here's an area, for example.

166

00:31:30.120 --> 00:31:35.280

Courtney Russell: When you go a little bit deeper it talks about academics, it talks about finances and it gives you a better sense of.

167

00:31:36.120 --> 00:31:47.430

Courtney Russell: You know what are some of the strengths and areas of improvement for the board, and I think eventually what we'll see is this report that will help us to analyze and then give us some recommendations.

168

00:31:48.660 --> 00:32:01.290

Courtney Russell: Before I turn it over to Javier for his thoughts once it is time for us to take the survey if there's anyone that can't get in board on track for any reason, just send me a message privately in the chat and i'll work with you to reset your password that's not a problem.

169

00:32:03.450 --> 00:32:04.500

JLopezMolina: Great ya know I have.

170

00:32:05.190 --> 00:32:08.700

JLopezMolina: Very little comments, other than we should do this, and maybe.

171

00:32:09.750 --> 00:32:15.300

JLopezMolina: We can a lot, maybe a couple minutes to like login and start to answer a couple questions here.

172

00:32:16.950 --> 00:32:21.840

JLopezMolina: I am on it right now, it doesn't look like it's terribly long so.

173

00:32:23.610 --> 00:32:29.670

JLopezMolina: Why don't we take some time right now to do it can anyone not logged in so having login issues.

174

00:32:30.390 --> 00:32:30.930

emanate.

175

00:32:31.950 --> 00:32:40.950

Sharon Beier: Am I am is this an internal question here is this like you know, for it, this isn't for the board of education or.

176

00:32:41.670 --> 00:32:45.210

JLopezMolina: No, no it's it's just for our internal use as a board.

177

00:32:45.450 --> 00:32:50.130

Sharon Beier: to write I looked at it and there's a lot of questions I had, I just have no idea.

178

00:32:50.880 --> 00:32:52.740

JLopezMolina: yeah and that's okay that's okay.

179

00:32:56.640 --> 00:33:01.230

Courtney Russell: Like I said, if anyone can't get in and just send me a message and i'll work with you to get that done.

180

00:33:03.570 --> 00:33:05.910

Courtney Russell: Otherwise, what do you have any input on that clock coffee or 10.

181

00:33:06.750 --> 00:33:08.100

JLopezMolina: yeah let's put 10 minutes all.

182

00:33:09.000 --> 00:33:09.360

Right.

183

00:33:10.950 --> 00:33:12.210

JLopezMolina: i'm put myself on mute.

184

00:39:03.630 --> 00:39:05.250

Robb: yeah I thought it was the one page.

185

00:39:05.460 --> 00:39:06.330

JLopezMolina: I thought, some to.

186

00:39:09.510 --> 00:39:10.680

JLopezMolina: 40% complete.

187

00:39:30.930 --> 00:39:31.170

Okay.

188

00:43:25.410 --> 00:43:27.510

Courtney Russell: happy, I would like, for me to add a few more minutes on.

189

00:43:29.220 --> 00:43:29.880

JLopezMolina: yeah.

190

00:43:30.600 --> 00:43:31.170

Courtney Russell: You thought it was.

191

00:43:32.520 --> 00:43:33.810

Courtney Russell: tripping five minutes.

192

00:48:50.580 --> 00:48:53.340

JLopezMolina: Alright, should we should we get started.

193

00:49:18.510 --> 00:49:20.490

JLopezMolina: So, yes there's anybody else out there.

194

00:49:24.660 --> 00:49:24.960

JLopezMolina: All right.

195

00:49:25.740 --> 00:49:26.460

JLopezMolina: From prior.

196

00:49:27.420 --> 00:49:41.190

JLopezMolina: To Inna see Tamara Karen awesome I think we've got the most people re engaged alright, so the next item on the agenda is scholarships alternative recording.

197

00:49:43.380 --> 00:49:52.620

Courtney Russell: Just a really brief update the application and information did go out to high school scholars and families, this week, and so.

198

00:49:53.040 --> 00:49:58.440

Courtney Russell: we've certainly got a head start on the process from last year, where we know that we got some applications kind of.

199

00:49:58.830 --> 00:50:06.930

Courtney Russell: Under the wire, at the very end so hopefully we'll start to see some coming in soon we did also alert the College and career team and there'll be.

200

00:50:07.680 --> 00:50:13.620

Courtney Russell: They have some kind of regular newsletter that they put out to the College senior excuse me to the high school seniors and so.

201

00:50:14.490 --> 00:50:25.050

Courtney Russell: They told me that they would indicate, you know some of that communication around the opportunity to the children, and so I will keep you all posted as time progresses, but things are coming along.

202

00:50:26.820 --> 00:50:27.210

But.

203

00:50:28.500 --> 00:50:30.480

JLopezMolina: next item on the agenda is the.

204

00:50:30.510 --> 00:50:33.930

JLopezMolina: Finance Committee report, and I know Kia can be here, we have.

205

00:50:35.100 --> 00:50:37.440

JLopezMolina: This it rob was going to take over yeah.

206

00:50:38.910 --> 00:50:42.450

Robb: Yes, thanks heavier so the Finance Committee met.

207

00:50:43.980 --> 00:50:48.810

Robb: Yesterday, the day before we reviewed the financials with.

208

00:50:49.830 --> 00:50:54.750

Robb: With with Courtney Maria and travis and.

209

00:50:57.330 --> 00:51:01.950

Robb: Our the organization that prepares our books went through revenue and expenses.

210

00:51:03.690 --> 00:51:06.900

Robb: It was a pretty straightforward report.

211

00:51:08.460 --> 00:51:14.430

Robb: Nothing really of note in terms of major revenue or expense variances.

212

00:51:15.630 --> 00:51:17.640

Robb: There is some timing.

213

00:51:19.290 --> 00:51:35.670

Robb: Some timing complexity or going through with grant receivables but doesn't it doesn't propose it doesn't present a big cash impact so nothing really to raise any alarms about there were no items over $50,000 to.

214

00:51:37.230 --> 00:51:44.640

Robb: To bring to the Boards review for approval and the final thing we looked at was the investment committee results.

215

00:51:45.360 --> 00:51:55.200

Robb: For the we have a we have a large amount of cash that we keep in a very safe investment vehicles, so we reviewed performance of those.

216

00:51:55.770 --> 00:52:08.670

Robb: Instruments um yeah so all the contents in the in the in the board packet again pretty pretty straightforward this month we're on track for a balanced budget and.

217

00:52:10.500 --> 00:52:13.590

Robb: yeah I think we'll leave it there, I have you anything you would add.

218

00:52:16.140 --> 00:52:16.440

Oh.

219

00:52:17.910 --> 00:52:19.740

Robb: Great any questions from the board about the.

220

00:52:19.770 --> 00:52:20.490

financials.

221

00:52:24.720 --> 00:52:33.660

Robb: cool one of the questions in the survey, we just completed what it said something like the committee chairs recount everything that happened in the meeting or just give an executive summary.

222

00:52:36.270 --> 00:52:37.950

Robb: i've got that voice in the back of my head now.

223

00:52:39.000 --> 00:52:47.400

Robb: So, if no questions about the financials I will motion that we approve the January financials from the board packet.

224

00:52:50.520 --> 00:52:51.030

Tahina (Ty-ee-nah) Perez: Second.

225

00:52:52.230 --> 00:52:53.280

Robb: All those in favor.

226

00:52:54.240 --> 00:52:55.320

Stacy S: Aye Aye.

227

00:52:56.670 --> 00:52:57.510

Robb: Aye Aye.

