

Michael Dorrie:

Hello?

Speaker 1:

[inaudible 00:11:51].

Khari Shabazz:

Radio check. Hello?

Michael Dorrie:

Loud and clear.

Khari Shabazz:

[inaudible 00:12:53].

Malik Russell:

Was that just a mic check, Khari?

Michael Dorrie:

Mic check, mic check. One, two, one, two.

Khari Shabazz:

"Mic check, mic check, one, two, what is this?" Come on, Shanta, you're supposed to know that. I thought you were going to come right in with the next line.

Shanta Pressley:

You know, I'm here. You know I'm ready.

Malik Russell:

Okay, you're too cool to be on camera, it's like that now? Is that how we treat each other?

Shanta Pressley:

I am going to turn on my camera, I'm here.

Malik Russell:

That's all right.

Khari Shabazz:

"The five foot assassin."

Malik Russell:

"The roughneck business." Thank you, Khari. I appreciate that.

This transcript was exported on Sep 26, 2022 - view latest version [here](#).

Michael Dorrie:

I was going to follow up, but I figured somebody else would do it. I'm glad Khari was there.

Malik Russell:

Mike, you might want to follow up with a little "Stairway to Heaven".

Shanta Pressley:

[inaudible 00:13:40].

Michael Dorrie:

I wouldn't know that one either.

Malik Russell:

I would have thought Michael would have been more of a Radiohead, Creep kind of concept.

Michael Dorrie:

EDM.

Malik Russell:

EDM, there you go.

Michael Dorrie:

Travel in Canada for the best parties of course.

Malik Russell:

A lot of very good alternative Canadian bands. Khari just shut down, his whole life just ended.

Michael Dorrie:

He's never going to text me again.

Speaker 2:

A grisly discovery in Brooklyn, as police conducting a wellness check on a woman [inaudible 00:14:23]-

Malik Russell:

Someone is trying to give us some news about more violence in Brooklyn. I don't like that.

Michael Dorrie:

I think it's Khari.

Speaker 2:

Police have not released the identity of the victim and they are not saying whether it's the woman they were looking for. The medical examination is working to determine the exact nature of the [inaudible 00:14:43]-

Malik Russell:

I actually know about this story, this is a story in East New York, it's right across from [inaudible 00:14:47] there. They found a woman in two suitcases.

Michael Dorrie:

Oh my God.

Malik Russell:

Yeah, it's crazy.

Speaker 2:

[inaudible 00:14:55]. She campaigned about four years ago. It was a vicious campaign and she just talked about Trump and, "We're going to indict him and we'll get him." She knew nothing about me, I never heard of her. I got to tell you, they're always asking [inaudible 00:15:09] to remove Trump and his children, Donald Junior, Ivanka and Eric.

Michael Dorrie:

See if I can mute Khari.

Malik Russell:

Khari, what are you doing? Literally...

Michael Dorrie:

There he is.

Khari Shabazz:

I was just trying to listen, I was just trying to make sure that-

Malik Russell:

[inaudible 00:15:22].

Khari Shabazz:

Say again?

Malik Russell:

Get off Fox News. I know that's what you listen to all the time.

Khari Shabazz:

I don't listen to Fox. Hey-

Malik Russell:

I'm joking, I'm joking.

This transcript was exported on Sep 26, 2022 - view latest version [here](#).

Khari Shabazz:

Did a [inaudible 00:15:35] named Joe Keeney, Joe, do I know you from some place else? I can't hear you.

Joe Keeney:

Khari? Khari?

Khari Shabazz:

Yeah.

Joe Keeney:

Yeah, you do know me from some place else.

Khari Shabazz:

Okay, dude. Okay. Okay, all right.

Joe Keeney:

How are you?

Khari Shabazz:

I'm good, nice to see you.

Joe Keeney:

[inaudible 00:15:50].

Malik Russell:

Now I want to know what the other place is.

Joe Keeney:

Don't worry, it's not-

Malik Russell:

You're making me feel like there's a story here. [inaudible 00:15:56]

Joe Keeney:

[inaudible 00:15:56].

Khari Shabazz:

It's between me and Joe.

Malik Russell:

You know.

Khari Shabazz:

Don't worry about that.

Malik Russell:

You guys were partying in Ibiza in 1998? What happened?

Malik Russell:

All right, let's see. [inaudible 00:16:18], are we online at the school? I guess since no one answered, that's a no.

Malik Russell:

Okey doke. Well.

Speaker 3:

Hi, can you all hear us from here?

Malik Russell:

Now I can hear. I can hear now.

Malik Russell:

Now I cannot. Okay. Hello?

Speaker 4:

I don't know why but it's called inactive, as the name. [inaudible 00:19:09].

Jessica Boulet:

It's up there, active.

Speaker 4:

There it is. I think we have to click the thing on there. Does like the little window come up ?

Jessica Boulet:

No, nothing yet.

Speaker 4:

It's still connecting. It's still connecting.

Jessica Boulet:

I feel like normally more people are here by now.

Speaker 5:

Right.

Speaker 3:

[inaudible 00:19:57].

Speaker 4:

Did you do something?

Malik Russell:

Can you-

Speaker 4:

It's trying to connect.

Malik Russell:

Where's the [inaudible 00:19:58]? [inaudible 00:20:00], you're in the room, but I [inaudible 00:20:01].

Speaker 4:

Yes.

Speaker 5:

[inaudible 00:20:01].

Malik Russell:

Why don't I have video on? What's up with this no video?

Speaker 4:

Okay, ready to go, it says.

Malik Russell:

[inaudible 00:20:10].

Speaker 3:

Can you all hear us now?

Speaker 6:

I've never seen so many people just hanging out.

Speaker 7:

Maybe it's nicer outside.

Speaker 4:

Maybe.

Speaker 8:

The past couple of weeks, there's been-

Speaker 3:

Can you guys hear us?

Malik Russell:

Hello?

Speaker 8:

[inaudible 00:20:11] outside, [inaudible 00:20:11] crazy, just like lightly [inaudible 00:20:24] right now. Never felt like, "What's going on here?" Mostly just like, [inaudible 00:20:29], which is nice.

Speaker 4:

I hear him.

Malik Russell:

Is your video on? I can't see anyone.

Jessica Boulet:

Turn the video on.

Speaker 5:

It just needs a second [inaudible 00:20:40].

Joe Keeney:

Can you see me?

Speaker 8:

How many others left?

Malik Russell:

I see, yes. I see Michael, I see Aluta, but I don't see wherever the home screen is, I don't see anything.

Speaker 8:

There we go.

Malik Russell:

There we go.

Speaker 8:

[inaudible 00:21:07].

Jessica Boulet:

I heard about it, I don't really know anything about it. [inaudible 00:21:08].

Speaker 8:

I'm going to stop with football and baseball. I mean football and basketball, but my mom [inaudible 00:21:12], but what's the big deal?

Jessica Boulet:

I hear you. [inaudible 00:21:17] go through the [inaudible 00:21:17].

Speaker 5:

This week is also the last week of their... This whole week, they're playing their last home games of the season. [inaudible 00:21:25].

Speaker 8:

[inaudible 00:21:26]?

Speaker 5:

Then tomorrow they're playing the Red Sox.

Speaker 8:

[inaudible 00:21:52].

Speaker 5:

I don't know if they're going to the playoffs.

Speaker 8:

Okay.

Speaker 5:

We definitely care.

Speaker 8:

Yeah.

Speaker 5:

I don't care what's happening in terms of winning and losing, but I always like to go to a baseball game in the field during the summer just to-

Speaker 8:

[inaudible 00:21:52].

Speaker 6:

[inaudible 00:21:52].

Speaker 5:



Yes, so it can be on this year. [inaudible 00:21:52].

Speaker 6:

[inaudible 00:21:52].

Speaker 8:

That's the exact same way [inaudible 00:21:52].

Malik Russell:

Are they playing the Red Sox tonight? Why [inaudible 00:21:53]?

Speaker 8:

[inaudible 00:21:54]. It's like good festivity, all right, [inaudible 00:21:57] bored out.

Speaker 5:

[inaudible 00:22:00] for you, down the road. Yeah, just see one.

Speaker 9:

Yeah. [inaudible 00:22:06].

Speaker 5:

Yeah, [inaudible 00:22:07].

Speaker 8:

Do you need power, [inaudible 00:22:10]?

Speaker 9:

Yes.

Speaker 8:

I can trade your spot. There's a plug right here.

Speaker 9:

[inaudible 00:22:15].

Speaker 8:

Or I can go over [inaudible 00:22:22].

Speaker 9:

[inaudible 00:22:28].

Speaker 4:

[inaudible 00:22:31].

Speaker 9:

Is it okay to come over there?

Speaker 4:

Yeah.

Speaker 8:

I don't think [inaudible 00:22:38]. Obviously they'll figure it out.

Speaker 4:

I still got there, but I don't think [inaudible 00:22:47].

Speaker 8:

[inaudible 00:22:46]. Taken off that place setting and let's do this one. [inaudible 00:22:51] please. So that [inaudible 00:23:00] is right there, listening to the opening argument. [inaudible 00:23:05].

Speaker 4:

Hey look, trying to [inaudible 00:23:12].

Speaker 5:

[inaudible 00:23:17], right?

Speaker 8:

[inaudible 00:23:20] somebody, so we-

Speaker 5:

I did do it [inaudible 00:23:22].

Speaker 8:

You can change it if you want.

Speaker 5:

Sit.

Speaker 8:

[inaudible 00:23:31].

Jessica Boulet:

[inaudible 00:23:37]?

Speaker 8:

ChapStick? [inaudible 00:23:39].

This transcript was exported on Sep 26, 2022 - view latest version [here](#).

Jessica Boulet:

No. [inaudible 00:23:46].

Speaker 6:

No, it's fine.

Speaker 7:

Look at all these things that are on it. [inaudible 00:23:56] to the person.

Speaker 8:

[inaudible 00:24:23].

Speaker 6:

[inaudible 00:24:23].

Speaker 3:

Everyone on the phone, can you still hear us?

Speaker 6:

Yes.

Malik Russell:

I hear you for sure.

Speaker 3:

Okay, awesome. Then I think they're ready to get started.

Malik Russell:

All right, I can't see you though.

Speaker 4:

Hold on.

Speaker 3:

Let me turn the video back on.

Jessica Boulet:

Just in time for me to start my loud food.

Speaker 3:

There you go.

Malik Russell:

All right, great, okay. Appreciate that. Let's see, normally I reach out in advance for the [inaudible 00:24:54] reflection. Do we have somebody for the reflection that's up already, that knows what they're doing today?

Speaker 3:

We do. I think we have Shanta, we're still ready for that, but-

Malik Russell:

Okay, that's great. That's wonderful. Let's start with, have we recorded attendance and guests? [inaudible 00:25:13].

Speaker 3:

Mm-hmm. Yup, [inaudible 00:25:17].

Malik Russell:

Then is Aaron on yet? He said he might be running late. Is Aaron here?

Jessica Boulet:

Yes, he is.

Speaker 3:

Yes, he is.

Malik Russell:

Lovely, Aaron. Aaron, can you call the meeting to order?

Aaron Bothner:

[inaudible 00:25:26].

Malik Russell:

I can't hear. Anyone-

Speaker 3:

No, we can't hear either.

Jessica Boulet:

He just dropped.

Malik Russell:

That went well I thought. That's good. Let's give it a few minutes if he jumps back on.

Jessica Boulet:

I'm totally sure we can call the meeting to order if he's not in a place that complies for [inaudible 00:25:53].

Malik Russell:

Sure. Can someone else call the meeting to order?

Jessica Boulet:

I guess that would be me, wouldn't it? All right. I move to call the meeting to order. The monthly-

Malik Russell:

Okay.

Jessica Boulet:

The September board meeting of Nuasin.

Malik Russell:

Great, appreciate that. Then if you could just do a quick walkthrough of the agenda, Jess, that would be appreciated.

Jessica Boulet:

Was that directed at me? Sorry.

Speaker 3:

Yes.

Jessica Boulet:

Quick walk through of the agenda, so-

Malik Russell:

Just read the sections.

