



# Girls Global Academy

## May 2023 Board Meeting

Published on May 20, 2023 at 8:20 AM EDT

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### Date and Time

Tuesday May 23, 2023 at 6:30 PM EDT

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

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A.</b> Record Attendance/Recognize Quorum/Connect		Beth Blaufuss	10 m
	What is one skill that people—particularly young people—need in work and civic life now that you were never taught in high school?		
<b>B.</b> Call the Meeting to Order		Beth Blaufuss	1 m
<b>II. Internal Business</b>			<b>6:41 PM</b>
<b>A.</b> Approval of minutes from last two board meetings	Approve Minutes	Shobha George	5 m
<b>B.</b> Vote on Board Candidate Maria Miller	Vote	Beth Blaufuss	10 m

	Purpose	Presenter	Time
<b>C.</b> Community Engagement Committee Report	FYI	Maureen Colburn & Karen Venable-Croft	10 m
The community engagement committee will report out on fundraising and student recruitment.			
<b>D.</b> Finance and Facilities Report and Budget Vote	Vote	Laura Bartos and Karen Venable-Croft	50 m
The finance committee and management will report on:			
<ul style="list-style-type: none"> <li>• negotiation regarding the facilities cost</li> <li>• the process and key elements of the budget.</li> </ul>			
The board will discuss the budget and conduct a vote.			
<b>E.</b> Academic Committee Report	FYI	Mary Pendleton	10 m
The Academic Committee will report out on progress to date and the status of the three-year strategic planning work.			
<b>F.</b> Risk/Audit Committee Report	FYI	Beth Blaufuss	5 m
The Risk/Audit committee, which currently has oversight over the GGA school culture focus, will update the board on the levers and key performance indicators that gauge our progress on operationalizing sisterhood norms.			
<b>G.</b> Executive Director's Highlights	FYI	Karen Venable-Croft	10 m
Karen will share highlights and additional information on the year so far.			
<b>III. Other Updates</b>			<b>8:21 PM</b>
<b>A.</b> Board Business	FYI	Beth Blaufuss	5 m
Look Ahead:			
<ul style="list-style-type: none"> <li>• Tuesday, Jun 27, 2023: Annual Meeting</li> <li>• July-August, 2023: Executive Director's Evaluation</li> <li>• August 22, 2023: Board Meeting (tentative)</li> </ul>			

	Purpose	Presenter	Time
<b>IV. Closing Items</b>			<b>8:26 PM</b>
<b>A. Adjourn Meeting</b>	Vote		1 m

# Coversheet

## Approval of minutes from last two board meetings

**Section:** II. Internal Business  
**Item:** A. Approval of minutes from last two board meetings  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** 2023\_02\_01\_board\_meeting\_minutes-1.pdf  
2023\_04\_01\_board\_retreat\_and\_meeting\_minutes.pdf

DRAFT



## Girls Global Academy

### Minutes

#### January Board Meeting

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**Date and Time**

Wednesday February 1, 2023 at 6:30 PM

**Location**

<https://us06web.zoom.us/j/83082058681>

Or join meeting with the following methods

**Phone one-tap**

Phone one-tap:

US: [+16469313860](tel:+16469313860), [83082058681](tel:+13017158592)# or [+13017158592](tel:+13017158592), [83082058681](tel:+13017158592)#

**Join by Telephone**

For higher quality, dial a number based on your current location.

Dial:

US : +1 646 931 3860 or +1 301 715 8592 or +1 305 224 1968 or +1 309 205 3325 or +1 312 626 6799 or +1 646 558 8656 or +1 507 473 4847 or +1 564 217 2000 or +1 669 444 9171 or +1 689 278 1000 or +1 719 359 4580 or +1 720 707 2699 or +1 253 205 0468 or +1 253 215 8782 or +1 346 248 7799 or +1 360 209 5623 or +1 386 347 5053

Meeting ID:

830 8205 8681

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### **Trustees Present**

B. Blaufuss, L. Bartos, M. Colburn, M. Pendleton, S. George (remote)

### **Trustees Absent**

C. Jordan, E. Harris, J. Parker, L. Myrick, M. Levasseur

### **Ex Officio Members Present**

K. Venable-Croft

### **Non Voting Members Present**

K. Venable-Croft

### **Guests Present**

C. Pope, andria wisler, shyane swift

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## **I. Opening Items**

### **A. Record Attendance/Recognize Quorum/Connect**

### **B. Call the Meeting to Order**

B. Blaufuss called a meeting of the board of trustees of Girls Global Academy to order on Wednesday Feb 1, 2023 at 6:45 PM.

## **II. Internal Business**

### **A. Approval of Minutes from the November Board Meeting**

M. Colburn made a motion to approve the minutes from November GGA Board Meeting on 11-29-22.

L. Bartos seconded the motion.

The board **VOTED** to approve the motion.

### **B. Vote on Board Candidate Lauren Johannesson-McCoy**

L. Bartos made a motion to approve Lauren Johannesson-McCoy onto the Board.

M. Colburn seconded the motion.

The board **VOTED** to approve the motion.