228

00:52:57.630 --> 00:52:58.200

Aye.

229

00:52:59.280 --> 00:53:05.940

Robb: Thank you everyone so joey past the approved the financials presented in the poor packet.

230

00:53:07.380 --> 00:53:08.880

Robb: And i'll turn it back to you have here.

231

00:53:09.360 --> 00:53:14.760

JLopezMolina: Alright, so the next item on the agenda is covered 19 updates so i'll turn it over to Mr Brown.

232

00:53:15.840 --> 00:53:16.890

travisbrown: that's good evening again.

233

00:53:18.150 --> 00:53:27.210

travisbrown: I don't think there's too many significant updates here i'm testing is still going on a weekly basis very low.

234

00:53:28.290 --> 00:53:41.040

travisbrown: positivity rates think the next phase for us is to look at continue to look at our vaccination rates to try to get more young people who are eligible to be vaccinated but nothing.

235

00:53:41.910 --> 00:53:58.080

travisbrown: Nothing major to report, I think the big thing in a news is lifting the mask mandates so that's that's being discussed all throughout New York state so we'll we're gonna just with that i'm really I think what we have to do to.

236

00:53:59.370 --> 00:54:05.340

travisbrown: To get in front of that is to just increase vaccination rates so that's what we're looking at I think we've identified a provider.

237

00:54:05.820 --> 00:54:18.720

travisbrown: Who can help us on a more consistent basis provide vaccinations for those who choose to, and I think and that's going to be our next step really again to look at those rates and try to get increase those rates too fat for families.

238

00:54:22.740 --> 00:54:42.180

Tahina (Ty-ee-nah) Perez: around me know if I know governors are lifting mask mandates pretty much everywhere, it seems on over the next two months, do you have a sense for how the city is operating like well the Chancellor have overall autonomy to continue to mandate masks will he.

239

00:54:43.260 --> 00:54:46.140

Tahina (Ty-ee-nah) Perez: or she is a she sorry right.

240

00:54:47.190 --> 00:54:48.240

travisbrown: Now is the mail now.

241

00:54:48.270 --> 00:54:58.980

Tahina (Ty-ee-nah) Perez: The man Okay, yes it wasn't women's and it just yet like will or you know, will they let school principals, for example, or will they only mandate it in you know traditional do we.

242

00:54:59.700 --> 00:55:05.730

Tahina (Ty-ee-nah) Perez: Schools, do you have a sense for that, like, for your own autonomy to make the decision think is best for your your school.

243

00:55:06.510 --> 00:55:14.430

travisbrown: I know I don't know if it's going to be at the school level what to say it seems like it's at the government level right now um.

244

00:55:15.150 --> 00:55:24.750

travisbrown: I don't have a sense of honest I don't have a sense of where the power lives that decision making process, it seems, from what I read seems like it's at the stump state government level.

245

00:55:34.230 --> 00:55:40.830

Tahina (Ty-ee-nah) Perez: you're sorry one more question for when you can tell about your staff like if you post them do you feel like.

246

00:55:42.060 --> 00:55:54.870

Tahina (Ty-ee-nah) Perez: it's going to be like, oh no more masculine dates and you know we're done or do you feel like the culture of your building is like I think most people will continue to wear masks, namely the teachers, even though some people so.

247

00:55:54.930 --> 00:56:08.520

travisbrown: I think most teachers and also parents that want to go on to stay with the mask I don't know if even if, even if they it gets lifted, I think people are still worried about contracting.

248

00:56:09.210 --> 00:56:19.650

travisbrown: Cobra 19 virus and you know the health issues that may cause so I don't see I don't see people just going back to pre code, but, honestly, I think people want to stay with the mask.

249

00:56:21.300 --> 00:56:24.600

travisbrown: Probably until the end of the year, whether it's a lyft or not.

250

00:56:26.130 --> 00:56:27.660

travisbrown: But that's my that's my prediction.

251

00:56:28.620 --> 00:56:31.020

Tahina (Ty-ee-nah) Perez: I appreciate that Thank you.

252

00:56:43.980 --> 00:56:46.410

JLopezMolina: Right any other questions around covered 19.

253

00:56:52.980 --> 00:57:03.750

JLopezMolina: right if there are no other questions, I think we go into the next item, which is follow up items, and I think we had any follow up items last board meeting or Leon Courtney for that one yet thanks so.

254

00:57:05.100 --> 00:57:08.970

JLopezMolina: The Culture Committee have a meeting that they wanted to talk on.

255

00:57:11.130 --> 00:57:11.880

Our speed to.

256

00:57:14.190 --> 00:57:14.550

Tahina (Ty-ee-nah) Perez: read it.

257

00:57:15.660 --> 00:57:15.960

Tahina (Ty-ee-nah) Perez: Okay.

258

00:57:17.880 --> 00:57:21.750

JLopezMolina: Academic committee meeting I will turn it over to prior if there's an update from that.

259

00:57:22.560 --> 00:57:30.540

Briar Thompson [she|her]: Yes, we spend most of our time talking about some internal testing results, but I think travis can run us through and there were a few subjects where.

260

00:57:31.710 --> 00:57:32.550

Briar Thompson [she|her]: There are some.

261

00:57:33.990 --> 00:57:46.350

Briar Thompson [she|her]: Things to potentially worry about but travis was putting together a list of things that we will be doing as next steps to address some of those areas, and this is the reason that we do internal testing is to catch some of these things early so.

262

00:57:47.400 --> 00:57:49.560

Briar Thompson [she|her]: i'll leave it to travis to run through the details.

263

00:57:52.770 --> 00:57:52.980

travisbrown: Now.

264

00:57:54.450 --> 00:57:54.900

Briar Thompson [she|her]: let's do it.

265

00:58:00.600 --> 00:58:02.070

travisbrown: Can everyone see my screen.

266

00:58:04.350 --> 00:58:05.730

jarrodsowell: yep yep.

267

00:58:06.960 --> 00:58:09.510

travisbrown: So what you're looking at here so for us.

268

00:58:10.770 --> 00:58:20.340

travisbrown: Just as Brian said, we do interim assessments wearing now second cycle of interim assessments, so we ran through one cycle, the South second cycle of the interim assessments.

269

00:58:20.790 --> 00:58:31.020

travisbrown: This week is for the K eight so those numbers are not in as of yet, but these are the high school numbers which were which were done in January, so this first page you're looking at.

270

00:58:31.380 --> 00:58:49.770

travisbrown: This is social studies for global one global to us history government and economics, so the top dark green again that's the total number of students at above proficiency So those are the rates with proficiency being scoring a score 65% or higher.

271

00:58:50.970 --> 00:59:00.030

travisbrown: So those are the numbers there and again the interim assessments look to be predictive assessments to how students will do on the end of end of the examination.

272

00:59:02.070 --> 00:59:11.160

travisbrown: So I think the second row to look at and i'm going to move down is that approaching this approach in column here, but this is the percent of students.

273

00:59:11.910 --> 00:59:25.650

travisbrown: With an approaching score so around 56 scoring between 50 and 64% So these are where we target, because if you, you know as you add that, with our proficient students that we hold.

274

00:59:26.100 --> 00:59:36.900

travisbrown: We maintain the students being proficient these were our numbers, this is a well number should be moving this group here our numbers should be much higher during cycle three.

275

00:59:39.450 --> 00:59:46.620

travisbrown: So i'll pause there and let you look at the the history social studies results see if there any questions for on this page here.

276

01:00:06.480 --> 01:00:13.860

Tamara South: You have a question what What steps are you taking to make sure that percentage.