Jessica Boulet:

We'll start with the reflection on the mission and pillars from Shanta, followed by a school update from Malik and our wonderful principals, finance committee will be sharing the financials. I don't know, Shanta, if you have anything to add to that. There's an audit update, followed by our education committee, external relations and nominating committee updates. We have some updates from the governance committee as well, followed by public comments and a proposed executive session on, I know not what yet.

Malik Russell:

Okay, so as always, let's start with reflecting on the mission. Everybody take 30, 45 seconds to read the mission, and then we'll go to the three pillars, in which Shanta will reflect on some of the advocacy.

Malik Russell:

We'll go to the next slide with the three pillars. Then let's all just take the next minute to read through these. Then Shanta, once we're done with our minute, if you could read out self-advocacy and then give your reflection.

Shanta Pressley:

Good evening, everyone.

Malik Russell:

Good evening, Shanta. Jess, you guys want to say good evening to Shanta? That's a [inaudible 00:28:49].

Jessica Boulet:

Good evening, Shanta.

Shanta Pressley:

Good evening.

Malik Russell:

Joe, no good evening for Shanta? That's upsetting.

Shanta Pressley:

Joe-

Joe Keeney:

Good evening, Shanta.

Shanta Pressley:

You guys are so sweet, I love the response.

Joe Keeney:

I like the hat.

Shanta Pressley:

Empower, self-advocacy. Our students are empowered to advocate for themselves, excuse me, their families and their communities. As our scholars come to understand that their voices are valued and needed, they learn to advocate for themselves. Our scholars are seen and valued. They understand that not only do they have the right to express their opinions, views, and perspectives, but it is their obligation to do so. When I think of self-advocacy, I think it's a much needed practice that is not utilized often. It's about being aware and precise about personal desires and needs, and ensure that we attend to them. It's understanding the umbrella of self-advocacy... Understanding that under the umbrella of self-advocacy is also self-care, self-love and having personal time or me days.

Shanta Pressley:

Most important about self-advocacy is that when understanding what you need that you have, and you don't have all the answers, that you go out and you seek answers or ask for help. Self-advocacy is also

about being concise and consistent enough to ask for assistance so you can grow and achieve. At Nuasin, I would say since the inception, we have done a great job of both of these, asking for help when we don't have all the answers, but understanding who we are and where we want to go. It's been a pivotal part in our development and understanding who we are and our purpose, understanding how to engage and ask for assistance. The best part of self-advocacy I would say is the reflection of our standards is not just an ideal but something that we practice and it's how we operate. That's how I view self-advocacy.

Malik Russell:

Thanks Shanta, I really appreciate that. Also really you bringing it back to Nuasin, because I think that's going to be somewhat part of my update as well. I appreciate that. With that, I think the next course is the school review, which you then tolerate me talking to start, and then you get to the more important people talking.

Malik Russell:

I'm going to start with my updates, my executive director board updates. See, I'm good at reading prompts, it's like really good. We're going to start with a school leader succession planning, which is something that we've had, a conversation that's still a process that we're going through, but something that is really important for us as an organization, to make sure that we're always building and developing. We start with what our strategy is. The current state of where we are, and that has to do with lots of things, we went through lots of transitions in a short amount of time. Some of them have to do with us transitioning to independent, some of them have to do with a worldwide pandemic that no one saw, and lots of different things that happened in that context.

Malik Russell:

The current state has been a little bit on ad hoc org review, we think we've done a good job with that, but we've done it on an ad hoc basis. We've been reacting to addressing gaps, right? We talked about that a lot last year. We're still talking about it a little this year. We're getting people on as needed, we've tried to be a little more proactive with it. Performance management has not been consistent. I think we've moved the bar as an organization, but we haven't yet enacted a consistent concept. As we move to being more proactive, and getting that alignment with strategy, mission and goals, we want to make sure that we're moving towards having an annual organizational structure review. Proactive succession plans, meaning that we are looking in developing talent behind every position, especially our most important positions, all of them are very important. Thinking about who we are as an organization, and making sure we have a more developed idea of how to think about how we add more positions with our broader strategy, and then just also making sure that we're very structured in our goal setting and development. I think we've done that, but want to bet better with that, and more importantly better at communicating. Hopefully you should be as a board looking, if you see these things in our organization from us as a school, and additionally as a board be doing that yourselves as well.

Malik Russell:

Next slide, please. Basically, this is, as you guys know-

PART 1 OF 6 ENDS [00:34:04]

Malik Russell:

This is kind of, as you guys know, I don't really always stick exactly the time table because we've got to figure out what we're going to do, but this is kind of the initial concept, what we're going to do, is kind of make sure that we define a strategy and kind of go through that, do our organizational review, looking at different organizational reviews and succession plans. Make sure that by November we have this performance management structure. It's something we're going to be pushing out earlier for teachers, but we are going to be pushing it out for the entire school and kind of make sure that's aligned with what we're doing for the executive director concept.

Malik Russell:

Thinking about it as we go through growth in December, making sure that we are really thinking about what our strategic growth's going to be. Leadership development kind of happens all the time. We want to make sure that we are actually marking it and make sure it's more systemic. We already have a scope and sequence going for that, but making sure that we don't do it on an ad hoc basis, but get more systemic with it.

Malik Russell:

And then, we do all these plans, and then we have to know that things change. And so, as always, part of our DNA is to be adaptive and evolve. We will always do what's best for our scholars and our community. And so, what we're doing, we're always going to be reflective and thoughtful about that. And at any point we'll change whatever we're doing if we think that it's going to better our organization and our school.

Malik Russell:

I think like Thoreau said, "A foolish consistency hobgoblin of mediocre mind," and we are not trying to be mediocre in any space whatsoever.

Malik Russell:

Next slide, please. All right, so kind of things that we are focusing on immediately is making sure that are most essential roles, and Kurt and Mr. Brown might disagree with this, most essential roles like myself, executive director, Melissa, as well as Kurt and Mr. Brown are so critical to our space that if any one of us for some reason weren't there, we want to make sure that we have people in the pipeline to be there. And so that's kind of our high-impact, necessary concept for us to make sure we have strong succession plans in those places.

Malik Russell:

Then we look at kind of more medium-impact. And just so you know, when we say medium, high, medium, and low, every single person in our school is part of our school and ultimately important. We're saying on a day-to-day basis, what we need to make sure that we are looking at. And so director of school, culture, director of scholar services, our assistant principals, our management operations, both K through eight and nine through 12 and our manager of talent acquisition marketing are very integral in what we do. And it would be a large drop-off if we ever lost one of those positions for even a short amount of time.

Malik Russell:



Roles that we might not see the immediate repercussions, but definitely are still things that we need to make sure that we have is our co-directors of college readiness and management data, which is our college readiness kind of program. Those are some things that we might be able to get through a month with, but we'd start seeing our impact kind of fall if we did not do that, as well as obviously [inaudible 00:37:29] and the manager of special projects and teams of instruction as well. And so, this is what we are thinking about in our leadership succession planning and how we are thinking about it.

Malik Russell:

Next slide, please. And so from that, as we're kind of thinking about us as an ongoing organization, we want to talk about where we are as a school, right? We want to talk about what we're doing, and the reason why succession is so important, I think Aaron is a person that has mentioned as well, we all want to make sure that this organization goes way past the people on this call, and that we continually drive towards excellence, reach excellence, and stand as a mark of excellence.

Malik Russell:

And so, I am excited to talk about some of the things that we did last year, especially with the state exams, which just so you know is not our bar, but I think it is something that we look at and make sure we hold ourselves accountable to show that we are moving in a direction that we want to go to. And so we are driving towards excellence in three to eight state exams. We've seen kind of a steady progression over cohorts over year-to-year. During this very difficult time, and we'll talk a little bit about, in certain ways I'm an absolutist, but we have to give context. The pandemic is real, and it happened in the world. We all know it. And it affects how we did it.

Malik Russell:

During this time in both ELA and in math, we were able to maintain our kind of profession levels... Sorry, I apologize. As well as maintain our [inaudible 00:39:30] levels, or during a large portion of it, increase those. So we were able to do that. Especially as compared to the rest of the city. Sorry, apologize.

Malik Russell:

Go to the next slide. And so, we're going to start with ELA. And so, if you take a look at these multiple lines, they're color-coded based on their grades, right? And so, if you look at the kind of navy blue top, it's eighth grade, you'll see that what I've really been focused on is 2018, '19 to '21, '22. Right? And so basically in all those grades, we've seen substantial growth. For the most part, outside of fifth grade, which I'll talk a little bit about, we've seen double-digit growth, right? You'll see outlandish, what I consider outlandish improvement, in seventh grade, where you go from a 20% pass rate to a 60% pass rate. Eighth grade, you go from 48% to 69%.

Malik Russell:

Yeah, we see some leveling off and some minor dips in other spaces, but even those dips are kind of maintained the same. And those are places, where if you look at other schools, you'll see that there've been larger dips. They haven't even maintained. And so, if you kind of look at what we've done, we've been able to really sustain and really grow, especially ELA. And Kurt was going to talk more about it. He hasn't talked about it over the last two years. We've invested a lot with the Lavinia group and other spaces in ELA. And we've seen the products of that. During a time that's really challenging and very difficult, not only have we not maintained, but we've shown some gaudy kind of pushes in that, right? 40% is a big number. That is a large number on any scale.

Malik Russell:

And so, we know that we're going the right space, but obviously we still have a lot to do. We see this minor dip that we had in fourth grade results. The fifth grade still lags. Fifth grade is a lagging point just to jump from elementary school to middle school. And so that still is lagging. We want to get that right. And we still have proficiency numbers that are just not where we want. So we're seeing growth, but we're far below where we want. And just so you know, we still have less than 60% in the majority of our grades, and that's just not okay. Right? That number needs to be a lot higher. I've spoken to you about our goals and so we're not there. So those are the areas of opportunity that we're focused on.

Malik Russell:

Next slide, please. And so, in this slide, which has lots of different concepts, if you look at the bar chart, that's Nuasin, and that's year-over-year, right? And so it's color-coded. So the red is third grade. Fourth grade is the purple. Fifth grade is yellow. Sixth grade is green. Seventh grade is the brown, and eighth grade is the dark blue. Right? And so then if you look at the dotted lines, that would basically show other New York charter schools, we have a basic amalgamation of a few New York charter schools we were able to get information from and show what they've done in the same time.

Malik Russell:

And so, if you look at what we've been able to do is... If you look, especially 2016, '17 to 2021, '22, these are high performing charter school networks that are large. And basically, we've grown to the point where we're kind of on par and even exceeding them in certain spaces. Right? And so in ELA, we've seen that we have grown relative to the competition in kind of big ways, right? And so where you'll see, for example, you'll see large dips kind of in third grade, while you see large upticks for us in third grade. You'll see dips in eighth grade. You see a large uptick. You see kind of a status quo in seventh grade, while we increased by 40%.

Malik Russell:

And so relative to our comparison, during this really trying time, we have gained on our opponents by either maintaining or having growth during this pandemic. And I think that's something that should be really thought of, and for Kurt and team, for the entire school, the operations team, it's a lot of work that goes into this, and so you can look at the numbers and look how other schools have dealt with this pandemic and see the level that we have been able to do in that same time period, is pretty impressive.

Malik Russell:

Next slide, please. And so this is the same concept, except in math. In math, you will see that the numbers aren't as impressive as far as on the growth scale, but you'll also see when you look at the other ones that we've seen... We've been able to maintain, and we've been able to maintain when we felt like we haven't been able to invest our full amount in math. And our kind of comparables have seen great, great dips during the same amount of time. And so it actually gives us a lot of confidence that we are going to show large amounts of growth in the space. And so, basically we have modest increases as a whole school, with one outlier being we have a dip from, we'll see in our sixth grade cohort, the dip is actually in certain ways a positive concept. One of our great teachers who was always outlier in this space is Ms. Whitehead, was that teacher math teacher in 2018, '19. She's now one of our DOIs, and we believe that she's going to be able to give the special sauce that she used in her classroom over time to our teachers, so we expect that to go up as well.