### **C. Risk/Audit Committee Report**

Update by Beth Blaufuss - Sisterhood culture update

1. Community Circle continues to build understanding, connection, and trust outside of class.
2. Cultivating now this culture of sisterhood into the classroom
3. In seat attendance is down from start of year
4. Suspensions and bullying are lower than last year
5. Progress for morale and climate is improving over last year

#### **D. Academic Committee Report**

Update from Mary Pendleton - Academic Culture Levers

1. Supporting teachers
2. communication provides clear expectations from lessons
3. 5 strategies are in use in response Q1 grades and PARCC scores from last year
4. March 2022 report will provide next steps

#### **E. Finance and Facilities Update**

Budget update from Laura Bartos and Karen Venable-Croft

1. Impact from lower Fall enrollment, revenue changes, and expense reductions
2. Landlord communications on lease
3. Budget implications for this school year and next year
4. Facility next steps on strategic planning for lease-schedule, use of facility analysis, use of enrollment analysis
  1. Form sub-committee with industry experts and 1 board member over 4-5 months

#### **F. Community Engagement Committee Report**

Update from Maureen Colburn - Fundraising efforts

1. End of the year campaign
2. March Summit sponsorship opportunities
3. Foundation grants
4. Government grants
5. Donor strategies & proposals
  1. Board members need to bring 1-2 guests to the school as means to lock in donations

#### **G. Executive Director's Report**

### **III. Other Updates**

#### **A. Board Business**

Planning

1. March Board Summit (end of March) to plan for next school year

Next Board meeting

Last weekend of March or first week of April

#### **IV. Closing Items**

##### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,  
S. George



DRAFT



## Girls Global Academy

# Minutes

## Board Retreat and Meeting

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### Date and Time

Saturday April 1, 2023 at 9:00 AM

### Location

Girls Global Academy, 733 8th St NW

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### Trustees Present

A. Wisler, B. Blaufuss, L. Bartos, L. Johannesson-McCoy, M. Colburn, M. Pendleton, S. George

### Trustees Absent

C. Jordan, E. Harris, L. Myrick, M. Levasseur

### Ex Officio Members Present

K. Venable-Croft

### Non Voting Members Present

K. Venable-Croft

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

B. Blaufuss called a meeting to order on Saturday Apr 1, 2023 at 9:35 AM.

### C. Approve Minutes

Motion to approve Minutes at next Board meeting was passed.

## **II. Board Business**

### **A. Finance Update**

Current Financial Overview and Budget Process  
Working on Budget Process for 2024 School Year  
Lease Negotiation

### **B. Recruitment Update**

Application status in total  
Application status from middle schools  
This year, 120 students have ranked GGA in their top 3 for applications to 9th, 10th and 11th graders  
Applicant-Waitlist status  
Middle school in person presentations  
Our students and our building tours  
Retention Rate and Acceptance Rate update  
Lottery results released on March 31

### **C. Academic Update**

Academic Culture Levers  
Stop Light Analysis  
Indicator of where students are  
NWEA MAP Updates  
RIT Updates - where students are  
National comparison analysis

## **III. Board Retreat, Part I: Where we are**

### **A. The GGA Way**

Finance  
Culture  
Academics  
Other

### **B. Progress to date**

At our April 1 Board retreat, we discerned that success for our school in the next three years will include achieving Tier 1 status and doing so in a fiscally responsible way. To achieve this, we will prioritize making sufficient progress on the following:

- Attendance
- Re-enrollment
- PARCC growth and achievement
- Graduation rates—including
  - Ninth grade on track to graduate
  - 4-year graduation rate
  - 5-year graduation rate

- IB and other CTE measures, such as Project Lead the Way culminating assessments
- Achieving break-even operations as a smaller GGA than originally planned

### **C. Challenges and Opportunities**

#### **Opportunities**

Unique academic program  
Strong roadmap for compelling / relevant culture  
Only DC all-girls school accessible  
Leadership team of women of color is uniquely powerful  
Location  
Holding girls to high expectations  
Achievement gaps particularly acute for many we serve  
Enrollment and student retention  
Teacher hiring and retention  
Math

#### **Challenges**

Achievement gaps particularly acute for many we serve  
Enrollment & Student Retention  
Teacher hiring & Retention  
Math

### **IV. Board Retreat Part II: Who We Are**

#### **A. Who we are in endeavor**

Exercise and results were reviewed.

### **V. Board Retreat Part III: Where we are headed**

#### **A. Right-sizing**

Exercise and results were reviewed.

In a way that is integral to the pillars and mission of GGA, we will also prioritize making sufficient progress on:

- Sisterhood, both:
  - “Bonding” sisterhood, the safety-inducing and ambition-fueling relationships among GGA students, as measured by school culture survey data and cultivated by school routines and emerging traditions
  - “Bridging” sisterhood, the horizon-opening bonds GGA students form with “sisters” and other allies in contexts such as workplaces, colleges, and networking events
- Talent development, including recruiting, retaining, and developing highly impactful, mission-aligned educators

#### **B. Priority Target Identification**

Exercise and results were reviewed.

We must identify:

- Performance targets for each of these areas. Those targets—as well as interim goals—will be identified by the board with crucial input by the management team. Targets should be measurable, achievable, and sufficiently ambitious to achieve Tier 1 status and honor the girls we serve.
- Strategies and tactics for achieving the desired targets. The work will focus on the simplest, most direct strategies and tactics for achieving substantive progress in these areas. Strategies and tactics will be identified by the management team with crucial input by the board.

## VI. Lunch and Next Steps

### A. Next Steps

To get there, board committees will work together with the management team in April and May to draft performance targets, interim goals, strategies and tactics for the next three years. **Committee chairs will be asked to present a draft of this work at our May 23 board meeting.** The target areas are divided among committees for this work as follows:

- Attendance: **Risk-Audit**
- Re-enrollment: **Risk-Audit/Community Engagement**
- PARCC growth and achievement: **Academics**
- Graduation rates: **Academics**
- IB and other CTE measures, such as Project Lead the Way culminating assessments: **Academics** (Note that clarity is needed to confirm whether the PMF prioritizes either achievement or participation on these metrics)
- Achieving break-even operations: **Finance**
- Sisterhood, both:
  - “Bonding” sisterhood, as measured by school culture survey data: **Risk-Audit**
  - “Bridging” sisterhood: **Community Engagement**
- Talent development: **Academics**

So please get those committee meetings scheduled and dive into the work!