277

01:00:14.910 --> 01:00:17.160

Tamara South: Which is above proficiency and.

278

01:00:18.330 --> 01:00:18.570

travisbrown: yeah.

279

01:00:18.750 --> 01:00:20.040

travisbrown: it's a great question so.

280

01:00:20.790 --> 01:00:29.040

travisbrown: This is where I want students take an interim assessment teachers start they do it, they do an item analysis and an action plan, where they look to.

281

01:00:29.430 --> 01:00:38.370

travisbrown: target which questions the majority of the class got wrong or certain groups, the class got wrong and they look to reteach those things, so all.

282

01:00:39.000 --> 01:00:49.110

travisbrown: All teachers do actually they act they do internal analysis and they do, action plans and now we're doing a lot, a lot of aggressive aggressive after school Tutoring now as well, so we're targeting students.

283

01:00:49.500 --> 01:00:52.020

travisbrown: Especially the students in this range of 50 to 64.

284

01:00:52.530 --> 01:01:04.410

travisbrown: And we're calling them into to do a little arm to get more Tutoring and support targeted support in these areas to move them because there's there's so close to proficiency so that's what we're that's what.

285

01:01:04.890 --> 01:01:15.120

travisbrown: Those are the two strategies that we're using and then the biggest thing is working with the teachers to understand so looking at, if you look at global to had a really strong proficiency proficiency rate.

286

01:01:15.720 --> 01:01:23.700

travisbrown: And US Government, which had a strong proficiency rate we're looking for those positive deviance, if you will, where they they that highest.

287

01:01:24.510 --> 01:01:36.150

travisbrown: do well and we're looking at those classroom practices and we're going to see what they're doing to try to try to look and try to emulate those things, and the areas that are really struggling as well.

288

01:01:44.520 --> 01:01:46.050

travisbrown: So there are going to move to.

289

01:01:47.250 --> 01:01:56.880

travisbrown: The la results for ninth 10th 11th 12th grade and the format is the same, so we look across the top ninth grade about 60% of kids are proficient.

290

01:01:59.340 --> 01:02:14.520

travisbrown: 10th grade 62% 11th grade 50% and swap rate 47% and and one of the things that's different about these says, these are just straight up scores is not curved the regents exam is typically it's a it's a scaled exam.

291

01:02:15.570 --> 01:02:19.020

travisbrown: So students typically do a lot better than.

292

01:02:20.460 --> 01:02:29.760

travisbrown: You can pass reads this examinations without getting a score of 65% or higher pretty much but we keep it we keep it here because we look at a true a true passing rate.

293

01:02:32.070 --> 01:02:36.990

travisbrown: So these are the scores for Thank you, these are the scores for la.

294

01:02:41.010 --> 01:02:54.990

travisbrown: And again, we look at this this range of students approaching and we're going to target these groups, so we were looking so we're looking to make sure that we can advance and move these kids to increase the pass rate over the over the next cycle.

295

01:03:04.470 --> 01:03:12.570

travisbrown: which will put us in a 90% of Ohio almost 90% in most cases, most cases here, so these are the kids that on a customer we're looking to move.

296

01:03:17.970 --> 01:03:25.020

travisbrown: Now the last to a science and mathematics and we've seen that they've taken a biggest hit during the pandemic.

297

01:03:26.160 --> 01:03:34.980

travisbrown: So these rates these rates are much lower than our social studies in the legs amylase examinations, so when you look at biology chemistry.

298

01:03:35.670 --> 01:03:45.150

travisbrown: human body systems and then intro the physical science is like an intro physics course and you see physics, so our kids have really struggled passing physics.

299

01:03:49.530 --> 01:03:54.390

travisbrown: and entire science and a lot of that can be attributed to, especially in physics.

300

01:03:55.500 --> 01:04:03.750

travisbrown: physics, they need algebra two they need algebra they need the math skills and a lot of my kids spent two years at a pandemic learning math on.

301

01:04:04.500 --> 01:04:09.270

travisbrown: You know, on a computer on zone so we've seen those effects of we've seen those effects.

302

01:04:09.900 --> 01:04:14.910

travisbrown: Pretty broadly and science so we're looking we're doing things in terms of increase Tutoring.

303

01:04:15.270 --> 01:04:22.920

travisbrown: increase math Tutoring, especially for some of the sciences that require them to do a lot of algebra like chemistry does and physics does as well.

304

01:04:23.430 --> 01:04:33.630

travisbrown: So we're we're trying to increase math Tutoring and support them now, but also really increasing the writing and conceptual understanding in areas like physics and chemistry as well.

305

01:04:34.110 --> 01:04:40.980

travisbrown: But these are the numbers here i'll pause here, because these numbers are in some cases significantly lower sit there any questions.

306

01:04:53.820 --> 01:04:54.480

Briar Thompson [she|her]: yeah go ahead.

307

01:04:57.480 --> 01:04:58.020

Tamara South: You can go.

308

01:04:58.590 --> 01:05:19.800

Briar Thompson [she|her]: Oh, one thing I hadn't noticed when we previously talked about this travis is on physics says three students are at or above proficiency and to all those students, especially students, which is interesting, and it seems like in physics, at least we are doing better.

309

01:05:21.000 --> 01:05:25.140

Briar Thompson [she|her]: For our special ED students, been the classes, a whole.

310

01:05:26.400 --> 01:05:31.290

Briar Thompson [she|her]: Any thoughts on why that might be, and is there, something we can learn from that to apply for the rest of the class.

311

01:05:32.580 --> 01:05:39.480

travisbrown: yeah I think that's a good observation, we would have to look at those two students like piece, because they could have ips for different reasons.

312

01:05:39.930 --> 01:05:53.850

travisbrown: could be it could be for counseling or some other you know we got to look at specifically at those students, because we could probably glean something from there, the rate is so low that we think we have to turn over every rock to look and see what.

313

01:05:56.670 --> 01:06:03.090

travisbrown: What what things we can do to really boost that rate up, we know that there's some lagging math skills.

314

01:06:03.720 --> 01:06:05.040

travisbrown: Then it to this.

315

01:06:06.870 --> 01:06:16.710

travisbrown: But to answer to answer your your inquiry really around special education students, I think we have to look at them and see why you know, like I think is a good thing for them, but um.

316

01:06:17.370 --> 01:06:26.250

travisbrown: what's working for them that's not working for everyone else, or is this, they just strong of these two students with ips really just strong in math and science so.

317

01:06:27.930 --> 01:06:41.640

travisbrown: I think overall like we have to really we know we know physics is tough, we have to provide a lot more support to get a lot more kids over the hump, especially because if you look far below proficiency is almost the entire grade.

318

01:06:42.240 --> 01:06:42.570

yeah.

319

01:06:43.590 --> 01:06:48.090

travisbrown: All the students, so that we know that they're really struggling with physics it's really tough.

320

01:06:48.630 --> 01:06:59.220

travisbrown: But um we were going to do a lot more after school Tutoring we spoke about um one thing that we did also as we created more sections of physics, so we could reduce the class size as well.

321

01:06:59.730 --> 01:07:11.010

travisbrown: So we step three section of physics, now we we moved into four so class sizes smaller and I know briar during our academic committee meeting we spoke about bringing in more tutors.

322

01:07:11.040 --> 01:07:12.480

travisbrown: For physics and.

323

01:07:12.750 --> 01:07:17.940

travisbrown: So that's what we want to look for at the school as well because it's the area where kids are really kids are really struggling.