Malik Russell:

But this challenging environment, especially in math, remote math is really, really difficult to do. And everybody will tell you that. The fact that we have not seen large dips is a really big deal in this space. And so, we still have significant room for growth. We're below 40% of proficiency rates, and we still need to really focus on conceptual math, and the place that we've seen it done and done well is where we've seen the largest growth. And so, we are going to continue to do that. We're investing that with number stories and things of that nature, and really investing and doubling down on conceptual math. And so, we think that we're going to be able to have really, truly, large gains going forward starting this year. Right? And so I'm going to put it, and you're going to see my goals at this, starting this year is what we expect to see it. Next year.

Malik Russell:

Next slide, please. And so here's what I was saying, when you look at, this is the same graph, you see the other charter schools? There is large, large, large declines, right? 93% down to 65%. We're at 69%. You see in fifth grade, these large changes downward. And so in all this space, we see that. [inaudible 00:47:29] And so these kind of precipitous downfalls are kind of decreases we have been able to, in this exact same childhood period, going through all the same thing at these high performing schools, and I want you to look at the numbers. Where they were, let's say starting 2016 to '17, these are high performing networks. They're now kind of in the same space as us, both in ELA and math, because we've been able to either increase or stay the same during that exact same spot, where others have really decreased.

Malik Russell:

And so, we believe this year with kind of everything we have going forward, with the foundation that we have, we're going to really see a large uptick for us this year and across both math and ELA.

Malik Russell:

Next slide, please. And so, I think one thing I kind of started when I started here two Februarys ago was talking about we had continuously demonstrated intellectual excellence, and really kind of keep a high bar. And so, these still don't meet our day-to-day goals on an annualized level that we want to hit to. But this year we are looking to get, every grade is going to be above 60% proficiency. At least two of our grades will be above 80% proficiency in both math and ELA. And we'll have an average across three to eight of 70% proficiency. That is a far cry from where we were. That is a large goal, but I really believe, and as Kurt talks about it, we can do it, and we will do it.

Malik Russell:

From a region standpoint, we're trying to get to a 90% pass rate, and then also have 70% of our scholars above 80% as we start this kind of feeder system and start this level of kind of excellence. We're pushing that on every single person. The foundation of this is going to be our reading program, right? And that means, I'm a big believer, as I said, hey, since getting an education, the one thing I think is if I had them homeschooled, I would just have my kids read from the age of five to the age of 10. If I did that all day, they would get in the hopper. There's no question about that's the base, fundamental concept of intellectual growth, right?

Malik Russell:

And that is, so we are really going to focus on independent reading. And so 90% of our scholars across K through eight will be reading for at least 30 minutes per night, outside of their homework. And so, these are our goals for this year. And so, this is a level of excellence that I remember a long time ago, a time far, far away, Jess said, "What would this put us in?"

Malik Russell:

This would put us in the top percentile of schools in New York State. We're pushing to that barrier. If we do these things, that's where we're going to get to. These numbers right here will probably put us in the top 5%, but it'll get us in the top on that, in that space. And so, people are also taking note of what we're doing. We've had lots of great feedback, both through the renewal process. Laurie has reached out to me to be a speaker at multiple of her charter school webinars, to talk about how we go about our business, and what we do, and how we set goals and objectives. And so, what we are doing is being seen, and also we are very happy to share that, and we appreciate the community that we are serving. We don't think that we've brought something to them. We've just allowed them and given them a platform to bring that out.

Malik Russell:

Also had a chance to spend some time with the [inaudible 00:51:26] group as well, where we were able to talk about high schools and what does a college-ready high school program look like? Got good feedback on that as well. And so, I think Nuasin is trending in the right direction, a long, long, long way to go, because the real truth is I want there to be a point where we're not even looking at these numbers, and we're talking about the intellectualism that's happening in the classroom, and I'm showing you nothing but paper, the papers that our kids are writing, the work that they're doing, the schools that they're getting in, the accomplishments they have that show that we are really pushing to intellectual excellence.

Malik Russell:

Next slide, and now to the riveting concept of attendance., as I kind of dial it back a little bit. So, staff attendance, we're still not where we want to be at. We'll see lots of spikes, especially after kind of holiday weekends, but I think we're trying to, we're getting into a place where we're going to hit our goals and do that. Still need to get our adult culture throughout the whole school, especially in the high school, kind of right, where people really feel, the same way they talk about I want to see kids running the school. I want to see teachers, staff members running to work, running to work with our scholars, running to work with our community. I think as we continue to have these wins, we'll get more of that.

Malik Russell:

Next slide, please. Similarly, we are working hard in our lower school, middle school, high school to get where we want. We have been growing over time, and I'm just going to be up front. It was a tough, tough [inaudible 00:53:21] to start, right? Especially in the high school, but with great kind of reach out and different things, we're starting to approach our 95% goals and starting to see that. And so, we've got to keep pushing that and get better at that. Some of the early portion of it had to do with, we had certain kids that were no longer returning. And so we had to pull kids off the waiting list. That was delayed because we started a little bit earlier than the DOE, but we still are pushing and getting better, especially in the high school. You start from 75% and up to 89%. We're pushing that direction and moving in that direction. And we hope to continue as well.

Malik Russell:

Next slide. Then just wanted to give you an update on Emblaze. We had talked about that last time we spoke. Just wanted to talk to you about where we are. We had already talked about all the different things that we've done, including initial meeting, connection [inaudible 00:54:23], follow-up meetings, things of that nature. We've given a draft of a memo of understanding what our relationship would look like up until the merger. I've got a visit in place tomorrow and spend some time with them to go see the school. This still, as I said before, is in the beginning phases,, and all this contingent on a true acquisition, and all constituencies need to be on board for that to occur. And obviously we need to make sure the initial looks look like it's a good match, but we've got to make sure that they're a great match. And so, that's where we are with that.

Malik Russell:

And with that, that is my executive update. Before I turn it over to Kurt, any questions, thoughts? Anything?

Malik Russell:

[inaudible 00:55:22]

Shanta Pressley:

Go ahead, Khari.

Malik Russell:

You got it.

Shanta Pressley:

My question is around, have we circled back about financing and fundraising efforts?

Malik Russell:

Yes. We're in the process of doing that. We've actually worked with very timely. We are very focused on a couple of large national donors and applications for them. We're in the process of trying to make sure, because a lot of those are by invitation only. I am trying to utilize some of my connections to get that. We're trying to put together a deck for an application process for that, so the answer is yes. We're pushing for, at a higher rate.

Shanta Pressley:

Okay. And we can continue the convo offline about what's next, especially with Ellen's invitation being out.

Malik Russell:

Yep. Absolutely. Yes. Absolutely.

Shanta Pressley:

Awesome. Thank you. Thanks, Khari.

Khari Shabazz:

No problem. Small thing. Missed it in on the other slide. Do we have a middle school AP?

Malik Russell:

Okay. No, so this year, so we had a middle school AP last year. It wasn't a good fit. I still think it's an important position, but it needs to be the right person for it. We do have two very strong DOIs, one that's a returner. And so obviously bringing that level with her, the teacher I talked about with the math scores that outpaced the rest of the school, and then the other is someone that's new, and a person that we brought over from success that had been a lead teacher and doing that. And both of them are very capable, and I think really very supportive in the middle school space.

Khari Shabazz:

Thank you.

Malik Russell:

Any other? No one's going to talk about all the great stuff I talked about on our state test? No? Zero? I get no love on that, zero? I mean, Joe's ready. I don't know. You've got to do other people.

Jessica Boulet:

I have some thoughts.

Malik Russell:

[inaudible 00:57:41] with other stuff.

Jessica Boulet:

Well, I love seeing the graphs. They're great. Very exciting. I'm curious to hear a little bit more about the qualitative side. What does this look like? What does it feel like on a day-to-day basis in the school? Do you see this reflected in any particular way? Or is it a feeling of building momentum? Is it a feeling of, I don't know. I'm wondering how it feels like to you all, as you've seen this day in, day out, as we're coming out of the pandemic.

Malik Russell:

Yeah, I mean, I think... I'll say I've heard from numerous... Numerous constituencies, teachers, students, leaders, principals, "This is the best start we've had." We're having conversations about as far as development and growth that we probably had, maybe had in March and April of last year. We're now having those same conversations in September, conversations about true engagement, conversations about celebrating ideas.

Malik Russell:

And so, yes, it feels different. And I'll let Kurt talk more to it and Mr. Brown talk more to it, but you feel it in the school. One of the things is, as I say, this is not our goal, but if you aren't starting to move towards those goals, you'll feel that in the school as well. And so, it feels different. It feels like teachers are more confident, students are more confident, you want to be in classes, because they're talking about interesting things, and things of that nature.

Malik Russell:

And so, the numbers... The numbers aren't everything, but they are indicators. And I think that our relative growth is seen in the school. And so, I wasn't here in 2016, '17. I wasn't here in 2018, '19, but I know that the feedback I get from the different constituencies in the school, especially in the K through eight space, who have had longer time to be here, it's just a much more positive place. Lots of places for growth, lots of things still not right, lots of things we have to get better at, but we're having conversations that we just weren't able to have a year ago. Especially at this time.

Malik Russell:

If I did a year-over-year board meeting, and you looked at what we talked about, it would be an entirely different level of stuff we're talking. And so, yes, you do see that in a tangible way, in the hallways, in the classrooms and everywhere else. Kurt, do you have anything to add with that?

Kurt Davidson:

I'll go into it in the presentation. That's kind of my presentation.

Malik Russell:

Oh, oops. Sorry, Kurt. Oops.

Kurt Davidson:

All right.

Malik Russell:

Okay. All right, so since you guys don't want to ask me any questions, [inaudible 01:00:51].

Jessica Boulet:

I have one more question.

Malik Russell:

Oh, go ahead. [inaudible 01:00:53]

Jessica Boulet:

You asked for response to the data. I've got it. My other question was with those graphs, my understanding is those are the same grades over years. If we looked at the data by cohort, does that kind of tell the same sort of story?

Malik Russell:

It has a similar story, the cohort. Yes. So we still see cohort to cohort growth in that same kind of space harder because it's a longer period of time and cause the pandemic, the cohorts aren't as similar as they normally are, but you would still see that same level of strong growth.

Speaker 10:

This transcript was exported on Sep 26, 2022 - view latest version [here](#).

So, just as an example for you, Jessica, over here, the green is that 27%, 2018, '19, is the same as the dark purple in '21, '22. And they're up to 69% [inaudible 01:01:43], so you can see that we see significant development in that cohort of time.

Malik Russell:

So that cohort-to-cohort in five years has grown... 45% increase. [inaudible 01:02:05]

Shanta Pressley:

Wait. Wait, wait, just to make sure I'm understanding this correctly. So that means the '16, '17 year, that 39%, that's third grade, so we'll be looking at fourth grade at 40% there-

Malik Russell:

That's correct.

Shanta Pressley:

And then the 36%, and then the 31%.

Malik Russell:

Yes.

Shanta Pressley:

Okay. No, no, no, that's not right. That's not right.

Malik Russell:

So-

Speaker 10:

[inaudible 01:02:31]

Shanta Pressley:

It would be would be 39, 40.

Malik Russell:

[inaudible 01:02:35] 40, 36.

Shanta Pressley:

And then it's green.

Malik Russell:

31 [inaudible 01:02:39]

Speaker 11:

Just to walk through a full example, [inaudible 01:02:43] you were saying for the red.



Shanta Pressley:

Right. It would be this 39% here. For '17 to '18, it will be the 40%. For '18 and '19, it will be the 25%. And for the '21 to '22, it would be the green. I can't see that.

Speaker 11:

It's not actually the green.

Malik Russell:

No, wouldn't be green. There's two years in that. Right?

Shanta Pressley:

Yeah. Oh, I see.

Speaker 11:

It's 60% that year.

Shanta Pressley:

Oh, I see it. Okay. Okay. And comparable to New York, which line would that be?

Speaker 11:

So that's the 61% right here.

Shanta Pressley:

[inaudible 01:03:15] Got it. Got it. Perfect. Thank you so much for that clarification.

Malik Russell:

So in 2016, that brown line for the other charter schools, and these are just some high-performing charter schools, would be 65%. And currently in '21, '22, they're at 61%. We're at 60%. Where in 2016, '17, they were at 38%. We were at 38%, they're at 65%. So we're basically on par with them when we were about points behind them before.

Shanta Pressley:

Nice. Okay. Thank you.