## VII. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:00 PM.

Respectfully Submitted,  
S. George

# Coversheet

## Vote on Board Candidate Maria Miller

**Section:** II. Internal Business  
**Item:** B. Vote on Board Candidate Maria Miller  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Maria Miler Trustee Candidate Form.pdf  
MMiller\_Resume \_ 0423.docx

# Trustee Candidate Nomination Application

This form is used to capture contact information, basic profile, and intent for joining the Board of Trustees of Girls Global Academy from prospective members.

DC Public Charter High School



Today's Date \*

MM DD YYYY

05 / 19 / 2023

Last Name \*

Miller

First Name \*

Maria

**Preferred Pronouns**

She/her

**Street Address (Residence) \***

7103 Steed Court

**City \***

Hyattsville

**State/US Territory \***

MD

**Zip Code \***

20782

**Phone \***

9176173303

**E-mail \***

Mariadmiller@gmail.com

## Nominating Board Member

Maureen Colburn

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In 500 words or less please tell us a little bit about yourself. Respond in any way you choose, including some professional history, general biography, or even just personal reflections. \*

I am a life-long learner who is passionate about traveling and helping others, particularly those who are less fortunate. Originally trained a lawyer, I spent 10 years as a corporate attorney where I managed real estate and mergers and acquisition transactions. I followed thereafter with a stint in-house as a regulatory compliance officer for a Fortune 100 Wall Street firm. While the work was certainly challenging and financially rewarding, there was a certain void for me in terms of my ability to feel the impact of my labor on the lives of others. This desire to more directly touch the lives of others led me to transition the skills I'd developed on Wall Street and my passion for traveling into a second career in international development. I was able to parlay my legal experiences into a role as a private sector specialist at the International Finance Corporation, the private sector arm of the World Bank Group. As a private sector development specialist, I have had the fortunate opportunity to work with governments and the private sector in over 20 nations to improve the enabling environment for private investment that has led to job creation and improved livelihoods for local citizens. I transitioned from the World Bank Group during the recent pandemic and now continue to do this work as an independent consultant.

In addition to my traveling bug, I am passionate about tennis – both playing and watching – and enjoy spending time with friends and family.

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In 500 words or less please tell us why you would like to join the governing board of Girls Global Academy. Please also tell us what you think you will contribute and/or any particular things you would like to do as a trustee of the school. \*

“To whomever much is given, much is required” is a value that was instilled in me from birth. Over my life, I have been fortunate to have had a village of mentors, teachers, colleagues and friends who have generously poured into me. Through these relationships, I have benefited from educational opportunities and been exposed to different ideas and thoughts that have opened pathways for me that led to opportunities that I never knew existed. I cannot imagine using all that I am to do the same for others.

Who I am is a product of many things, but includes Spelman College, Delta Sigma Theta Sorority, Inc., my extensive professional background and my commitment to supporting development of minority teen girls to ensure that they have access to all of the possibilities that might exist for them.

The pillars around which Girls Global Academy operates (i.e., Sisterhood, Service, Scholarship and Safety) align closely with those of organizations where I am already active, including Spelman College Alumnae Association and the Washington DC Alumnae Chapter of Delta Sigma Theta Sorority, Inc. In both of these organizations, I am actively engaged in programs that support teen girls and as such, have already begun to foster partnerships between the organizations and GGA. I would welcome the opportunity to contribute further by joining the governing board of GGA. In addition to my professional background as a global citizen who has supported governments all over the world in designing frameworks from the ground up, I feel that I could contribute significantly as a trustee of the school by further solidifying partnerships with both the Spelman alumnae network and Delta Sigma Theta Sorority. I see opportunities in the Spelman network for career exposure, mentoring and possibly financial support. Through the Delta partnership, there are also potential opportunities for career exposure and mentoring, as well as partnering on service projects. It would bring me great joy and personal satisfaction to support these endeavors.

This form was created inside of Girls Global Academy.



## MARIA D. MILLER, ESQ.

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7103 Steed Court  
Hyattsville, MD 20782  
917/617-3303  
[mariadmiller@gmail.com](mailto:mariadmiller@gmail.com)

### Summary

- Experienced international private sector development specialist with a proven track record of designing, developing, and implementing innovative programs that support economic growth in developing countries
- Strong legal, analytical, and business acumen, with expertise in investment climate, regulatory reform, and corporate compliance
- Proven ability to manage high performing global teams and communicate effectively in cross-cultural environments with a variety of stakeholders

### Skills

- Program design and management (assessment through implementation)
- Legal analysis, risk management and regulatory reform
- Stakeholder management, fundraising and cross-cultural communications
- Investment climate reform for business operations, agribusiness, and regional integration, including through gender and informality lenses
- Thirteen+ years living and working as an expat, including in developing, fragile and conflict affected country environments

### Experience

#### International Private Sector Development Specialist

- **International Finance Corporation (World Bank Group) - 2006 to 2020**
  - Designed and led delivery of multiple investment climate advisory programs in challenging environments (developing nations and fragile and post-conflict states) across Sub-Saharan Africa; supervised 6 East Africa country program managers to deliver investment climate programs across the region
  - Led East & Southern Africa Core Strategy Committee to improve the quality of program design and reach of the team's investment climate regional portfolio; developed and managed client, development partner and private sector stakeholder relationships; spearheaded fundraising for multiple technical assistance programs
  - As part of small global agribusiness team, leveraged expertise across the World Bank Group to support country project teams in design and implementation of integrated solutions for inclusive and sustainable agribusiness development; led and/or contributed to agribusiness value chain assessments for countries in the Caribbean, Middle East, Central and South America