324

01:07:26.610 --> 01:07:28.530

travisbrown: Any other questions about the science numbers.

325

01:07:30.090 --> 01:07:38.430

jarrodsowell: hey travis first thanks and sorry I joined late, but I do have a follow up question this actually goes back to the gentleman who was presenting before about physics.

326

01:07:39.540 --> 01:07:53.340

jarrodsowell: i'm actually a huge fan of physics even even though i'm terrible at it, my question is and what order are the sciences given in terms of when do they get physics versus whenever they get bio and Kim.

327

01:07:54.600 --> 01:08:05.880

jarrodsowell: And I only asked, because I thought you know for my twin brother got did bio Chem and physics, I did physics Chem bio and so i'm always curious as to what.

328

01:08:07.380 --> 01:08:15.270

jarrodsowell: What sequence you they get it, and then also do we have comparative numbers for last year, because if.

329

01:08:16.620 --> 01:08:33.960

jarrodsowell: To me, physics, is one of the harder ones, so if this is, you know if they took this test this year, and this was like their know they take it this year they're introduced to it this year, and they test on it could we look at some numbers from May, maybe last year or the year before.

330

01:08:35.340 --> 01:08:41.310

travisbrown: Yes, so first thing the order is biology biology chemistry and physics.

331

01:08:42.360 --> 01:08:43.740

travisbrown: So we take it bcp.

332

01:08:44.340 --> 01:08:44.670

jarrodsowell: got.

333

01:08:44.820 --> 01:08:50.280

travisbrown: Some schools do take physics, first because the reason why that happens because they think it aligns.

334

01:08:50.820 --> 01:08:52.740

travisbrown: More with algebra.

335

01:08:53.970 --> 01:08:54.930

travisbrown: algebra two.

336

01:08:56.460 --> 01:08:56.910

travisbrown: We.

337

01:08:57.990 --> 01:09:14.910

travisbrown: Were we're looking to change the math sequence a little bit to to work with physics, also because on a mass side geometry is between algebra algebra algebra two so kids come to physics, after a year of geometry.

338

01:09:15.930 --> 01:09:19.500

travisbrown: And a lot of them a lot of them start to lose their we see.

339

01:09:19.500 --> 01:09:19.890

travisbrown: Yes.

340

01:09:20.220 --> 01:09:22.380

jarrodsowell: lose down so right.

341

01:09:22.590 --> 01:09:30.900

travisbrown: So a lot of some schools have changed the sequence of math or change the sequence of science so about kids are doing algebra they're doing physics, at the same time.

342

01:09:30.930 --> 01:09:47.460

travisbrown: yeah but the standard the standard thing that you find the most schools have biology chemistry and physics and then math it's algebra one geometry and algebra two so there's a lot of debate on what they call the geometry same the the geometry sandwich with imagery in 10th grade.

343

01:09:47.880 --> 01:10:02.730

travisbrown: yeah and trying to figure out if that's the if that's the smartest thing to do, or to teach geometry as a separate year in itself because kids needs so much of algebra algebra to to do some of the hardest sciences.

344

01:10:03.000 --> 01:10:03.450

jarrodsowell: Right so.

345

01:10:03.600 --> 01:10:07.620

travisbrown: that's something that we were debating with and honestly historically.

346

01:10:08.910 --> 01:10:15.840

travisbrown: Our physics numbers at the beginning, yet and middle of the year are are extremely on the lower side right now we're.

347

01:10:16.980 --> 01:10:27.510

travisbrown: And we're, especially over the last couple years because of the pandemic and things like that, and a lot of it is a lot of it is, it is a difficult subject that we're committed to.

348

01:10:28.380 --> 01:10:28.950

jarrodsowell: and

349

01:10:29.460 --> 01:10:30.300

travisbrown: I think we've.

350

01:10:32.220 --> 01:10:38.730

travisbrown: there's there's a lot of there's a lot of things that we have to continue to do an outside Mr shake movies, that you just saying he's still.

351

01:10:39.270 --> 01:10:48.900

travisbrown: he's still a newer teacher as well, so we're training him up and a lot in a lot of a lot of cases, and we, we really have to strengthen our mathematics program we've.

352

01:10:49.440 --> 01:11:01.470

travisbrown: Our ninth grade we've had issues with turn over the ninth grade algebra teacher so we've seen that, as a as a challenge as well, because we so we to give kids really strong foundation of algebra when they come into high school.

353

01:11:09.630 --> 01:11:10.350

jarrodsowell: thanks for that.

354

01:11:12.750 --> 01:11:14.070

travisbrown: And then last i'll share.

355

01:11:14.160 --> 01:11:15.180

travisbrown: The math scores.

356

01:11:17.460 --> 01:11:22.380

travisbrown: And the end the two things that really stand out here are algebra one and algebra two.

357

01:11:27.750 --> 01:11:33.510

travisbrown: So algebra one is the ninth grade course and only about 14% of freshmen.

358

01:11:34.830 --> 01:11:35.430

travisbrown: passed.

359

01:11:36.840 --> 01:11:48.750

travisbrown: and alarming piece is about 63% are far below proficiency this was So here we actually we met with the teacher the teacher decided that.

360

01:11:49.230 --> 01:11:55.380

travisbrown: She couldn't really uphold the standard so we've made we've made a teacher change there for the second half of the year.

361

01:11:55.890 --> 01:12:07.620

travisbrown: So we put a lot of resources to triage that and bring that up but we made a staff change in both algebra one and algebra two because they couldn't they couldn't bring back the numbers and when we met with them, they felt that they couldn't do it.

362

01:12:10.710 --> 01:12:15.510

travisbrown: But we, but we are looking strong strong and geometry and also pre calculus.

363

01:12:17.100 --> 01:12:18.450

Sharon Beier: Have a sweater they have.

364

01:12:20.130 --> 01:12:22.890

Sharon Beier: trigonometry is that is that in pre calculus.

365

01:12:23.220 --> 01:12:24.600

travisbrown: that's that's algebra two.

366

01:12:25.890 --> 01:12:34.140

Sharon Beier: Oh Okay, because you really need a strong foundation in algebra and trick for, for you know for physics.

367

01:12:34.860 --> 01:12:36.840

Sharon Beier: Yes, so um.

368

01:12:37.980 --> 01:12:41.730

Sharon Beier: it'd be really you know if they don't have that foundation it's really hard to teach physics.

369

01:12:43.110 --> 01:12:49.290

travisbrown: And that's why we're looking at with with thinking about putting algebra one and then next putting algebra two and sophomore year.

370

01:12:49.980 --> 01:12:59.910

travisbrown: Instead of putting geometry in between because students to take in physics, alongside algebra to say learning stuff that they need, while they're taking physics.

371

01:13:00.420 --> 01:13:02.370

Sharon Beier: yeah I think that's a really good idea.

372

01:13:03.330 --> 01:13:04.170

travisbrown: But algebra to.

373

01:13:04.200 --> 01:13:06.090

travisbrown: The really tough course so.

374

01:13:07.440 --> 01:13:11.250

travisbrown: there's there's upsides and downsides of doing such.

375

01:13:13.320 --> 01:13:20.460

JLopezMolina: Three say it's tough because of the scores that we see, or is there, like an objective reasons that it's more tough than.

376

01:13:21.450 --> 01:13:23.130

JLopezMolina: What our map yeah.

377

01:13:23.910 --> 01:13:33.810

travisbrown: yeah it's just it's just a tough tough of math course students, particularly score low on algebra to test in algebra one and geometry.