Kurt Davidson:

I can tell we're working on rigor, because the graph's more rigorous.

Malik Russell:

Let's all do the fun ones, for sure. And with that, I will turn it over to Kurt.

Kurt Davidson:

Wonderful. Good evening, everyone. Thank you so much for tuning in. [inaudible 01:04:23] Still bizarre. I first want to start off just with our priority areas. This is a slide that you all have seen before, both in our

retreat this summer and then in prior board meetings as well. This is a slide Malik and Mr. Brown and I all worked on developing [inaudible 01:04:42] three core priority areas and theme that you're going to see throughout the entirety of not just today, but throughout the entire year.

Kurt Davidson:

Just so that you all know, we are also embedding these within our professional development with staff, even this morning as I was planning with our K-2, launching guided reading, tomorrow with my [inaudible 01:05:03], we are co-planning a session, and we very intentionally are including these areas so that it is a through-line of, wait, what does this mean? What's guided reading?

Kurt Davidson:

And these are areas that are applicable across the board. And I won't go through them all, but I just want to make sure that this is at the forefront of our thinking throughout the entirety of this school year as well. So, the three big areas of intellectual excellence, strong culture of data, and growing the whole child.

Kurt Davidson:

So for this month, I'm going to [inaudible 01:05:41]. All right. For this one, I want go through and speak around our goals. Mr. Brown did a pretty thorough look at the high school goals last month, and I wanted to make sure we were able to do the same in K through eight in order to align on that. And hopefully this is very familiar to you, because they're goals that were taken from what Malik shared last month, but providing a little more color commentary with our students.

Kurt Davidson:

So you have, start with [inaudible 01:06:09], that's Ms. Reeves with Akira there, our student in culture site, already has a nice little sticker chart, starting off the first couple weeks of school in kindergarten. Started off in tears, running around, but has really gotten it together, the first bit over there. And just an example of us being really proactive around the work that we're doing on the culture side.

Kurt Davidson:

So the culture goals, we do have four key goals here, and the ones that you're obviously very familiar with is the attendance goal. That's what we've reported on over time. We're almost there with, and actually today in our attendance report, we did hit it, and I believe we hit it on Monday or Tuesday as well this week, the 95%. So, we are making a lot more progress in that area.

Kurt Davidson:

One major one that I just want to highlight. We have been really trying to be extremely intentional when it comes to setting the standard, not just for our staff and ourselves as leaders, but for our students and our families as well. So throughout the summer, we worked with culture team along with the operations team. We've worked really hard to communicate the necessity of families coming into our family orientation. And we had an 80% goal of all family events. And we did already hit that at family orientation. We've never been above 70, so the fact that this year we were starting off in the mid-80s when it comes to participation in that beginning of year event.

Kurt Davidson:

And then we've been doing one-on-one follow-ups for anyone who's been a straggler as well, as new kids starting the year. Something we're really proud of there. Other indicators, positive survey results. There will be more to come on that. And then advisory, and I'm sure Mr. Reynolds also will touch on that with high school. That's just something for our middle and high.

PART 2 OF 6 ENDS [01:08:04]

Kurt Davidson:

And I'm sure Mr. Reynolds will touch on that in high school. That's been something for our middle and high that's been a huge priority this year. And that, quite simply, in the 5 through 12 space, we did not do a good job with advisory last year, years past. And this year we've been very much investing that important time with our students to build a social, emotional supports and needs. And one of our teachers in the middle school who we've promoted within to be a leader of school culture has really taken this on as her initiative. And we've already been seeing a major difference in our middle school culture, based on the fact that we've not had a single fight four weeks into the school year. And there's been some other things, but definitely on the social media side of the world.

Kurt Davidson:

But there's been a lot of promise there. And the second half of that goal around the executed has been a really important part. So, we strategically moved our advisory to earlier in the day to 9:38 after the first two blocks of instruction to really implicitly and explicitly show the importance of it. If it's in the middle of a core instructional time for 30 minutes of the day, we're setting aside 30 minutes of the day [inaudible 01:09:19] in the middle of the morning of instruction, as opposed to book-ending lunch or at the very end of the day, beginning of the day, it sets it as a priority just as [inaudible 01:09:31]. Yeah.

Speaker 12:

For those of us who are not exactly sure what advisory is.

Kurt Davidson:

Yeah. I'll give a very brief description. It is a 30 minute time of the day where students are with their cohort and their advisors. Generally, there's two advisors for cohort of students, or depending on the model, it could be smaller groups. Simply for space, we just do the whole cohort and we have two adults in the room out there, and they are working on a series of themes throughout the week. So, I believe Mondays is around journaling and really internalizing getting your thoughts on paper and supporting them on the social, emotional side. On Thursdays, it's organization and high school readiness basically there. And there's different themes each day that touches on all the things at school that you need to know that are not academic. That's the gist. Yeah.

Kurt Davidson:

All right. Academic goals. So, these, you also have seen with Malik. I just want to stamp these for everyone. Several of these slides were slides I presented with all staff last Friday as well. Just going through the goals with our staff and really getting the why behind it. And we are, as Malik shared before, we've seen with several of our cohorts in just four years time, we have moved almost 50 points with mostly the same students with our last year's 8th grade cohorts from when they were 4th and 5th grade. And that dramatic move, it is possible. However, our students, many of our students, do have learning gaps. And in math, we have seen where we are. So, we are maintaining and we are really

celebrating our high goals for this school year. And it's something that we are bringing up and sharing with our staff on a consistent basis and admitting in all of our work with them.

Kurt Davidson:

And then second one is our K through 2 specific goal. Malik and I have been working [inaudible 01:11:54]. We're still not loving it. I don't love it yet, we're still working to make it better. But the idea is every student and F&P is [inaudible 01:12:02] reading level. And so our goal of every student in kindergarten is leaving kindergarten at least at a level D, which is where they should be, which is considered grade level ready for 1st grade. And then a big one, and I'm sure if you've heard... Malik has probably spoken to you all offline about this one, you hinted earlier around scholars independently reading at night. We believe that is going to be a huge... It's not at night [inaudible 01:12:30] at night and during the day. The more kids are reading the more... The more they are reading books at their level and books that challenge them to think deeper and think differently, then the greater growth we're going to see. And this is a major part of our work this year. We've been calendaring out, over the course of the next six months, our in-depth intensive K through 8 independent reading plan with a lot of things to launch in the coming couple weeks we're really excited about.

Kurt Davidson:

And then, lastly, 90% pass rate on regents exams. Obviously, we only take two regents exams, that [inaudible 01:13:07] and also the algebra one. Last year, we hit 69% on algebra, far less in living environment. However, there are many factors in play there. This year, we're really confident that we're going to be seeing tremendous growth in regents exams as well to get our kids high school ready.

Kurt Davidson:

So, this is what I was previewing when I wouldn't answer Jessica's question earlier. I wanted to go through and I shared this with the committee last week, just six different pictures of where we are in the first three weeks of school, and give a little commentary as to where we were as compared to this time last year. And so on the left, you have 1st grade, this is number story, story problems. We have Taylor on the right, Mr. Personality in his group, with really having manipulatives in front of them, having materials in them, obviously part of our learning. You might even notice this, but I'm quite peeved that little girl on the bottom left, she is not using the same colors together. And we're doing that, when we're representing numbers, that is actually a very important nuance there. But that is not where we were last year. That was not a conversation we were having. The fact that we are noticing that now, it's really, really important.

Kurt Davidson:

Otherwise, we have a new student Christian in 5th grade. Last year, we spoke so much about students having their work in front of everyone else and then having that ability to share. He's a new student to our school, and the second week of school, he was already up at the front of the room presenting his work and walking through his thinking with scholars. And I'll just contrast that to September 2021, we were not even fully staffed at that point. We had several middle school teachers starting in the second and third week of school in ELA, and we had a couple of math teachers starting the first week of school, their first day was the first day with the kids. And we're seeing where we're able to level up the work that we did last year and over the summer, and really start strong through this work here. Oh, and the next one also illustrate we have 3rd and 4th grade here, cohorts last year, where we saw some growth.

3rd grade, we solve some really positive growth and 4th grade, little less than we expected. However, you look compared to where we were last year, we are already where we were when it comes to...

Kurt Davidson:

And these are also story problems. And I just like to highlight the setup of the room and how this looks. These classrooms do not look like it's the second week of school when they were taken. And even if you look in this classroom of the high school, really how the rooms and how the school is looking does not look like September. It looks like we are farther in the school year, and that is demonstrated of the work that is being done. And so you have Miss Leah on the left and Mrs. Little on the right where our 3rd and 4th grade did not get to even students being at the board or students showcasing their work until February of last year. We were not even at that place. However, obviously over the course of the past couple of weeks, working with our consultants, this is even a little outdated with some of the approach we're doing here. We're having less of the kids actually showing their work, more of the kids discussing the work while the teacher is translating their thinking onto the paper, and that's been something that we've been working on.

Kurt Davidson:

Contrasting that to 2021, our attendance rates were still in the 80s. We were not even having our kids fully here, and that's something that is really critical. Also, we'll note in 2021, we also had a series of shutdowns of classrooms, where we had to remote in the first and second week of school. And that was not that long ago. Or we had, in December, when we had our K2 COVID epidemic, and then we came back after winter break remote for a couple of weeks because of the high levels of the virus with our staff. So, a year is a big difference here. And then the last pictures I would like to show are little older grades, are 7th and 8th... 6th and 7th grade. I can't remember if I took this late in the first week of school or if it was a second week of school, but I think one thing I really remember talking with our teachers and probably everything from the board was, in September last year, we were just trying to get kids to get the main idea down on the paper. We were just trying to get kids to have correct genre frames and thinking jobs for the work that they were doing.

Kurt Davidson:

Then with Mr. Adolis, teaches 7th grade, last year taught 8th grade, and Miss Husbands, she was a new teacher teaching 6th grade, new to us, but not a new teacher. Phenomenal hire, has been doing great work with her 6th graders, the level of... They're doing a close read of poetry, going literal and deeper meaning in 6th grade there on either the last half of the first week of school or second half of the... or the last half of the first week of school or the first half of the second week. And just starting off the year where we left off, as opposed to building from scratch. And that's something that is a major shift, and what we're seeing from kids, just the level of work that we're seeing, is the level of work we saw midyear last year. And that is something that we're really proud of because, if we're able to get to where we were at the end of last year by midyear, [inaudible 01:19:23] end of the year. That leveling up is really exciting and really powerful there.

Kurt Davidson:

When we're sharing our big focus areas continue to be in these three big buckets. And where I've been spending my time has been in our team planning meetings and really supporting our leaders and having excellence in planning meetings. So, this week and today alone, I sat in a 7th grade [inaudible 01:19:55] planning meeting, a 3rd grade math planning meeting, yesterday I was with 1st grade and planning our

[inaudible 01:20:01] for teachers tomorrow, and really ensuring that we are having a level bar across the board. Those [inaudible 01:20:09] our middle school last year showed tremendous growth, even more growth than every other grade, and that excellence spreading throughout the school is something that we are really, really spending our time focusing on. And it all comes around instruction. And I think I don't want to minimize the far right one growing the whole child, in that without having strong culture, you can't have strong instruction. If you're spending all of your time dealing with management and scholar behavior and adult behavior, you're not going to spend your time in deep intellectual prep and with your teachers and diving deep.

Kurt Davidson:

And so growing the whole child has been something that we've really focused in on over this summer and building up our leaders of school culture to really be proactive in the spaces ahead of time versus responding to things. And that has led our work to be able to focus on this intellectual excellence and culture of data. The conversations that we are having in our planning meetings are far more rigorous than they were last year. Our teachers are coming with their anticipated strategies, and then we are really work-shopping them as a team. It's not just, "Hey, let's talk about the main ideas." It's like we are really pushing one another and I go myself. And sometimes they beat me up a little bit on my strategies because theirs are better and for their students. And that's part of that growth that we're working at.