#### Regulatory Compliance Officer and Corporate Attorney

- **Prudential Financial – 1996 to 2003**
  - Oversaw employee/agent licensing, registration, and pre-hire functions
  - Supervised duties and performance of 70 compliance professionals
  - Facilitated due diligence assessments of prospective mergers and/or acquisitions of global financial services targets
  - Developed compliance manuals and standard operating procedures for internal business lines
  
- **Various Law Firms – 1989 to 1996**
  - Represented clients in a variety of corporate, real estate finance and merger & acquisition transactions
  - Conducted due diligence and drafted and negotiated numerous contracts and agreements
  - Researched, drafted, and presented legal analyses, white papers and appellate briefs
  - Converted several opportunities into new firm business

### **Education, Languages and Licensing**

- Juris Doctor, The George Washington University Law School, Washington, DC
- Bachelor of Arts in Psychology, Spelman College, Atlanta, GA
- Certificates - *International Affairs*, New York University; *Program Management*, George Washington University
- Languages – English (native); Spanish (advanced low)
- Licensed to practice law in New York

### **Volunteer and Civic Engagement**

- Spelman College Alumnae Association, Washington DC Chapter
- Delta Sigma Theta Sorority Inc., Washington DC Alumnae Chapter – 2022-2024 Chair, Growing and Empowering Myself Successfully (GEMS) (*teen leadership development program*)
- Shining Hope for Communities, Nairobi, Kenya – Mentor, 2011-2015
- Carter Center, Addis Ababa, Ethiopia - Election Observer/Legal Consultant, Fall 2005
- International House, Playa del Carmen, Mexico – English as a Second Language Teacher, 2004

# Coversheet

## Community Engagement Committee Report

**Section:** II. Internal Business  
**Item:** C. Community Engagement Committee Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Community Engagement Update.pptx



**GIRLS**  
**GLOBAL**  

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**ACADEMY**

**Together We Thrive**  
**GGA Community Engagement**  
**Committee**  
**May 23, 2023**

[www.girlsglobalacademy.org](http://www.girlsglobalacademy.org)  
[@GIRLSGLOBALDC](https://twitter.com/GIRLSGLOBALDC)



**2023 - 2024**

# Recruiting update

Grade Level	SY23-24 Applications	SY22-23 Application
9th	255	162
10th	71	29
11th	40	17
12th	9	N/A
<b>Total</b>	366	208
<b>Matched</b>	82	54

- We have applications from 18 different middle schools and 2 offers to pay tuition
- This year 120 students have ranked GGA in their top 3 compared to 69 the year before
- 82 students matched to GGA
- Sent 110 offers to prospective students
- 86 completed all enrollment paperwork

# Recruiting Success

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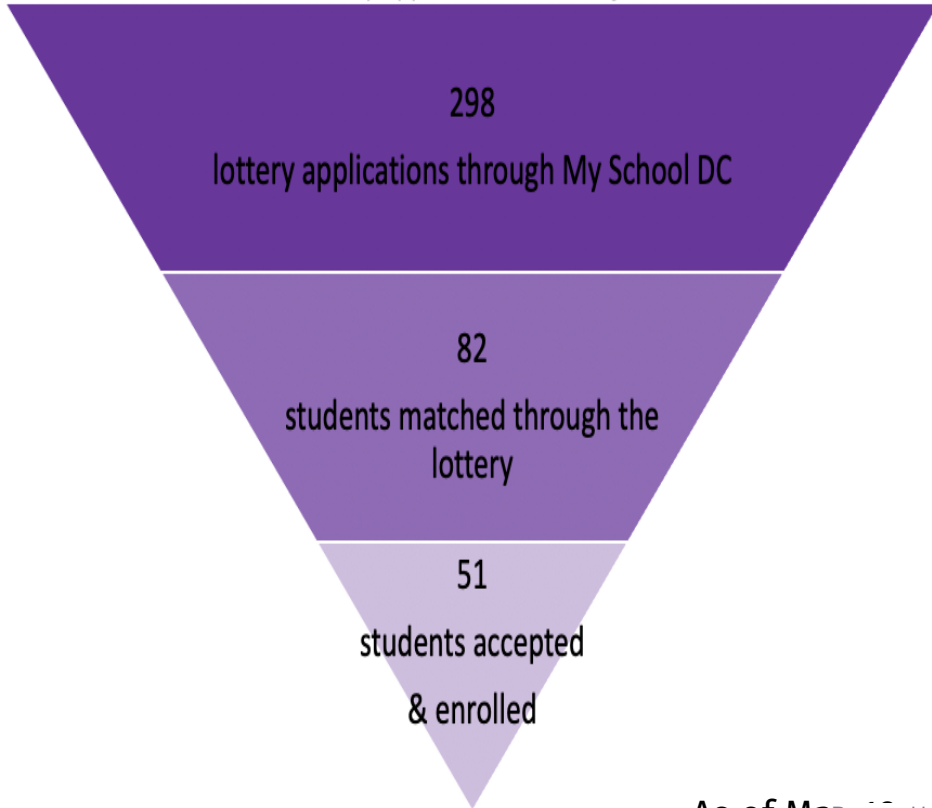