378

01:13:36.930 --> 01:13:47.550

travisbrown: And a lot of a lot of students don't graduate high school with with algebra two credit as well, so when we start talking about, because a lot of schools, what you can do is.

379

01:13:48.090 --> 01:14:00.060

travisbrown: Students students need for credits of algebra to graduate from high school some some schools do algebra one for two years, to give them four credits and then kids take geometry and as they six credits.

380

01:14:00.840 --> 01:14:08.730

travisbrown: So algebra two credits physics those things like that kids can avoid those those those credits.

381

01:14:12.330 --> 01:14:19.740

JLopezMolina: It sounds like we need to start actively recruiting for an algebra or set of algebra and structure instructors.

382

01:14:20.250 --> 01:14:20.730

Yes.

383

01:14:22.800 --> 01:14:24.480

JLopezMolina: Rather than I mean.

384

01:14:27.630 --> 01:14:40.590

JLopezMolina: Maybe it's I don't think it's just me but have we seen this problem for a while now, I feel like we've we've sort of noticed on previous interim assessments in the past that there was a an issue with algebra.

385

01:14:42.330 --> 01:14:43.500

travisbrown: Yes, and it's about.

386

01:14:44.940 --> 01:14:46.020

travisbrown: it's about finding.

387

01:14:46.020 --> 01:14:58.740

travisbrown: Someone who can teach algebra one, we do have we do have an eighth grade our current eighth grade math teacher who was actually really good Mr Irving, he was on last board call.

388

01:14:59.880 --> 01:15:02.640

travisbrown: we're thinking about for next year, moving him to algebra one.

389

01:15:05.070 --> 01:15:11.820

travisbrown: Because that's kind of a gateway year and we've we've had inconsistency at that the ninth grade algebra position.

390

01:15:12.330 --> 01:15:16.410

JLopezMolina: Is it easier to backfill his position than to hire someone for algebra one.

391

01:15:18.510 --> 01:15:19.350

JLopezMolina: So thinking.

392

01:15:20.730 --> 01:15:23.160

travisbrown: yeah it's probably easier to get a.

393

01:15:23.850 --> 01:15:25.830

travisbrown: Quality middle school math person.

394

01:15:26.610 --> 01:15:29.250

travisbrown: Then a ninth grade algebra teacher.

395

01:15:36.480 --> 01:15:37.140

JLopezMolina: Sorry go ahead.

396

01:15:37.530 --> 01:15:39.030

Tahina (Ty-ee-nah) Perez: No go ahead finish it here.

397

01:15:39.990 --> 01:15:47.310

JLopezMolina: I was just going to drill down again and ask what is there an additional plan, besides sort of bringing in a new teacher is there, like.

398

01:15:47.700 --> 01:16:02.880

JLopezMolina: yeah it's like 91% of people not like far below proficiency for algebra two that's it's really alarming and we need to institute something other other supports it sounds like it, we may need other supports besides just changing the teacher.

399

01:16:03.330 --> 01:16:15.210

travisbrown: yeah so the teacher was changed we're doing more aggressive Tutoring at the school for students that's a big that's a big thing we're adding additional supports there in terms of algebra one.

400

01:16:15.690 --> 01:16:26.940

travisbrown: I actually i'm actually going to start teaching the course also so i'm requiring also the directors of curriculum instruction to move into these classes to triage to class so.

401

01:16:27.690 --> 01:16:35.280

travisbrown: When is it when it's a number like that it calls for our best teachers, sometimes our best teachers outside of the classroom to come into the classroom and support.

402

01:16:36.150 --> 01:16:45.510

travisbrown: So i'm a former algebra teacher so i'm going to move in and start you know because it's alarming right now, so we have, we have to get these numbers up.

403

01:16:46.350 --> 01:16:54.990

travisbrown: And we can allow personnel issue to let our kids fail because this stays this stays with them if they if they're not successful in algebra one.

404

01:16:55.440 --> 01:17:04.230

travisbrown: It stays with them, as we see in physics in the in the in the higher mathematics and science courses, really, so this is really like all hands on deck right here.

405

01:17:05.490 --> 01:17:07.500

travisbrown: Of the challenge, it is a personnel issue.

406

01:17:09.390 --> 01:17:17.430

Alexandra Abreu: travis teacher that took over the algebra one was to her position hurdle his position before.

407

01:17:19.500 --> 01:17:20.400

travisbrown: Of algebra one.

408

01:17:20.910 --> 01:17:21.360

Alexandra Abreu: mm hmm.

409

01:17:22.020 --> 01:17:37.710

travisbrown: yeah he was the person that took over that's a great question, he was he was pretty much he was like on a bench, if you will, so he was he was in algebra one geometry and algebra two classes kind of learning and being mentor.

410

01:17:40.110 --> 01:17:42.120

Alexandra Abreu: He was being a mentor or he was.

411

01:17:42.510 --> 01:17:43.020

travisbrown: He was being.

412

01:17:43.170 --> 01:17:52.800

travisbrown: He was being mentored by teachers and he was observing lessons and things like that, for the event because we we hired extra people because.

413

01:17:53.310 --> 01:18:08.250

travisbrown: Any event that someone leaves or says they can't do the job we wanted to have somebody available, especially during this climate, so he was in the school learning learning from other teachers, he spent a lot of time to geometry teacher and the pre calculus teacher.

414

01:18:09.330 --> 01:18:20.430

Alexandra Abreu: So how you think i'm the change went because I mean when we talk about the change the teacher left right when you have the conversation with.

415

01:18:22.080 --> 01:18:24.720

travisbrown: The algebra one teacher yes.

416

01:18:26.610 --> 01:18:44.130

Alexandra Abreu: And then, how is it how's it going in general, I know you saying that you will go and I know you know because I know my son is in now and and and I definitely know that the hat, thank you, supporting haven said talks about people going into the Plaza and.

417

01:18:48.360 --> 01:18:51.870

Alexandra Abreu: how's it going anyway, even like, with the support.

418

01:18:53.910 --> 01:19:03.570

travisbrown: it's it's going a lot better than it was it's still a long way to go, that's why I want us to really focus all our resources to these areas.

419

01:19:04.770 --> 01:19:15.720

travisbrown: Because we can't we can't live with these numbers, especially in algebra one because it creates the framework it just creates the the building blocks for everything moving forward.

420

01:19:20.130 --> 01:19:34.800

Tahina (Ty-ee-nah) Perez: I know i'm this algebra one two piece has been like it's a hard thing like not only here but just in general, I would make an offering that it's not going to help for this semester, but it could help prepare for next year.

421

01:19:36.990 --> 01:19:43.380

Tahina (Ty-ee-nah) Perez: i'm going to make a plug for Tina fey I know that they do send teachers, but actually I know for a fact that teach for America New York.

422

01:19:44.010 --> 01:20:00.810

Tahina (Ty-ee-nah) Perez: is making a bet on eighth grade math in general and have a tf and we've started a fellowship Tutoring program I don't know the exact costs and they're trying to actually fundraise for it externally, but it would actually provide you anywhere from 10 to 15 tutors.

423

01:20:02.190 --> 01:20:10.380

Tahina (Ty-ee-nah) Perez: That would work with like three to four kids that are time in high dosage Tutoring you've seen it in other states and other regions and it's had some very like.

424

01:20:10.920 --> 01:20:20.010

Tahina (Ty-ee-nah) Perez: Strong results it's going to you know it's not like a whole separate thing it's very aligned to your curriculum, but it could help to chip away.