Kurt Davidson:

And in the data side, that's really been also a major focus of using data from the beginning of the school year. We are already have our data trackers up and running. I've launched a weekly leader meeting just around data, leaders come with their high-level data for each grade level when it comes to exit tickets, story problems, and mastery to post reading. And we go through that and do a student work study as a leadership team every Monday afternoon from the [inaudible 01:22:25] of the last prior week. And I think when it comes to even data around attendance, Malik touched on this, but our response is not waiting a few days. "Oh, we see a few kids who've been here two or three days absent." No, it's day-of response, really finding out where we are and having those consistent meetings. I know Sheila has been in a bunch of these as well, where we are consistently following up and seeing where everyone is and where the students are at. We have our accountability for families in place to go, and we've been much better, much more organized with that this year.

Kurt Davidson:

And I believe that is it. There we go. I believe that's it for me. Any questions?

Shanta Pressley:

Hi. I have some questions. Can you hear me?

Kurt Davidson:

Yeah.

Shanta Pressley:

This is going back to the survey that you said. You said we'll get more details about that later?

Kurt Davidson:

Yes. So, we have the DOE survey that we give the families annually. That's a survey that's given in March as well. We have yet to issue any preliminary surveys for the school year. So, I don't have data to give you on that.

Shanta Pressley:

Okay, perfect. Now, I have two questions. I'll make them quick. So, for the 30 minute reading each night, is that a school-wide initiative or is it focused on certain grades?

Kurt Davidson:

That is all of K through 8, without exception.

Malik Russell:

And actually, it's all, yes, K through 12.

Kurt Davidson:

K through 12.

Shanta Pressley:

Yeah. Okay. And-

Malik Russell:

And just so you know, that's based on [inaudible 01:24:29] correlation concept study a couple years ago, and said children that read 30 minutes a night independently score in the 85th percentile and above on average.

Shanta Pressley:

Mm-hmm. Right. Now, I guess the better question is how are we tracking it to make sure it's successful and they're actually doing it? An incentive side to it or are they getting extra credit or something like that?

Kurt Davidson:

Yeah. We're launching a comprehensive plan, I believe, in two Fridays away. India, or [inaudible 01:25:08], our new [inaudible 01:25:09] humanities in the middle school who Malik mentioned earlier, she and I have been partnering to really work on a substantial launch to that. And we have a whole series of... It's a two track element. One is around systems and accountability because we have to have evidence. And especially as kids get older, there's plenty of ways around an accountability system. So, we've been working on that as well. But the other side is the love for reading side and the culture side. So, we're working on a big launch for that and biweekly big events to really celebrate the reading work and ultimately shift students' perception around independent reading as being a chore. Just something that we want them to love doing. So, yeah, we're looking at a first week in October launch of all this as well.

Malik Russell:

And I want to add one piece to that. I do think that a lot of times when people think about this, like lots of things in education, especially in the [inaudible 01:26:22], a lot of times we go from a [inaudible 01:26:25] standpoint. Like, oh, the truth is that reading is great, right? And so we believe that if we put it out there the right way and make it part of our program, that the vast majority of kids are going to read, right? And they're going to read and they're going to love it and they're going to find books they love and they're going to read more and more, and 30 minutes is the minimum. The truth is, we expect some kids to get lost in reading, right? And so I think the first point is this is a two-prong concept of accountability, but accountability is more for us. It's not like some compliance concept. The truth is that I believe once you get kids reading, they don't stop.

Shanta Pressley:

Mm-hmm. Yeah. I love that. Last question, and I'll let us move on. So, I love the goal about the K through 2, I believe you said, having them on reading or on grade level when they go on to the next grade, but how are we focusing, excuse me, on creating that same academic goal for the 6th to 8th graders before they get to high school? Excuse me, before they get to high school. Because I know that's a huge part before they pass on, and it helps with the testing and exams on the high school level.

Kurt Davidson:

Yeah. So, yeah. F&P is an assessment that ends at level Z. In theory, every student should be at level Z by 7th grade at the latest. So, we are assessing all of our students in middle school as well. The goal for reading ability and ELA is comprised in the state test. K through 2, we want to make sure we have a metric for them that is applicable to them, meaning there's no state test. As Malik has shared, every grade at 60% pushes our goal for this year. With two grade levels being at 80, those two grade levels are 7th and 8th grade, they're obviously 80%. That means 20% are not there. So, this is not our final goal, it's not our final thing. So, this is a growth benchmark, growing our benchmark, and we feel like this is something that's very feasible and attainable in this time period. However, this is going to be leveled up in future years as well.

Malik Russell:

I mean, and I think, yeah, Kurt, well said. But the idea is... So, the reason why... So, you said we're going to look at the state test as kind of our concept there. The truth is, if we get this right in K through 2, then we'll be able to extend it up. It's kind of harder to have that same goal at the kind of more upper grades now because some kids are really far behind, right? So, it wouldn't be as [inaudible 01:29:31]. So, the idea is that we want to make sure that the foundations of our reading start right, and then as we continue up, we want to make sure that we are kind of accelerating through and making sure that we are getting to that level. But for us right now, we get this K through 2 right, there'll be a foundation for the growth going forward. We can't go back in time and change things, but we're going to push in that level. But it's really important for us, as a benchmark, to look at F&P and reading levels for new readers that we know we can attain if we do a good job of instruction.

Shanta Pressley:

Right. Totally understand that. And that makes sense. I guess the reason for my ask is that, at the retreat, we had a lot of questions around the high school numbers. So, it's with these students going in, we want them to stay with the school, right? So, with them going into high school, what focus are we putting on them at the same time as building this foundation?



Malik Russell:

No, the focus, our mastery program and our test scores show that we are doing... So, hey, 69% proficiency level, as it compared to 40% proficiency level, obviously means that we're getting more people more prepared to read, right? And so our 8th graders going up to having 69% as opposed to where they were before. And our 7th graders having 60% rather than 20% means that we have more kids entering more prepared to our high school. Does that make sense? Did I answer that question?

Shanta Pressley:

Yeah, it makes sense. It makes sense.

Malik Russell:

So, we're pushing reading and literacy throughout the entire school, through our mastery program and everything else. The idea of when Kurt says every scholar, when we say every, that's 100%.

Shanta Pressley:

Right.

Malik Russell:

I'm saying that would be a very... And so we believe we can do that. It's going to be really hard. If we do it, it's going to mean a lot for our school. That's different in different grades, so you have 6th graders that are literally three to four years behind everyone.

Shanta Pressley:

Right.

Malik Russell:

Right? And so we're pushing in that space, and additionally, we have our accountability measure is going to be the state test. While we want to make sure that we have an accountability measure in K through 2, because we believe then that will end up giving us the state test for efficiency concepts, as well as make sure our readers are ready for high school. And so we really want to focus on getting that K through 2 really right now, and to build that as we are doing all the other things, right? So, there's multiple spaces that we're looking. And so we look at K through 2, different than 3 and 4, different than 5 through 8. Well, actually different at 5 through 6, and 7 through 8, different than 9 to 10, and 11, 12, right?

Shanta Pressley:

Yeah.

Malik Russell:

And so all of those are kind of different spaces. We're looking for excellence in every space and they all have their own independent challenges and thoughts.

Shanta Pressley:

Yeah. I guess I just have to understand that, once this is implemented, it will take us some time before we see the fruits of that platform.

Malik Russell:

Right. But I also want to be clear, we're already seeing fruits at a high level.

Shanta Pressley:

Okay, okay.

Malik Russell:

Right? So, my point being, I don't want to be like, "Hey, you saw these numbers two years ago and they were a lot different." And so I'm saying we just had two years of remote learning, one year come back from pandemic, and we had these games. And so we are certain that we're... So, the things that we've been saying, and I think I can't remember if it was Tim, and one of the things, how do we know it's working? Well, now we have some data points that it's working. And it's working in light of a lot of difficulty, and so we believe it's going to work better. So, we feel like there's going to be accelerated growth in these spaces over the next year or two. Right? And so I think that's important. It is important to know that, hey, the numbers we're showing you, those were our numbers before.

Shanta Pressley:

Yeah.

Malik Russell:

Those 2016 numbers exist. Those were those same kids, right?

Shanta Pressley:

Mm-hmm. Okay.

Anthony Brown:

All right. [inaudible 01:34:18] have any questions, just always feel free to stop me as I [inaudible 01:34:24]. I'm going to start with a few highlights first. So, [inaudible 01:34:34]. I just wanted to speak to these initially before we go into anything, because this is a huge change for us. 100% of our scholars attended their initial college meeting. It went well. All of those particular scholars are excited about going to college. I mean, although we have a few that stated they were looking for two-year schools, but we're working to convince them that four-year track is in their best interest. But we've had all of those initial meetings with all of our seniors, and by the end of the month, we should have all the meetings with the seniors and their parents completed by the end of the month as well. And so we're on a, I guess, a faster track to ensure that all of our seniors understand their direction, where they want to go, as well as preparing them to fill out all the applications necessary in order to [inaudible 01:35:36].

Anthony Brown:

Our daily, weekly average attendance, I mean, initially was low as Mr. Russell stated, but once we begin to resolve some of the [inaudible 01:35:47], I mean, I would have to say it, I'm excited. If I could do a back flip, I would, but I can't. At 90% for the high school, and that's a huge change from last year. We were barely sometimes 50, 75, 80 percent. And so to get 90% from daily, weekly attendance is a huge change. And I would say that goes to the outreach that has been done by our attendance team. They've been doing the logs and outreach and incidents and [inaudible 01:36:19] consistently to ensure that we know where every scholar is at, and we're making sure that all of those colleges are coming to school

each and every day. We have curriculum, [inaudible 01:36:34] myself and Miss Muhammad, we are ensuring that they're implementing that progressive curriculum with fidelity. Last year, we had teachers that went rogue. They were kind of implementing their own curriculum. And so we're making sure that our curriculum that we've selected, that aligns with our [inaudible 01:36:54] with fidelity across all subjects.

Anthony Brown:

Once again, our priorities for the high school, once again, they fall under the buckets of intellectual excellence, strong culture of data, and growing the whole child. I'm actually going to start at the end, growing the whole child to answer your question earlier. One of the ways that we are making sure that we speak to those soft skills that people define all the time is through our advisory. Our advisory is broken up into four different days. One of the days is community circles so that those scholars can begin to work and bond with one another, as well as learn more about each. We have post secondary day where they talk about college trips, applications, college life, et cetera. We also have an SEL day to speak to the social emotional needs of our scholars and any concerns they may have as well.

Anthony Brown:

We also have academic day where they review their grades for the week. And during that particular time, if they're failing a particular course, they are required or mandated to come to office hours that following week to get the necessary support in that particular subject area or subject areas, if they're failing more than one course. And that goes to the strong culture data, which is next to it. Our response, the iReady data, our response to the weekly grade reports that we're doing requires us to make sure that what are we going to do now to support our scholars? So, once again, if they are scoring two or more grades below their grade level, they're required to receive target support during office hours. And also if they have less than 70% in passing at the high school level, they also get the necessary support they need in order to [inaudible 01:38:53].

Anthony Brown:

And as we move along to our intellectual excellence, so we're doing daily academic advisory walkthroughs, so that we can know on what we're looking for in all of our courses. We can hit our focus areas at this particular time. We're looking at not only our learning targets, but our first five minutes and our last five. How does that work? How does that feel? What are scholars receiving? Is it accessible to us? Are we wrapping up the lesson in a way that is going to support our scholars understanding and learning material for the day? Just making sure that we have our coaching sessions and have that standing agenda, focus myself and Miss Muhammad walk through what we want to speak about each and every time. [inaudible 01:39:38] wellness, we go into self-reflections, we go into looking at data. And part of you see doing the work. Doing the work is we want teachers not only to bring scholar work, we want them to bring their work as well.

Anthony Brown:

What exemplars did you have? What work have you done in math and science to demonstrate your thinking around those particular areas? Because oftentimes, I've noticed that teachers teach how they were taught, and that doesn't necessarily mean that they were taught well. And so we're trying to get them to have a mind shift change in how they deliver instruction. Right now, we have annotation across all subject areas because it's really essential for them to use that particular skill and understand that it's interdisciplinary. Once again, working toward the increased attendance, having outreach. Our seniors

have really been shining this year with around 93% attendance daily. So, just want to give a shout out to our seniors who are working so hard to be here each and every day. We also have grade level and content team meetings on a biweekly basis in order to speak to... So our teachers can speak to one another and find out areas they can support each other and areas where they may need support as well.