- Commitment to recruiting and retention
- Despite the disadvantage of not having access to 30+ DCPS Middle Schools, we exceeded our application numbers from last year
- Continue to build reputation in the charter school landscape for families
  - Middle school in person presentations
  - Our students and our building tours
  - Brochures in Community Centers
  - Virtual Open House
  - GGA Building Group Tours - Middle Schools
  - Family Engagement Day
  - Social Media

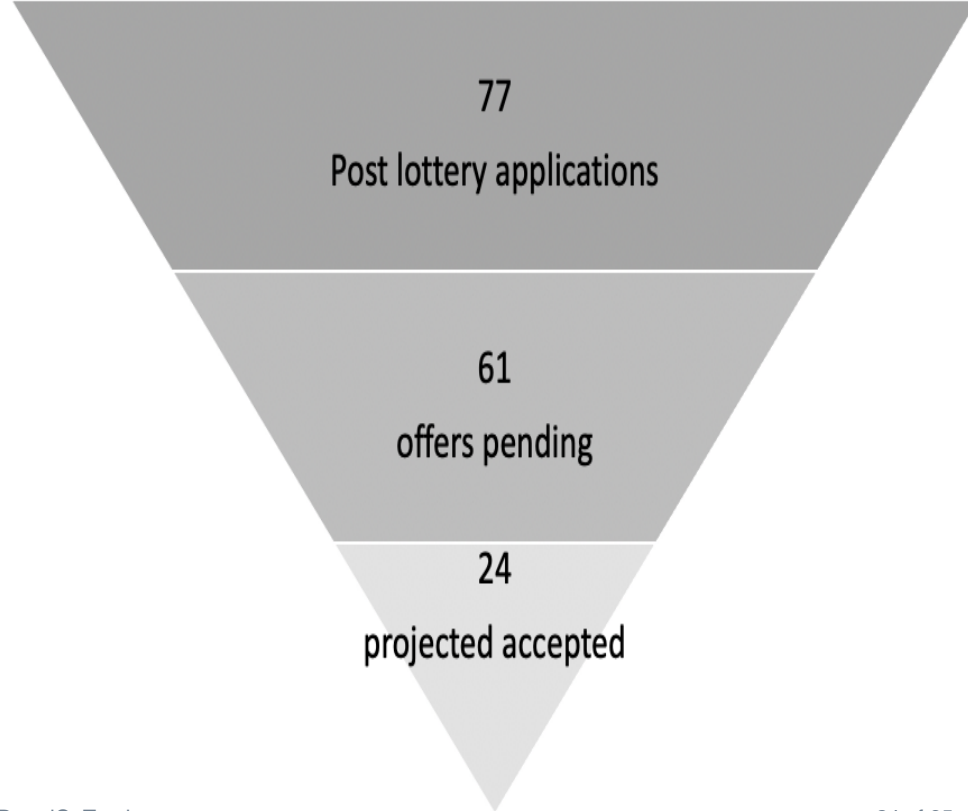
# Path to 211 Enrolled: Applications Overview