425

01:20:20.850 --> 01:20:28.860

Tahina (Ty-ee-nah) Perez: At some of this tension with algebra one and algebra two I know also that they're looking to expand for the fall and the spring.

426

01:20:29.430 --> 01:20:35.670

Tahina (Ty-ee-nah) Perez: they're already starting in one of the Charter schools in the bronx I can't remember maybe bronze classical I can i'm not exactly sure.

427

01:20:36.180 --> 01:20:45.720

Tahina (Ty-ee-nah) Perez: And then also school in brooklyn so if it's something that you're interested in, I really would love to connect you with that team because and again she's trying to.

428

01:20:47.130 --> 01:20:55.740

Tahina (Ty-ee-nah) Perez: You know fund it on her own like this is they're trying to just provide the schools that need it, and knowing that they're focused on eighth grade math it really could hopefully help.

429

01:20:58.230 --> 01:21:14.070

Tahina (Ty-ee-nah) Perez: And I can talk to you offline about like what it would require and whatnot, but we do take a lot of the lift recruitment preparation all of that stuff and then it could be a way to try and like you know shore up what's happening in the Middle square area was not.

430

01:21:16.200 --> 01:21:19.890

travisbrown: So yes, I think that's a it's a great opportunity love it.

431

01:21:27.660 --> 01:21:32.130

travisbrown: So here are the, these are the high school numbers will have.

432

01:21:33.450 --> 01:21:35.550

travisbrown: will have the the K eight numbers.

433

01:21:35.730 --> 01:21:45.150

travisbrown: They just finished testing today so we'll do one all the data and have that ready for the next board meeting, so we can see where the where the Kate is in a second term assessment cycle.

434

01:21:54.960 --> 01:21:58.710

travisbrown: There any other questions either about specific data points or logic questions.

435

01:22:06.300 --> 01:22:09.630

Briar Thompson [she|her]: How many years, do we have this kind of interim testing data for.

436

01:22:12.990 --> 01:22:13.710

travisbrown: For about.

437

01:22:14.730 --> 01:22:15.630

travisbrown: Four years now.

438

01:22:17.160 --> 01:22:18.360

Briar Thompson [she|her]: So, have we.

439

01:22:19.920 --> 01:22:27.420

Briar Thompson [she|her]: Have you looked at how it compares to before the pandemic i'm trying to think how much of this as the pandemic effect yeah.

440

01:22:27.780 --> 01:22:37.050

travisbrown: A lot so we we've seen like we typically have much higher algebra school much higher math scores in algebra one and algebra too.

441

01:22:38.760 --> 01:22:40.170

travisbrown: much higher they don't even.

442

01:22:41.580 --> 01:22:50.820

Briar Thompson [she|her]: And was there a stopping changing their to their like can you separate out how much was a teacher versus the context of the mining environment.

443

01:22:51.930 --> 01:23:02.970

travisbrown: yeah that's what we're that's what we're we're we're looking into now what we know now is that over the last two years the algebra one and algebra two scores have really.

444

01:23:03.780 --> 01:23:13.740

travisbrown: have really plummeted and part of it is because of teacher, but also because of the pandemic really our most consistent teachers have been in geometry and pre calculus.

445

01:23:15.540 --> 01:23:22.020

travisbrown: So we know that those two teachers have been with us for years and they typically give the best scores we we've we've had a.

446

01:23:23.070 --> 01:23:41.580

travisbrown: challenge with continuing to keep to attract really high quality algebra teachers on a ninth grade level and the 11th grade level which which which add the turnover adds to the inconsistency in a program and adopting the program and I think the pandemic just exacerbated that.

447

01:23:42.150 --> 01:23:46.680

Briar Thompson [she|her]: yeah do we are we allowed to pay a premium for algebra teachers.

448

01:23:48.480 --> 01:23:49.140

travisbrown: We do.

449

01:23:50.160 --> 01:23:55.890

travisbrown: And we yeah and we can the challenges is that there's just not a lot of they're just not out there really.

450

01:23:56.370 --> 01:23:59.700

travisbrown: No like teachers, right now, this is not.

451

01:24:00.720 --> 01:24:12.300

travisbrown: This is not the time to find teachers, it really isn't nobody's no one's working a lot of teachers, honestly, they want to work remote and there's options that allow allowing them to work remotely so.

452

01:24:13.740 --> 01:24:14.070

travisbrown: yeah.

453

01:24:15.600 --> 01:24:16.230

it's really.

454

01:24:18.240 --> 01:24:21.390

travisbrown: it's a buyers market out there, right now, so it's it's.

455

01:24:22.560 --> 01:24:39.390

travisbrown: it's been really you know we've we've done well in terms of keeping most of our staff to share things like that and not having subs but the challenge is just like it is there's really there's really nothing out there right now in this market.

456

01:24:47.970 --> 01:25:00.390

travisbrown: Which doesn't mean that the people on that that we do have in the building can chip in increase these numbers, so I think still on to us, because we do have we do have people that can increase these numbers so part of it is.

457

01:25:01.410 --> 01:25:08.910

travisbrown: So another another strategy is for our pre calculus teacher he teaches two periods of pre calculus.

458

01:25:09.990 --> 01:25:17.460

travisbrown: So the other three periods, he teaches he does he does data science, so we can actually move him to the algebra to class.

459

01:25:19.170 --> 01:25:27.390

travisbrown: have someone else teach data science or move that to online after because it's not a requirement but he's getting strong results in pre calculus.

460

01:25:27.930 --> 01:25:34.410

travisbrown: He can do the same thing and algebra two so we're we're looking at configurations, especially in geometry teacher also as well.

461

01:25:34.710 --> 01:25:45.990

travisbrown: How can we put the geometry teacher it's some sections of algebra one as well, so we have enough people and to move around and we just need to figure out those configurations to really triage those two classes.

462

01:25:46.980 --> 01:25:57.360

jarrodsowell: A travis just following up on that and then also going back to what you said, the beginning, you know about you know, this is an important issue and that you know, sometimes the best.

463

01:25:57.990 --> 01:26:07.320

jarrodsowell: Teachers are not in the classroom and you know we just we have finite at least, from what I understand we have finite resources in order to address this issue.

464

01:26:07.680 --> 01:26:25.350

jarrodsowell: And we can kind of do this shuffle for now, but in the long term, you know how does that affect your role, you know the pre calc teachers role, you know as we start to move people to kind of you know, address this issue now what's you know how do we kind of build that until long term plan.

465

01:26:26.460 --> 01:26:29.970

travisbrown: yeah so the short term effect is you.

466

01:26:32.520 --> 01:26:51.300

travisbrown: elective classes typically take the take to get the short end of the stick because offering elective classes like computer science data science things like that we have to shift those classes and and take those teachers from those classes and move them into the core courses.

467

01:26:51.810 --> 01:26:55.170

jarrodsowell: So what's the enrollment rate of those elective classes.

468

01:26:55.530 --> 01:26:59.010

jarrodsowell: Say computer science or data science.

469

01:26:59.220 --> 01:27:02.400

travisbrown: Typically, about 20 students in those classes yeah.

470

01:27:03.630 --> 01:27:06.090

travisbrown: So for data science, we can shift it to a.

471

01:27:07.200 --> 01:27:24.450

travisbrown: Online option, where they can learn through online system and things like that the data science courses out there, so we can ship the teacher back to algebra to class per se, so I think that's the short term effects, we have to remove certain teachers from.

472

01:27:24.480 --> 01:27:25.470

travisbrown: classes that.

473

01:27:26.220 --> 01:27:32.760

travisbrown: add more variety, to our program and also go down areas.