Anthony Brown:

Now, I'm going to move rapidly through the data. This is [inaudible 01:41:07]. This is our iReady data. This is from the ELA, the end of year. So, we have end of year and the beginning of year. So, the end of year was the end of year last year, which is in blue. And the beginning of year is in orange. And so as you look at our 9th grade, the end of year, they ended not where we wanted to, but we see our beginning of the year data, they had a huge jump in their mean scores, which is great. Hopefully, it means that they have not had any real loss of learning during the time they were away in the summer. Unfortunately, we had a small drop with our 10th graders. And if you look at our 11th and 12th graders, once again, our beginning of year to the end of year, we had an increase in the mean ELA scores across the board. And I think.

PART 3 OF 6 ENDS [01:42:04]

Anthony Brown:

...and they mean, they score us across the board. And I think, once again, just speaking to things that we've been doing differently at the table across the board, the close readings. All of those things has helped our scholars maintain consistency and some growth in our ELA endeavors.

Shahzada Rasheed:

Are they the same cohort? So for-

Anthony Brown:

Yes.

Shahzada Rasheed:

Right, right, right. So for 10th grade, the blue was their last end of year.

Anthony Brown:

Exactly.

Shahzada Rasheed:

And then that orange right next to it is showing their 11th grade.

Anthony Brown:

Yes.

Shahzada Rasheed:

Beginning.

Anthony Brown:

Yeah, beginning.

Shahzada Rasheed:

Okay. Thanks.

Anthony Brown:

Thanks.

Anthony Brown:

Once again, the math and I think the sciences are always those tricky areas and that's partially due to not only scholars but also the teachers. Changing the mindset with our teachers as well, so that they can see math differently, deliver math differently. And unfortunately we've seen that we had drops in our math areas, so the blue here and here. And we had a drastic drop for our ninth graders. We were working on that, our 10th graders a spike drop to the 11th grade, but once again our seniors had a huge increase. Well, not a huge increase. But they had an increase from their end of year to beginning of the year. And once again, we're working diligently to change how we teach math, different data about how our scholars feel, find their own way, problem solving as opposed to the strict memorization, [inaudible 01:43:59].

Anthony Brown:

Next one. So these two just indicate where our scholars are. Once again, we definitely have a lot to work through. Either already on or above grade level and I know it's kind of small, but if we look for the left draft is our ELA, and we see that our ninth graders, they were on and above for the eighth grade, now they've dropped again. We've seen that same drop with our 10th graders, but our 11th and 12th graders have had an increase in scholars that are on or above. And I would like to note, this is the first time ever that if we would look at our 12th graders that they've had almost 50%, which is not a goal that we're going towards. But almost 50% of the 10th graders are on and above. And then we have I think 17% of those particular scholars that are also at the college level.

Anthony Brown:

Our maths goal is, once again, it's areas that we have to work on, where we've had drops but also areas that we are working on each and every day in terms of [inaudible 01:45:16]. I think that's all of my slides. If you have any questions, I can take them at this time.

Speaker 14:

Thanks Mr. Brown. Appreciate it. Now, we will turn it over to Melissa. Thank you so much.

Jessica Boulet:

Good evening, everyone. So, as I restart the slide again... We've switched up our format a little bit from our previous selection methods. Our goal as a school for enrollment, our school is the 704. It is a hefty goal. We will try to get there. Our authorize goal is 676, right now we are over lower score by 11 scholars and we are under [inaudible 01:46:25] score at 16. That looks a little bit worse than it really is. In our grades 11 and 12 we don't [inaudible 01:46:32] our scholars which is a strategy on our assets to ensure that we're able to [inaudible 01:46:43] our scholars that you need. [inaudible 01:46:54] That is

the reason we overall are in the lower score. We are only missing five scholars throughout both of the authorize.

Jessica Boulet:

Additionally, as you can see we have increased our applications. We are at 1887 applications for this school year and we will be opening... By the next board meeting we will have our new school years lottery open for parents to enroll.

Jessica Boulet:

In regards to hiring, these are our open positions. So we're still working to fill a lot of high school positions. Most of these were positions that people that we lost right at the start of professional development in August. I put out two offers today for two high school staff members, so that should go down. We also have some very promising candidates for manager of operations. So we hope to in the next few weeks, even though the board meeting for October is bumped up, we hope to have a lot of significant change on these staffing needs here.

Jessica Boulet:

In regards to the manager of talent acquisition, obviously she is hiring heavily for and sourcing for high school. We're also using lots of strategic methods in those regards. We know about renewals that are happening that are less than five years. We reached out to those people. We called, reached out to LinkedIn. Just yesterday there was a teacher that was shout out for chemistry and he was like Teacher of the Year, and I was applied to him on LinkedIn. So we know that that is our strategy that we are actively sourcing folks, even though we are also obviously heavy in marketing on the teacher side as well.

Jessica Boulet:

Advertising. So we are already sourcing the locations for the potential acquisition and what marketing efforts can be done there, as well as the new location potentially in general.

Jessica Boulet:

This is our updated expansion timeline. We hope to be in lease negotiations very soon. There's a lot of due diligence that's happening. For the owner of the building on 1980 Jerome, we are hoping to have an update on that next Friday.

Jessica Boulet:

In regards to compliance, we have not had much compliance that has been submitted since the last board meeting, but we do have a lot coming up. So we'll have a big update in regards to reporting at the next board meeting. The first chunk of reporting that's due is due October 3rd. There's probably 15 or so reports that are due then. So we'll be able to provide an update on all of those.

Jessica Boulet:

In regards to COVID, we have had the staff members test positive, and one scholar. There's been no spread, and we're following the reduced guidelines. And everything's been fine there.

Jessica Boulet:

In regards to my priorities, the funding strategy for benefits is due in October. So I'm working on that strategy. We are, Malik and I are kind of thinking about... Aside from figuring out if there's any increases in benefits, we're also figuring out strategically what we want to prioritize and incentivize in regards to benefits. So we're taking a deeper dive into that than we've done in the past. In the past we've been focused on ensuring that there weren't too many [inaudible 01:51:19] on any given level for benefits, so that the staff rooms didn't feel significant change. But we just want to dive in a little bit more now for next year.

Jessica Boulet:

Obviously onboarding, it is harder to onboard with quality when the school year has started. So just making sure that everyone is on board, there's communication, and although the school year has started, you don't feel rushed into the process and they feel set up for success. If you don't do that intentionally it can cause [inaudible 01:51:58] to boil over. You lose faculty who are overwhelmed. [inaudible 01:52:03]

Jessica Boulet:

And then I am also focused on helping and supporting Olivia and [inaudible 01:52:09] with marketing strategies, and working on talent strategy for next year, which also has to do with chart and special planning that we spoke about earlier. And then obviously, coverage for the K-8 position for manager of operations.

Jessica Boulet:

Myself, Sheila and Claudia have all taken on pieces of the role and while it's busy, it feels very manageable for all of us and that's also a testament to Claudia and Sheila's leadership. So I think we are in a good spot, although I think it would be fair to say we would all love to have some [inaudible 01:52:48], but we are doing very well.

Jessica Boulet:

And then lastly, we have some reminders here. So the board meetings are in person. If you are going to be remote, I do need your address so we can have a posting for you, for you to be able to post wherever you are. We are still missing a couple of pictures for the websites. So as quick as you can get those, will you-

Speaker 14:

Can you call out who doesn't have that picture in?

Shanta Pressley:

Oh no, the call out. The call out!

Speaker 14:

Who doesn't have that picture in, that's crazy.

Jessica Boulet:

[inaudible 01:53:30]

Speaker 14:

Have people do their thing? Picture shot.

Shanta Pressley:

Oh no, the big call out. Please let mine be there. Please let mine be there.

Jessica Boulet:

It's Michael and Tim. It didn't work. So we need you to do another picture with that white background or we could take some pictures.

Michael Dorrie:

That was the best picture I ever took and now...

Speaker 14:

A very low bar, Michael.

Michael Dorrie:

Unbelievable.

Aluta Khanyile:

Michael, I'm worried for you.

Jessica Boulet:

And then the last thing is the PI. There are a few programs that haven't taken the PI. I think at this they're probably going to push the analysis of the PI to the February quarter, but we really need time in order to analyze the data so we can make sure that that's a meaningful conversation.

Jessica Boulet:

So please, if you haven't filled out the predictive index survey, it literally only takes five minutes. Please do so.

Shanta Pressley:

Melissa, did I take the survey?

Jessica Boulet:

Yes, I believe you did Shanta.

Shanta Pressley:

Well thank you. Whew.

Michael Dorrie:

Shanta, there's no need to show off here.



Shanta Pressley:

I've been forgetting things lately. I need to make sure.

Speaker 13:

I'll send an email to everyone after as a reminder.

Speaker 14:

[inaudible 01:55:04] People are saying other people are showing off by doing stuff, means didn't do it.

Shanta Pressley:

Another call out.

Michael Dorrie:

All right, while we debate who did what, I'm just going to use this to quickly remind folks that we are shifting back in person as well, so just note it. So we're going all the way back to pre-March, 2020 here. So hopefully everyone knows you well enough to know this is not a critique of anybody here at this meeting, but let's make our absolute best efforts for board members to get here. And if you're not here, the expectation is on the board members to communicate with operations. Make sure you get your address in where you'll be, even if something does pop up last minute. And then also make sure that you're getting that notification posted.

Michael Dorrie:

If you're not sure about what I just said, you can email Jessica and she'll walk you through step by step exactly what the open meeting law requirements are. But just a reminder, it looks like, I think at this point, I know we've had some false starts.

Michael Dorrie:

We will be shifting back to what I'd call pre-COVID Open Meeting Law laws. So we'll have to kind of rework here how we're approaching this as board members. So we're not in a position to actually vote on anything tonight. Looking at the agenda, talking with Malik, that's okay, there's nothing mission critical here but let's make sure for the October board meeting and going forward we're not putting ourselves in that position, putting ourselves a danger of keeping the staff, frankly, from being able to execute on something they need to execute on.

Michael Dorrie:

So thank you everybody. I know the time commitment is real and the commute is real so that's a demand on your time. So I appreciate that. Let's make sure that we reward that going forward.

Jessica Boulet:

Reminder also that in the case that... In order to have remote participation be qualified to be able to vote, and for quorum, it has to be a publicly accessible place. So it can be, for example, your personal address. But that requires you to say okay, a member of the public can come in here and watch me be in this meeting. Those are the requirements of the law as I understand them. So keep that in mind. Yeah, could also be another publicly accessible place, but that is the requirement.

Shanta Pressley:

Thank you for those reminders. I have a question before we start the finance committee updates. Should we hear the financial report or should we wait until next month?

Michael Dorrie:

No, let's absolutely get the update. It's still a meeting, right? We'll take a formal vote on that. I actually think that's the only formal vote. But anything else that I incidentally missed, we'll do the formal vote on that at the next meeting just as we would in any situation where we don't have established form.

Shanta Pressley:

Awesome, awesome. So I will take it from here. Malik and Aaron, if y'all don't mind. So general updates for finance committee. I don't have many. Except that I did have a meeting with Fatima, Malik and Melissa about fundraising strategy and what that's going to look like in the very near future. We still have a lot of... A few loose ends to tie up with the investment reconfiguration if you will. And we will get those updates to you next month. I will turn it over to Joe to give us the July-August financials and for both our regular operating accounts as well as the investment account, and an update on the audit. And for many, this may be your first time seeing Joe, but he is the founder and chairman of Fourth Sector. Joe.

Joe Keeney:

Hi. Yeah, I was on some of the initial board meetings when we first started working with y'all. So you can see this report was reviewed with the finance committee last week. So I'll go through it relatively quickly. The top shows the balance sheet and revenue versus expense, the revenue expense projection for the year. We haven't really adjusted the forecast other than for one item so far. So in the next time you'll see adjustments for enrollment, which would be small, but some more adjustments for the open positions, which you just saw from Melissa that that's going to result in some savings.

Joe Keeney:

The current ratio, the second thing from the top on the left, that's the ratio of your liquidity and our ratio, at three times, is very healthy. It's three times the SUNY benchmark. Days of cash is 211. That's much higher than the SUNY benchmark of 30 days cash. So that basically means the school could run for seven months without receiving any revenue.