Lottery Applications in coming students

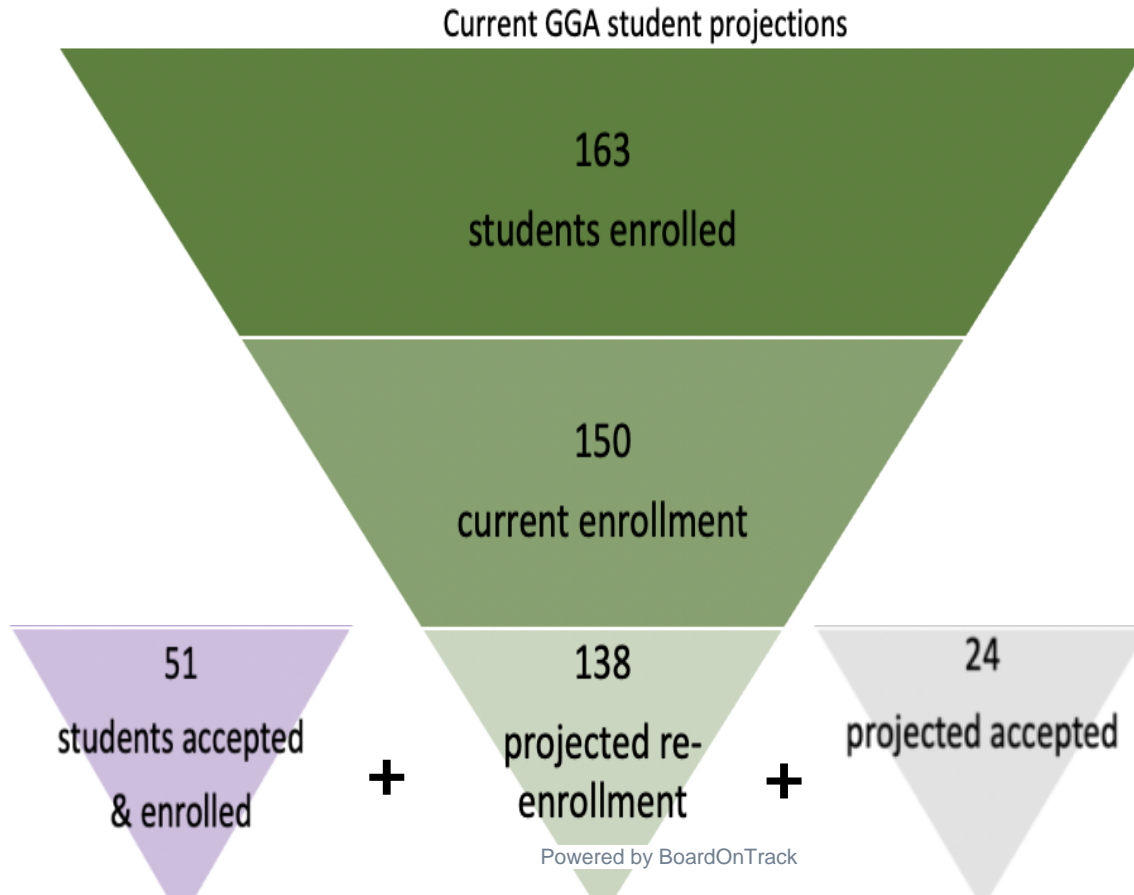


Post Lottery Applications in coming students





# Path to 211 enrolled



# 3 year Enrollment Projection



<b>ENROLLMENT</b>				
	<b>Current SY Audited Enrollment</b>	<b>SY23-24</b>	<b>SY24-25</b>	<b>SY25-26</b>
<b>9</b>	64	65	80	80
<b>10</b>	53	55	64	70
<b>11</b>	46	45	57	67
<b>12</b>	0	46	47	57
<b>Adult</b>				
<b>Alternative</b>				
<b>Total</b>	<b>163</b>	<b>211</b>	<b>248</b>	<b>274</b>
<b>Special Populations</b>				
<b>SpEd - L1</b>	9	12	15	20
<b>SpEd - L2</b>	15	19	25	33
<b>SpEd - L3</b>	12	16	20	26
<b>SpEd - L4</b>	4	5	7	9
<b>Total SpEd</b>	<b>40</b>	<b>52</b>	<b>67</b>	<b>87</b>
<b>ELL - Primary</b>				
<b>ELL - Secondary</b>	9	0	0	0
<b>Total ELL</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>At-Risk</b>	101	131	154	170
<b>At-Risk - Over Age</b>	42			
<b>Total At-Risk</b>	<b>143</b>	<b>130.7423313</b>	<b>153.6687117</b>	<b>169.7791411</b>
<b>Total - Special Populations</b>	<b>192</b>	<b>183</b>	<b>221</b>	<b>257</b>



# Fundraising Pipeline Update

2022-2023 Goals based on Fundraising Strategy			
Strategy	FY2023 Budget	Raised to Date	Difference
Individual Giving	\$20,000	\$18,591	-\$1,409
Corporate Giving	\$0	\$0	\$0
Events	\$3,500	\$7,950	\$4,450
Foundation Grants	\$160,000	\$328,000	\$168,000
<b>Totals</b>	<b>\$183,500</b>	<b>\$354,541</b>	<b>\$171,041</b>

2023-2024 Pending	
Donor	Potential Amount
4 Grants	\$94,360
2 Grants last 2024	\$620,000
<b>Totals</b>	<b>\$714,360</b>

## Next Steps:

- Submitted a request for proposals for fundraising support
- Projected vendor selection in June

# Community Engagement Committee Next Steps

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## We Believe Partnerships with the community are intentional and valued

- Write the Student Experience vision statement
- Identify the categories of Partnerships
- Creation of an evaluation criteria for partnerships
- Identify that type of experiences for students
  - Pathways
  - Pillars

# Coversheet

## Finance and Facilities Report and Budget Vote

**Section:** II. Internal Business  
**Item:** D. Finance and Facilities Report and Budget Vote  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** May 2023 update.docx  
FY24 GGA Budget Draft.xlsx

## Table of Contents

[RENT RELIEF UPDATE](#)

[RENOVATIONS UPDATE](#)

[BUDGET UPDATE](#)

**Updates Part 1:** In this portion of the updates you will find an explanation of the rent relief progress, renovation update, and the Form 990

## RENT RELIEF UPDATE

Karen Venable-Croft met with the Calvary team on April 24 as the second scheduled meeting in April. Recap of the Calvary asks and the results:

The ask: Calvary writes a basic side letter that states that we can use the \$114k from the resident partner MEC to supplement our rent for SY 23-24.

- Initial letter crafted but did not state that GGA could use the rent from MEC to supplement the rent for 2023-2024. KVC asked to resend with the corrected language
- Current language only includes net rent actually received. GGA would need to see the rental agreement between MEC and Calvary to confirm the actual net rent collected before signing the side letter
- **FFC action:** Review [updated side letter](#) for approval by FFC. The board votes to allow the Finance and Facility Committee to approve decisions. Determine if board of the whole approval is needed to sign the side letter

The ask: Alter Schedule 3.6 to reflect our actual enrollment trends

- We did not get a full change in the schedule to reflect GGA projected enrollment
- Calvary agreed to revisit altering the enrollment for SY 2023-2024 in October 2023 after count day
- Calvary has made some updates to Schedule 3.6 to reflect proposed facility allotment
- **FFC action:** Review [updated schedule 3.6](#)

The ask: Review the rising cost of utilities

- GGA and Calvary did a building walkthrough to discuss ways to reduce energy costs

The ask: Rent credit be revisited and how GGA can submit for credit

- No action taken or discussion for rent credit.
- GGA has paid the minimum base rent in order to qualify for rent credits
- **FFC action:** Review the term sheet from Ted and determine what the next ask can be from Calvary concerning the ask for rent credits

## NEXT STEPS

- FFC review the alternate plan submitted by Max
- Schedule a meeting with Calvary to discuss rent credit and review schedule 3.6

## RENOVATIONS UPDATE

Attached is MCN's final invoice for the work done last summer in the amount of \$249,080.36.