474

01:27:34.230 --> 01:27:49.200

travisbrown: That electives that match career career paths, so I was we tried to expand those things, so we it's about we might have to just get tighter as a as a school community and put everybody in the core classes, right now, because.

475

01:27:50.490 --> 01:27:51.450

travisbrown: Because of the data.

476

01:27:55.590 --> 01:27:56.070

travisbrown: And I think.

477

01:27:56.640 --> 01:27:58.890

travisbrown: Long term what we have to set out to do.

478

01:27:58.890 --> 01:28:08.490

travisbrown: really is, we have to hire, for we have to hire well for these positions and hopefully coming out of the pandemic, we have we have some better options there.

479

01:28:15.360 --> 01:28:17.910

jarrodsowell: Thanks, I think, going back to what you were saying about.

480

01:28:19.290 --> 01:28:38.130

jarrodsowell: reorganizing the math and science courses to kind of work together, what is the timing, or what is how much of a lift is that an order from you know from you know starting out the process to you know getting approval from whomever whomever needs to approve it.

481

01:28:39.630 --> 01:28:40.050

jarrodsowell: Yes.

482

01:28:41.160 --> 01:28:49.020

travisbrown: there's there's no really formal approval process, but we have to do we have to do our due diligence as a school or really talk to other schools, who have done this shift.

483

01:28:49.500 --> 01:28:53.820

travisbrown: Is the short and long term effect of doing it because, obviously, we can.

484

01:28:54.990 --> 01:28:57.840

travisbrown: Nothing dictates that we have to give the course in order that we do.

485

01:28:58.230 --> 01:29:03.570

travisbrown: Okay that's just something is just a traditional ordering of math classes.

486

01:29:04.020 --> 01:29:17.100

travisbrown: and science classes like it depends on the school some schools give it give physics first like you said you you've experienced so but I think we just have to seek out the schools, who have done the shift like remove the geometry sandwich sandwich to see.

487

01:29:17.130 --> 01:29:23.430

travisbrown: Okay, what short term effects impact says what the positive and negative and then, what are the long term impacts really.

488

01:29:24.780 --> 01:29:25.080

jarrodsowell: Okay.

489

01:29:25.590 --> 01:29:25.740

travisbrown: But.

490

01:29:25.980 --> 01:29:27.060

travisbrown: I can go.

491

01:29:28.140 --> 01:29:35.760

jarrodsowell: it's fine my classmates are now teaching at my at my boarding school, so I can I can reach out to them and see if I can.

492

01:29:36.930 --> 01:29:47.670

jarrodsowell: put them in touch with you so that you know you can have that conversation, because I think it'd be a good conversation to have at least to see you know what you know how it works out because, as far as I mean.

493

01:29:48.060 --> 01:30:07.140

jarrodsowell: They still do it that way, and I don't remember how long before I was there that they did it, but I mean I hated it at the time, but it definitely made learning, you know, having taking the math and the components of physics, at the same time, definitely made a lot easier to swallow yeah.

494

01:30:08.010 --> 01:30:09.510

travisbrown: I would love to have the conversation.

495

01:30:15.570 --> 01:30:27.060

JLopezMolina: Mr Brown other other any on online like curriculum supplements that we can explore as well, I guess what i'm talking about here is, you know we were taking.

496

01:30:28.170 --> 01:30:39.300

JLopezMolina: Individuals who teachers who maybe have prepared to give a curriculum in person now being forced to do that through zoom or whatever.

497

01:30:40.620 --> 01:30:50.070

JLopezMolina: And that not being optimal, especially for algebra one and algebra two are there any like online aids that could help.

498

01:30:54.090 --> 01:30:57.780

travisbrown: In terms of help supplement what we're doing in in in school.

499

01:30:58.680 --> 01:31:01.710

JLopezMolina: yeah i'm just thinking about like you know game of hide learning or.

500

01:31:02.760 --> 01:31:10.530

JLopezMolina: Those kinds of like activities that the students might be able to do to reinforce learning particular concepts.

501

01:31:12.060 --> 01:31:15.510

travisbrown: yeah, I think, yes, so answer, just like Khan Academy.

502

01:31:15.750 --> 01:31:15.960

and

503

01:31:17.550 --> 01:31:18.360

travisbrown: Things like that.

504

01:31:19.770 --> 01:31:26.370

travisbrown: we've been talking to organizations like outlier, especially by another organization.

505

01:31:28.200 --> 01:31:33.150

travisbrown: outlier to really figure out how we can make, especially in some of the tougher.

506

01:31:33.150 --> 01:31:36.450

travisbrown: Courses more accessible to students, they can do it outside of school as well.

507

01:31:37.170 --> 01:31:37.800

um.

508

01:31:39.480 --> 01:31:43.830

travisbrown: So I think there's options I haven't found the best good Khan academy is typically.

509

01:31:45.060 --> 01:31:57.990

travisbrown: The better option, the option that most schools have gone with I think the the challenge honestly is that, as we get i'm not including algebra one but as we get an upper level, mathematics and upper level science.

510

01:31:59.670 --> 01:32:02.040

travisbrown: it's really tough content and.

511

01:32:03.330 --> 01:32:10.350

travisbrown: I don't want to say kids at the push through it, I think, part of it is about taking novice teachers and training them on.

512

01:32:10.800 --> 01:32:17.040

travisbrown: The science of learning and how to impart really tough things to kids so that's the challenge also because i'll teach you to teach again.

513

01:32:17.400 --> 01:32:28.950

travisbrown: Our kids is just not learning it and I think as part of it is it's around teacher moves that teachers, like Mr movies, and other teachers have to begin to understand really so that's why.

514

01:32:31.380 --> 01:32:32.250

travisbrown: But that's why.

515

01:32:33.330 --> 01:32:34.590

travisbrown: I think some of our.

516

01:32:35.310 --> 01:32:48.870

travisbrown: directors of curriculum instruction myself, we have to, we have to actually take the bull by the horns, so to speak, getting the classrooms to speed up this process and to really and to really model these teaching practices for our teachers.

517

01:32:51.000 --> 01:32:51.150

travisbrown: But.

518

01:32:51.810 --> 01:33:04.740

JLopezMolina: I wouldn't let like the perfect be the enemy of the good on this one right we're trying to I think for the kitchen sink at this problem potentially just because we haven't found the perfect solution, I think doesn't mean we should try one of them.

519

01:33:05.730 --> 01:33:06.120

Correct.

520

01:33:10.710 --> 01:33:16.890

Tamara South: quick question for Khan academy is that something that parents have to pay a monthly subscription for.

521

01:33:17.880 --> 01:33:19.710

Sharon Beier: No it's a free.

522

01:33:21.900 --> 01:33:33.390

Sharon Beier: The sal Khan, was it was that, like a genius math person from MIT and his his nephew needed help and math so he started making videos for him.

523

01:33:33.690 --> 01:33:44.550

Sharon Beier: And I would urge everyone to look at Khan Academy, because it has the curriculum from like pre K through high school through college and a lot of my patients have used it to help them.

524

01:33:45.210 --> 01:33:52.050

Sharon Beier: In courses that they're having trouble with and I just looked today at the physics course because, after the academic meeting.

525

01:33:52.590 --> 01:34:04.620

Sharon Beier: And I you know I forgot physics, you know, but I sat there and and they go, step by step, and if you don't know the math you could they have everything for for all the.

526

01:34:05.010 --> 01:34:11.310

Sharon Beier: You know, for algebra and for pre algebra and you can just go back and back and back and back until you get.