Joe Keeney:

Total margin. We're projecting the year at break even. So that's why you see it go down to zero. That's where we are to date.

Joe Keeney:

Debt to asset ratio is... You want to have a healthy ratio of liabilities to assets and your school's well below the SUNY benchmark.

Joe Keeney:

The next section is the enrollment. Shows the budget versus actual. This is not updated for the latest numbers that Melissa just gave, but they're still pretty close. One thing to note, we do have an enrollment hedge in our budget so that even if we were short, it's like a 2% hedge. So that's the

equivalent of 12 kids and that's just for protection for a loss of students through attrition over the course of the year.

Joe Keeney:

So overall the actual revenue variance might be minus \$100,000 mainly on the mix of SPED students. And that could also vary somewhat during the course of the year.

Joe Keeney:

So any questions- The bottom is just the enrollment and the billing cycle. Any questions about those dashboard numbers?

Joe Keeney:

Okay, the next page is the actual year to date. So through the first two months of the year... Again, the fiscal year starts on July 1, so this is just two months. The total gain is about \$737,000 on about 3 million of recorded revenue. The biggest difference in the forecast, which is the blue boxed column, is that we've recorded that the funding from the summer boost program that was discussed earlier. That's about \$238,000. So that swings the forecast for the year from what was budgeted to be slightly negative to potentially an \$8,000 gain.

Joe Keeney:

Okay, any questions about the actuals or forecast? Okay, we're going to go to the balance sheet, the next page.

Joe Keeney:

Balance sheet as of August 31st is in a strong position. There's a big gain in cash to \$10.4 million. That's mainly because the state pays in advance. So in August you received a \$2.4 million payment for the next two months and that's recorded as, you'll see it at the bottom of this page, as a liability under deferred revenue.

Joe Keeney:

The accounts receivable have gone up a little bit. That's related to rent claims that we still need to make for the SR funding. Both payables and accrued payroll you see are lower. And deferred revenue, \$2.45 million. You see that that's related to the early payments from the state. And overall the total net assets are \$11.4 million, which reflects the \$700,000 surplus year to date from the two months. Any questions about the balance sheet?

Joe Keeney:

Okay. We're going to go through both documents. Yeah. Okay. So this is the sort of higher level summary. Probably could have done this one first. The total cash is \$10.36 million. The market value of the investment account is \$5.15 million. One note on the FY22 results, that there was a post audited adjustment of about \$300,000 from the surplus. It's now about \$685,000. That's the surplus for last year, FY22. And that's just a function of some accruals for year end expenses that were made.

Joe Keeney:

Okay. So we went through the current assets, current liabilities... The metrics are all strong and above the SUNY benchmarks. Cash on hand, we talked about. And then the enrollment projection based on 676 is that we'll forecast a slight surplus of \$8,000 relative to the budgeted slight negative deficit. So any other questions?

Shanta Pressley:

Thank you.

Joe Keeney:

Audit update: we are working with MMB, my colleague Shahzada is on the call. We've been providing them information. There's still a couple open items and as soon as that that is completed, they will have a call with the finance committee.

Shanta Pressley:

Thank you so much, Joe. And just a reminder... The audit. During our October meeting, we must vote for the audit because it is due November 1st, correct?

Joe Keeney:

Yes.

Shanta Pressley:

Thank you so much. Any questions from any of the board members?

Michael Dorrie:

Shanta, do you want to let folks know how we've done on the audit in the past? Anything you're anticipating out of the ordinary and what they should be prepared for during October so they're ready for that?

Shanta Pressley:

Sure. MMB is usually present. They give us a list of any findings, if any, or any outstanding requests that have not been satisfied. They submit to us the final report and we submit it, or we vote on it if there are no questions or anything major outstanding.

Michael Dorrie:

So board members will get that in October. And in the past it's been squeaky clean. Anything so far that leads us to believe this one's going to be, anything about that.

Shanta Pressley:

Shahzada, Joe, from our last meeting last month, there were nothing... No major findings at that point. Has anything come up since August?

Joe Keeney:

We're not aware of anything.

Michael Dorrie:

Okay, thanks. Thank you.

Shanta Pressley:

Thank you, Joe. Thank you, Shahzada. I now turned the meeting back over to Malik and Aaron.

Joe Keeney:

Thanks.

Shanta Pressley:

Thank you.

Shahzada Rasheed:

Well I think Kurt and Anthony did a fantastic job. Make sure that you're familiar with data and where to find it and I'm sure we'll all be very excited to see the bars slowly moving higher and forward. Thank you. What was that?

Michael Dorrie:

Bars and lines.

Shahzada Rasheed:

Well, the lines are for other charters. Bars are for us.

Shahzada Rasheed:

[inaudible 02:08:47].

Michael Dorrie:

Thank you.

Michael Dorrie:

Maybe Malik [inaudible 02:09:07] Aluta, do you want touch on anything for external relations?

Aluta Khanyile:

Yes, I do. Give me just a moment, because as you can hear my background is quite loud. Give me one second.

Michael Dorrie:

It sounds like you're fundraising for us as we speak.

Michael Dorrie:

We can have Constance go and come back to you if that works. We'll go with that. And that's not actually true because I know Constance isn't here, so I get to be Constance. Unless she's signed in... She's not signed in, is she? I don't think she was able to make it.

Aluta Khanyile:

Hello? Can you guys hear me?

Jessica Boulet:

Yes, we hear you.

Michael Dorrie:

You ready?

Aluta Khanyile:

So sorry, it was too loud in my background.

Aluta Khanyile:

So just some updates. One, I was not able to meet with the committee to discuss some of these things, so everybody's going to be hearing this information first.

Aluta Khanyile:

I have definitely solidified the organizations that are willing to participate with what we're trying to make an annual or at least once a semester thing. The event involvement day. I just wanted to give you guys some information regarding said organizations, one of them being Cayuga Centers. I have good relations with the COO of Federal Programs. Mr. Troy Brathwaite. Cayuga is a organization that helps children and families with whatever circumstances they are in. They're committed to providing families with resources they need to reach their fullest potential. And it's definitely a resource that I think that many of the families in Kingsbridge of the students that we have may be able to benefit from.

Aluta Khanyile:

The second organization is Bronx Works, their main site is located, I'm not sure if you guys are familiar with Grand Concourse, but near the housing court. Bronx Works, that's where their main site is.

Aluta Khanyile:

But specifically with that organization, working with the Education and Youth Development department, they serve about 11,000 young Bronx residents. The program includes childhood learning centers, after school programs, cornerstone community centers, youth workforce, and college preparation, which is kind of in line with some of the stuff that we work towards with our students. My contact person there is Ursula Cooper. She's one of the directors of that program and they're excited to participate as well.

Aluta Khanyile:

With regards to community health, we previously discussed the possibility of having med bands, which provide services to individuals who are undocumented or who do not have medical insurance and Community Health Network, which is based in Harlem, East Harlem, they service obviously Harlem, the Bronx, and throughout the city. But I've worked with them in the past with regards to providing services to shelter clients. But they serve all of New York.

Aluta Khanyile:

They serve low income and uninsured New Yorkers, they're a federally qualified health center. And that basically means that their funding is meant to provide healthcare to low income and underserved communities. And being in the Bronx, we know that a lot of families need services such as primary care, mental health services, social services, teen pregnancy, AIDS, poverty, homelessness, and a lack of access to healthcare. So they'll be able to provide a lot of resources to the families if they do need those services.

Aluta Khanyile:

And then also, as I'm sure everyone is aware, with the influx of immigrants being sent from, how do you say this nicely from other states. Let's just keep it at that. But Hostos Community College has their immigration services. Their centers offer free immigration for all members of the community. So if we do have any families that are going through that matter or have family members going through that, they'd be able to get a lot of information from there.

Aluta Khanyile:

The fraternal organizations and sororities that I've confirmed as well, is the Columbia chapter of Kappa Alpha Psi, the New York City alumni chapter of Delta Sigma Theta sorority. Obviously my fraternity, Malik Fraternity Incorporated, the New York City grad chapter would also be participating as well as Lambda Theta Alpha Sorority Incorporated.

Aluta Khanyile:

Some of the needs of the program... Oh, well, before I get to that, there are some costs that I wanted to discuss in committee. So I won't go into details of that. But obviously the desire is to ensure that the cost expenditure for the event is as low as possible. But some of the things that, where I got quotes for or invoices from, I got three different vendors, one in particular that I'm leaning towards because it kind of has everything that we need. One of them being clowns.com, the other one being cottoncandyclowns.com. And the other one, Clown of Gods.

Aluta Khanyile:

Cotton Candy Clowns, it offers the inflatable obstacle course for the children as well as a Sam Dunk. The big Slam Dunk bouncy house for the children to be able to enjoy as the event is going on. They also provide popcorn machines, candy machines for the event while it's going on as well. The only thing that they need is one table and four volunteers. So after this gets through committee level, I'll be coming back to the board to look for four volunteers, hopefully!

Aluta Khanyile:

Some other areas where there might be some costs would be with the balloon canopy for when people walk in, as well as for any DJ if we would want to do that. So that's some of the groundwork I've been doing with the involvement day. I still need to meet with Malik. Sorry, Melissa, I was supposed to send you the agenda of what I was going to discuss with Malik, but I'll be sending that tonight actually during the meeting. And Malik, hopefully we can connect sometime early next week.

PART 4 OF 6 ENDS [02:16:04]

Aluta Khanyile:

Malik. Hopefully we can connect sometime early next week. Those are my upgrades.

Malik Russell:

Thanks a lot. I appreciate that, [inaudible 02:16:11]. And look forward to talking to you early next week. Next we'll turn it over to Constance and the nominating committee update.

Aaron Bothner:

So you're sadly stuck with me instead of Constance, who we all know that person. So we're nominating committee. We are, I think, glad to share that John Scott accepted the offer that we made last month to join the board of trustees. So working through the onboarding process with him, hopefully I think everything is submitted at this point. So should hopefully fingers cross have DOE approval on that by the next board meeting. And we'll be back at 12 board members.

Aaron Bothner:

In the meantime, there are several band aids that will flow through the nominating committee that are going to come out of the succession plan, which I'll talk about when we get to that under governance. But that will be, I think, largely where Constance is focused over the first six months of the year, including the potential recruitment of one to two more board members to fill some of the gaps or priority areas that we wanted to fill. So that's it.

Malik Russell:

Thank you. I appreciate that. And that's the full list of the nominating committee despite not having Constance here. So, okay. Now we'll go on to Jess and the board governance.

Jessica Boulet:

All right. We approve the meeting minutes next month, when we have quorum. Bylaw review is going to be pretty low key, but you'll all get a red line. We also have some other policies that will need to be voted on that have kind of built up a bit in the pipeline. So keep an eye out for those. And, oh, this isn't on the agenda, but something we're moving towards in governance is a very beautiful goal and project tracking tool that [inaudible 02:18:36] set up for us this month. I don't know if you can click to it real quick, just as a very quick visual.

Jessica Boulet:

Oh, sorry. If it's not easy, then we don't have to. But basically keep an eye out for that this month. In your respect [inaudible 02:18:58] committees.

Aaron Bothner:

This is to track the committee level priorities that were set.

Jessica Boulet:

Right.

Aaron Bothner:

[inaudible 02:19:04] love to go through.



Jessica Boulet:

So this is ... oh, thank you. Perfect. So yeah. So basically we're working on kind of getting written down in a place where all of us can reference anytime we want how the different committees are working towards the strategic goals that we set in place last month and what that's looking like.

Jessica Boulet:

There are a lot of cool little sub tools in here that I'm sure committee chairs will use in different ways, but keep an eye out for this. Just thought I share that since it's beautiful. And then I don't know if you want [inaudible 02:19:50] that, but-

Aaron Bothner:

[inaudible 02:19:51].

Jessica Boulet:

Yeah. So before we go onto the succession planning portion, I think Michael is sharing his reflection slash the personal goal setting and development as a board member this month. So take it away, Michael.

Michael Dorrie:

Yes. Thank you, Jessica. I appreciate it. And thank you for the reminders throughout the month. So I-

Jessica Boulet:

I just didn't want anybody to be caught by surprise.