- We anticipated the renovation adjustment in our end of the month supplemental reports since December
- The GGA Board voted to sign a contract with MCN build in the amount of \$1,629,600 and board approval of payments of \$1,712,512 up to \$2,000,000. Review the [final pay application](#).
- The remaining payment of \$249,080.36 for the renovations does not exceed the approved payment for renovations of up to \$2,000,000
- **GGA Action:** Submit the invoice from MCN for payment through a wire transfer

### Change orders from the renovations

- There are six Change Orders (CO) that GGA submitted to Calvary for a total of \$68,210. Calvary agreed to pay CO1, CO2, CO3 and CO5 for a total of \$36,739.
- GGA pays the remaining balance
- The change orders balance is included in the final pay application from MCN Build

### Quarter 4 payment

The final quarter 4 rent payment for this school year was \$85,366.

- The [updated Schedule 3.6](#) showed GGA was to pay rent on 90% of 277 students. In April 2023 quarter 4 Calvary showed that GGA pays 90% on 270 students.
- \$36,739 in change orders was deducted from the 4th quarter rent
- The bank transferred \$48,627 for the quarter 4 rent to Calvary

### **FORM 990**

- GGA submitted the 990 to the DC PCSB and filed the form 990 with the IRS
- [Form 990 link](#)
- No actions needed

**Updates Part 2:** In this portion of the updates you will find an explanation of the FY 24 budget

## BUDGET UPDATE

This is an initial draft that assumes a budget based on an enrollment of 211 students with a 3% contingency. Special population assumptions are based on FY23 actuals. Based on the Mayor's communication, the budget assumes a 5.05% per-pupil funding increase and a 3.1% facility increase. Salaries do not currently include the salary updates that will be adjusted based on OSSE's 7.6% retroactive and 12.5% going forward payments. As of now, salary increases are based on a 3% increase.

The budget was created in conjunction with EdOps and myself. Whenever possible, we included specific vendor contract information to determine next year expenses, but in general, we assumed a 5% per-FTE or per-student cost increase in alignment with inflation. Our rent payment estimate does not reflect any potential negotiations, but does include a sub-lease arrangement with the other tenant to pay \$115k a year to remain in the space.

We anticipate the next version of the budget to include the OSSE staff payments as well as a few more up to date staffing and vendor assumptions.

Attached is the budget overview for FY 24.



## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

FY24 GGA Budget Draft.xlsx

# Coversheet

## Academic Committee Report

**Section:** II. Internal Business  
**Item:** E. Academic Committee Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 5.23 GGA Board Academic Committee Updates.pdf

# Academic Committee Updates

*5.23.23  
Board Meeting*



G I R L  
G L O  
—  
A C A D E

# Agenda

- **Review: Priority performance targets for 3-year strategic plan**
- **Updates:**
  - **What has the committee done so far?**
  - **What has the committee normed on?**
  - **What next?**
- **Questions**

# Performance Targets - Priority Areas

- **PARCC Growth and Achievement**
- **Graduation Rates**
- **College & Career Readiness**
  - **IB**
  - **CTE**
  - **Dual-Enrollment**

## Why these targets?

- They are critical to the GGA mission.
- They are measures of impact of the GGA mission.
- They all also inform our PMF Score (Performance Management Framework) by the DCPCSB.

## What has the committee done since the retreat?

- Met 2x to meet consensus of what we care about the MOST for 2 of the the 3 measures; reviewed draft language for the goals
- Discussed what we care about the MOST regarding the goals
- Will meet again between now and June meeting to finalize:
  - Consensus for C&C Readiness
  - Numbers for each goal

# PARCC Growth & Achievement

- **Measures student progress on grade-level standards for ELA and Math.**
  - **9th & 10th grades**
  
- **Level 5: Exceeds expectations**
- **Level 4: Meets expectations**
- **Level 3: Approaches expectations**
- **Level 2: Partially meets expectations**
- **Level 1: Did not yet meet expectations**

# Graduation

- 4-year graduation rate
  - PMF:
    - Floor: 67%
    - Target: 90%
- 5-year graduation rate
  - PMF:
    - Floor: 67%
    - Target: 100%



# College & Career Readiness

- **IB Exam Passing rate**
  - **4 on the exam**
- **Dual-Enrollment**
  - **Passing: C- or higher**
- **CTE Certification**
  - **A CTE certification must be earned in an eligible CTE career sector per the Strategic Plan for Career and Technical Education in the District of Columbia (CTE Strategic Plan)**
  - **A CTE certification exam is the test to receive an industry-recognized certification**
  - **Earning a certification means completing all the requirements and receiving the certification**

# What have we normed on for each?

Target	Consensus	Goal Language
<b>PARCC</b>	<p>Growth is more important than achievement right now because:</p> <ul style="list-style-type: none"> <li>• It has integrity and it's what our kids need us to emphasize given where they are performing currently.</li> <li>• The PMF incentivizes &amp; places greater weight on growth.</li> </ul>	<p>% of students scoring a Level 3+ increases by ___% to get to ___% by SY2526.                      % of students scoring a Level 4+ increases by ___% each year to get to ___% by SY2526.  <i>Internal:</i></p> <ul style="list-style-type: none"> <li>• % of students growing from 1 to 2</li> <li>• % of students growing from 0 to 1</li> <li>• SPED differentials</li> </ul>
<b>Graduation</b>	<ul style="list-style-type: none"> <li>• We need to shift our focus between 4-year and 5-year graduation goals based how many cohorts we have at that given time AND based on the historical data we have each year.</li> <li>• We are still getting to the core of what it takes to ensure students graduate within 4 years.</li> <li>• Strategies HAVE to align and vary based on 4-year vs. 5-year focus.</li> </ul>	<ul style="list-style-type: none"> <li>• SY2324 - 4 year-target focus - 80%</li> <li>• SY2425 - 4 year target focus - 90%</li> <li>• SY2526 - 5 year target focus; 4-year target focus - 90%?</li> </ul>
<b>College &amp; Career Readiness</b>	Focus of upcoming Meeting #3	Focus of upcoming Meeting #3