527

01:34:11.760 --> 01:34:26.460

Sharon Beier: What you know you get it it's these short videos and you could play it over and over and you could go back through the years until you understand what's going on and then go forward so they have all everything biology and they have.

528

01:34:27.600 --> 01:34:38.880

Sharon Beier: You know, chemistry physics everything and it's they have a portal for parents to go on, and they have a portal that kids sign in and they get port points, and they have fun with it.

529

01:34:39.450 --> 01:34:50.100

Sharon Beier: And you could always if there's problems you could always ask for you know for for extra help it's it's it's everyone should it's K ha and Khan Academy.

530

01:35:02.730 --> 01:35:04.530

JLopezMolina: Any other questions for Mr Brown.

531

01:35:09.060 --> 01:35:17.400

Tamara South: last question as a parent I did receive the Tutoring schedule for K two K E.

532

01:35:17.940 --> 01:35:19.740

Tamara South: But I didn't notice that.

533

01:35:21.030 --> 01:35:31.200

Tamara South: The sixth grade they weren't on the map Tutoring schedule um is there a reason why or can teachers opt out of not Tutoring.

534

01:35:32.010 --> 01:35:35.010

travisbrown: Yes, teachers, can opt out and not Tutoring because it's after.

535

01:35:35.010 --> 01:35:42.030

travisbrown: Their their contract and hours so we're looking for someone to to to their sixth grade now.

536

01:35:48.810 --> 01:35:50.160

Robb: When is the next assessment.

537

01:35:52.320 --> 01:35:56.160

travisbrown: The next assessment cycle, will be in April.

538

01:36:00.630 --> 01:36:06.870

Robb: got it and how are they How are they teachers processing this data how's it how's morale.

539

01:36:10.320 --> 01:36:14.280

travisbrown: think it depends on the department, I think the math and science department.

540

01:36:15.450 --> 01:36:17.700

travisbrown: A lot of ways, have been hit really hard by the data.

541

01:36:18.060 --> 01:36:19.980

travisbrown: And you know.

542

01:36:21.390 --> 01:36:28.680

travisbrown: Especially honestly in the math department, because we did make a change because of because of the data so.

543

01:36:30.810 --> 01:36:39.210

travisbrown: yeah I think people taking it really serious seriously that know for the highest high school teachers, a lot of them stepped up and started.

544

01:36:39.750 --> 01:36:45.060

travisbrown: And volunteered to tutor, so I think there's a lot of traction in terms of getting the scores up so we.

545

01:36:45.540 --> 01:36:55.770

travisbrown: So we have a lot of high school teachers who are looking to to their kids over the next cycle so um, so I think the numbers really was a was a wake up call really.

546

01:36:56.220 --> 01:37:05.430

travisbrown: And you know what we're trying to push and continue to push is yes, the pandemic happened and is happening, but our young people still have to learn so.

547

01:37:06.060 --> 01:37:17.310

travisbrown: So I say, the majority of high school teachers have actually signed up to tutor and our kids and a lot of places just behind for a number of reasons and.

548

01:37:17.760 --> 01:37:30.330

travisbrown: I think they're really inspired to to fix that so we're seeing so we're seeing a lot of people sign up for Tutoring and extra help which, if that's an indication of how they're failing, I think the numbers were.

549

01:37:30.810 --> 01:37:35.850

travisbrown: rough at first, but I think most people are spring into action, try to figure out and do something about it.

550

01:37:38.340 --> 01:37:39.930

Robb: that's great that's great to hear that.

551

01:37:40.980 --> 01:37:46.500

Robb: You know kind of the rallying around this as a common objective.

552

01:37:47.220 --> 01:37:57.030

travisbrown: yeah and then one one thing, just to let everyone know just so they're actually taking like real regions tests that just not scale like the regions would be.

553

01:37:58.230 --> 01:38:01.080

travisbrown: So a lot of his scores would be passing scores.

554

01:38:02.220 --> 01:38:16.200

travisbrown: That arm, because you only and most cases, you only have to pass 30% of the regions to get a 6530 to 35% of the regions, we just want to make sure that we have true scores to indicate how well our students are learning but.

555

01:38:16.620 --> 01:38:23.760

travisbrown: I think, because the regions a skill that then the year kids will kids will pass the regions but we're trying to just push it beyond that really.

556

01:38:24.480 --> 01:38:35.610

travisbrown: So what you're seeing is not a one to one correlation or how they don't want to read this examination you're getting a true number of how they then the percentage of content they've mastered in the class.

557

01:38:37.890 --> 01:38:47.220

travisbrown: So for high school is kind of weird because kids do better than a regions do they fare in classes, usually because the region scale is so is so off.

558

01:38:57.600 --> 01:39:00.000

JLopezMolina: Any other questions from the org.

559

01:39:05.700 --> 01:39:10.950

JLopezMolina: Alright, Mr Brown was there anything else in near your Executive Directors report that you wanted to cover.

560

01:39:11.520 --> 01:39:13.740

travisbrown: No was just the big high school numbers.

561

01:39:14.160 --> 01:39:17.460

JLopezMolina: Okay, well then I will turn the MIC.

562

01:39:17.760 --> 01:39:20.190

JLopezMolina: Over to Courtney for the facilities update.

563

01:39:22.740 --> 01:39:29.850

Courtney Russell: And not too much to report this month, things are continuing to to be just fine from a facilities perspective, particularly around the heat.

564

01:39:30.630 --> 01:39:39.420

Courtney Russell: we've had a little bit of fluctuation with temperatures, but things remain you know pretty good there, so no further updates for me thank you good good.

565

01:39:39.510 --> 01:39:40.740

JLopezMolina: All right, well, I think.

566

01:39:41.730 --> 01:39:44.250

JLopezMolina: That brings us to the executive session so.

567

01:39:45.780 --> 01:39:48.990

JLopezMolina: Who are we bringing into executive session, I think it might just be Courtney.

568

01:39:50.100 --> 01:40:03.090

Courtney Russell: swan I know there's two separate matters there's you all might want to discuss the ED evaluation and then I know we also wanted to discuss the the contract matter that we spoke about as a finance committee, a few weeks ago.

569

01:40:04.260 --> 01:40:13.230

Courtney Russell: And for that one I don't know if you'd like to have Maria and or travis because I know that they're also involved so that's yeah.

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01:40:13.860 --> 01:40:14.820

JLopezMolina: yeah so then let's.

571

01:40:14.850 --> 01:40:22.650

JLopezMolina: let's bring in Maria and travis for the first conversation and we'll let you guys go after we finish.

572

01:40:25.680 --> 01:40:27.510

JLopezMolina: Alright, so we're entering executive session.

573

01:40:30.330 --> 01:40:39.930

JLopezMolina: So we are back and executive back in regular session, it is 821 I motion to approve the new services agreement with fourth sector solutions.

574

01:40:41.850 --> 01:40:42.360

Robb: thanking.

575

01:40:43.200 --> 01:40:44.070

JLopezMolina: All in favor.

576

01:40:44.760 --> 01:40:45.840

JLopezMolina: Aye Aye.

577

01:40:45.900 --> 01:40:47.100

jarrodsowell: Aye Aye.

578

01:40:47.940 --> 01:40:57.240

JLopezMolina: Aye let the record show that we that the motion has been approved unanimously all right, then I motion to close the board meeting as a 22 Thank you everybody.

579

01:40:57.690 --> 01:40:58.500

Courtney Russell: Have a great night.

580

01:40:58.680 --> 01:40:59.070

I.