Michael Dorrie:

No, thank you. I would've been caught by surprise. So I had the pleasure of having dinner with the CEO who's also a peer. He's on the board of several private companies, all for profit, but I had the opportunity to pick his brain. And this is a gentleman who started a medical company years ago, sold it for about 350 million in 2017, stayed on the CEO and grew it to about \$2 billion. So he's still in the space, very successful.

Michael Dorrie:

And I asked him, "You're on the board for a couple different companies, all profitable companies. What do you know, recommend, as a board member? What do you focus on?" And his response was very candid. It's two things, it's people and space. So find the right people to run the organization and give them the space to do that.

Michael Dorrie:

And the reflection I had is fairly, fairly simple. When I came on the board three years ago, I think the first observation I had was for a board in my experience, we were very hands on, very focused in the day to day operations, very focused in management of the school. And I think that's changed drastically over the last two years.

Michael Dorrie:

So with the addition of Malik really running the school side, Melissa was always there running operations at a high level, but giving them the space, I've seen, and we've seen this with the stats that Malik shared today, the improvements across the board. So I think the reflection I'm making here is we've made some really good investments in the last two years and shifted our focus away from managing day to day and really supporting at a high level.

Michael Dorrie:

I think, as a self-reflection, what I'd like to do more. And I said, this last call, is spend some time at the school. Aside from that, I think stepping back and letting the team manage is probably where we need to go and continue going. So that's my reflection. Questions, thoughts? I realize I'm only half on the screen. There we go.

Malik Russell:

The better half though. Don't worry about it. [inaudible 02:22:52].

Aaron Bothner:

I thought that was symbolizing [inaudible 02:22:55] step back.

Michael Dorrie:

Yes. Yeah, yeah. [inaudible 02:22:58]. Okay.

Jessica Boulet:

That's great.

Michael Dorrie:

No questions?

Jessica Boulet:

Thank you for sharing that reflection on how you feel on our progress as a whole board. That is a really interesting thing to think back on every now and then, and also crazy that it's been three years.

Michael Dorrie:

Yeah, indeed. Thanks Jessica.

Jessica Boulet:

Thank you. All right. And then we will move forward to board succession planning. Aaron.

Aaron Bothner:

So after we just look backwards, we can now look forward, as a consistent theme here throughout the meeting tonight. So the draft, to work in tandem with what Malik was talking about to kick us off today, the draft, the succession plan has come in the packet. It's actually been in the board documents folder over the past month for anybody who got very ambitious. I will forward an email that I had sent to committee chairs a few weeks back asking them to take an initial look at it, to everybody to share what to look for.

Aaron Bothner:

But the ask here is that we'll review this over the next month and be adopting it at the October board meeting. A couple notes on what that means. So a good succession plan is split between an emergency succession plan and a plan to departure succession plan. The emergency succession plan takes up a good portion of the document because you want it to be very specific about process and emergency situations.

Aaron Bothner:

I think the part where we will spend most of our time will be on the design and implementation of the planned departure component of the succession plan. A really healthy organization should have mostly planned departures at the board level. So that is a metric that I continue to hold myself by ourselves too, as I think about board planning and working with Malik and you all on the years ahead.

Aaron Bothner:

So would ask folks to, when you get to the departure portion of it, spend some time actually thinking about what implementing that and executing on that means for you as a trustee in your individual role, whether that's an officer role, a committee chair role, a committee member role, a passionate advocate for the school, whatever part of that that you're filling out for the board, really spend some time thinking through what this is and what this means, because that's what we've been working on most of the year.

Aaron Bothner:

And by way of example, I just want to highlight the goal tracker that Jessica was just talking about. So this is to take us as a board to the next level around really thinking about and putting stakes in the ground to tie Michael's and Jessica's comments together. How do we as board members advance the organization's goals by supporting senior leadership? Right?

Aaron Bothner:

So we have board level goals because we know the importance of goals, but what does it look like to actually act on those goals and implement those goals and track those goals throughout the year in a high performing environment? That's what we're moving towards. That's one example of a really critical component of a succession plan, because what people are doing three years from now should, in some way, you don't know what it'll look like yet, but should be building on what that is.

Aaron Bothner:

So point of all that, at a high performing organization, succession plans are lived and breathed every single day. This is to set that forth intentionally. So we're all kind of going the same direction. It requires all of us to give considerable thought to what that means for our roles. And we should be doing that on an ongoing basis.

Aaron Bothner:

So really excited to share that here. I want to thank Nora who really took the lead on putting all this together and kind of synthesizing thoughts and input of not only a lot of us, but a lot of external sources, and then thank everybody here for giving thought to that, to this next month, but really more importantly, for living it over the course of the next year. So I'm very excited to finally be sharing that

with everybody. It's already in board on track. I'll forward the email you also have a little bit of structure and background on how it was posed, and I can answer any questions with the hopes of improving this next one.

Aaron Bothner:

Oh, another one other thing here. We're going to make some changes to committee slate planning, things like that. Important to note though, that this will be approved by the board every year. So this is a living document. It will also be archived so that this can be passed on between board members. This should be one of the first things a new board member gets or a new officer gets. So any blanks that you see or anything like that, or it's not quite lined up to what the approved slate is for this year, that will all be cleaned up when we get to the final vote on it.

Aaron Bothner:

And then, my proposal is that we'll be voting on this each month and this we'll get back to the cadence calendar to make voted on this each year, add to the cadence calendar in August. So we'll have the June elections. That'll set the committee slate and the officer slate, et cetera, for the upcoming year, starting in July. And those respective people will basically have two months or two board meetings to work with each other, to work with Malik, to work with Melissa and Kurt and Anthony, to make sure that what's in this is correct. And then we'll vote on it in August. So the living document voted on each year, little details, feel free to point them out, but note some of that stuff's getting cleaned up. Think about the bigger picture stuff to Michael's point. And thank you everybody for your efforts on this.

Jessica Boulet:

Clarification question. When we approve the success plan in the abstract, is that going to be a separate vote this year from approving it for this year?

Aaron Bothner:

No, we'll just approve it for this year going forward.

Jessica Boulet:

Okay, so-

Aaron Bothner:

We don't need to vote it into existence.

Jessica Boulet:

So will we see the details filled in for this year prior to [inaudible 02:29:25]?

Aaron Bothner:

Yeah, none of it's controversial. It's just a matter of getting the committee slate from the June meeting into the ...

Jessica Boulet:

Yeah.

Aaron Bothner:

Yeah. They're things we already voted on.

Jessica Boulet:

Okay. Cool.

Aaron Bothner:

Any other questions? Great. Malik, unless you have anything, I'll roll through public comments.

Malik Russell:

That sounds great. Appreciate that. Yeah, go into public comment. That's great.

Aaron Bothner:

Great. So public comments. Public comments, portion of the September, 2022 board meeting, reminder for all that the board has adopted a public comments policy that it's posted to the school website. If anyone who's interested in addressing the board, they're welcome to do so in accordance to that policy.

Aaron Bothner:

I do not see any guests in the room here and I don't believe we have any registered online. So we'll go ahead and move to executive session. There is no proposed executive session tonight, so that brings us to closing items. We got a couple housekeeping items, so I can run through those and then turn it over to you to close out.

Malik Russell:

Sorry, I couldn't hear you just now.

Aaron Bothner:

I have a couple housekeeping items, but then I'll turn it over to you to close out. Are you-

Malik Russell:

Okay. Sounds good.

Aaron Bothner:

Okay.

Malik Russell:

All right. Appreciate it. And then just wanted to, one, appreciate all the work [inaudible 02:30:59] did, appreciate the candor of Michael's reflection. Also appreciate how supportive everyone's been to me personally, also to the school. And I really do believe we're going in the right direction and that's something that should not be under thought of. It takes a lot of work, whether it's Kurt, Mr. Brown, Melissa, new adds of Fatima and Sheila and all the different people that are coming in.

Malik Russell:

I really do believe that we did this a while ago, [inaudible 02:31:41] our first full year under and have our kind of launch of this year going and it's going in a very positive direction. And so I want to be appreciative of all the people working on the ground, as well as all the support given from the board. And I really do appreciate that.

Malik Russell:

And so with that, I think we should be looking at loftier goals. I'm going to go back and think of more loftier things we should be doing. Because we got this done in this amount of time. I feel like we should even be doing more. And so I thank you for that and look forward for doing more. And with that, I will [inaudible 02:32:18] you to your closing items.

Aaron Bothner:

Just a couple housekeeping items for folks. So touched on board tenants. Reminder, in person. If something does come up, have to let operations know and get addresses posted. Melissa and her team can walk you through step by step what that looks like. I mentioned this to committee chairs the other day. Remember that the October, November, December board meetings get shuffled a little bit. So we have the lookout for committee meetings needing to change, to be lined up to board meetings. So let's be graceful with each other and try to be as responsive as possible to get those set up to the extent that they are needed.

Aaron Bothner:

And then thirdly, just want to emphasize, we absolutely need to be at quorum to vote on that audit at the end of October. That's a must submit on time and it's tight turnaround just because of the way the accounting year lines up. If we don't do it in October, we'll have to do a special meeting. We've never had to do, but just a reminder to everyone that that's a big thing coming on. That's all I got. Motion to adjourn? 8:54.

Michael Dorrie:

Second.

Aaron Bothner:

Thanks.

Jessica Boulet:

Thanks Michael.

Michael Dorrie:

Happy to help.

Aaron Bothner:

Thanks everybody.

Michael Dorrie:

Have a good night.

Malik Russell:

All before 9:00.

Jessica Boulet:

[inaudible 02:33:43].

Malik Russell:

Yeah. Great job.

Shanta Pressley:

Yeah, let's do it always like this.

Aaron Bothner:

[inaudible 02:33:50], Shanta.

Malik Russell:

We've been on that [inaudible 02:33:53], Shanta. You know, just let you know that that Aaron meeting was about three and half hours.

Shanta Pressley:

Yeah. Yeah. [inaudible 02:34:03]. Come on over, Aaron. I have some good stuff for you.

Aaron Bothner:

[inaudible 02:34:07].

Shanta Pressley:

I've been making milkshakes all day.

Malik Russell:

What you making?

Shanta Pressley:

Milkshakes.

Malik Russell:

Milkshakes. Oh. Okay.

Aaron Bothner:

[inaudible 02:34:17].

Shanta Pressley:

Yeah.

This transcript was exported on Sep 26, 2022 - view latest version [here](#).

Speaker 15:

[inaudible 02:34:19].

Shanta Pressley:

[inaudible 02:34:21] I made was a combination of Rocky road ice cream and coffee ice cream. Mm-hmm.

Speaker 15:

[inaudible 02:34:29].

Aaron Bothner:

[inaudible 02:34:29] true.

Shanta Pressley:

[inaudible 02:34:34]. We can stop recording.

Malik Russell:

Yeah, sure.

Aaron Bothner:

[inaudible 02:34:42].

Jessica Boulet:

[inaudible 02:34:42].

Shanta Pressley:

[inaudible 02:34:42].

Malik Russell:

Yeah, sure.

Shanta Pressley:

[inaudible 02:34:45] questions.

Malik Russell:

Let's put it on for ...

Shanta Pressley:

[inaudible 02:34:49] say?

Jessica Boulet:

[inaudible 02:34:51].

Malik Russell:



This transcript was exported on Sep 26, 2022 - view latest version [here](#).

[inaudible 02:34:54].

Jessica Boulet:

You want me to come? You want me to come there?

Malik Russell:

If you want to [inaudible 02:35:06]. Whatever works [inaudible 02:35:06].

Jessica Boulet:

Oh, thank you. [inaudible 02:35:06].

Shanta Pressley:

Yeah. That works.

Malik Russell:

That works for you? Okay? [inaudible 02:35:15] shoot me an email with just the time, that would be great.

Shanta Pressley:

Okay. Cool. All right. Y'all have a good night.

Malik Russell:

All right. Thank you. What's going on with [inaudible 02:35:25] happen? [inaudible 02:35:36].

PART 5 OF 6 ENDS [02:50:04]

This segment could not be transcribed due to issues with the source file.

PART 6 OF 6 ENDS [03:21:25]