# What next?

- **Meeting #3 will:**
  - **Norm on focus and consensus for what we want to focus on for performance targets related to College & Career Readiness**
- **Karen & GGA team will meet to brainstorm:**
  - **Where are students w/:**
    - **PARCC**
    - **#s of girls enrolled in C&C Readiness pathways**
    - **Current projections look like for 4- and 5-year graduation**
  - **What growth is both manageable and ambitious over each of the next three years, and what strategies will drive that growth?**
- **Karen will bring a memo for committee with those ideas.**
- **Norm and draft goals given memo & Meeting #1 and #2 work.**

# QUESTIONS?

# How is GGA performing on the academic key levers?

# Academic Lever: Normalize strong routines of effective instruction

This means that teachers do the following effectively:

- Communicate Expectations for learning
- Check for understanding
- Questioning and Probing
- Demonstration of learning

# Q1 Instructional Coaching Focus

## Overview of Danielson Framework & IB Standard Instructional Coaching w/ Approaches to Learning

### Quarter 1: Establishing a Community of Learners

#### **Narrative #1: Relationships Before Rigor**

**GGA Approach & Focus - Self & School**

**Approaches to Learning: Social**

#### **FFT & IB:**

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2d: Establishing a Culture for Learning

# Q2 Instructional Coaching Focus

## Overview of Danielson Framework & IB Standard Instructional Coaching w/ Approaches to Learning

**Quarter 2:**

**Inquiry and Differentiation**

**GGA Approach & Focus - Local & School**  
**Approaches to Learning: Thinking and Research**

### **FFT & IB:**

- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2b: Establishing a Culture of Learning
- 2e: Organizing Physical Space
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

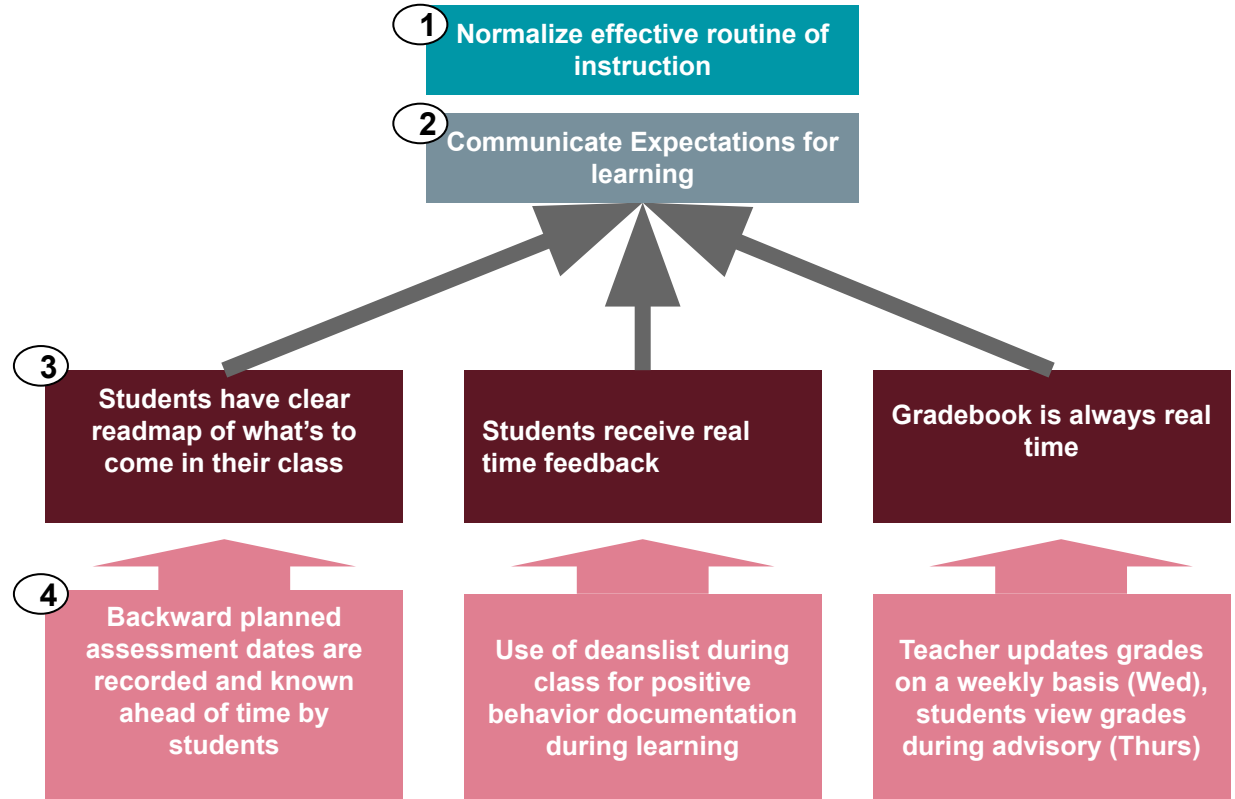
**Indicators**

Backward planning - using LP template to write down the units  
Curriculum and unit maps  
Differentiated summative assessment submitted to ICs  
Accountable Talk in classrooms  
Peer to Peer support in classroom spaces



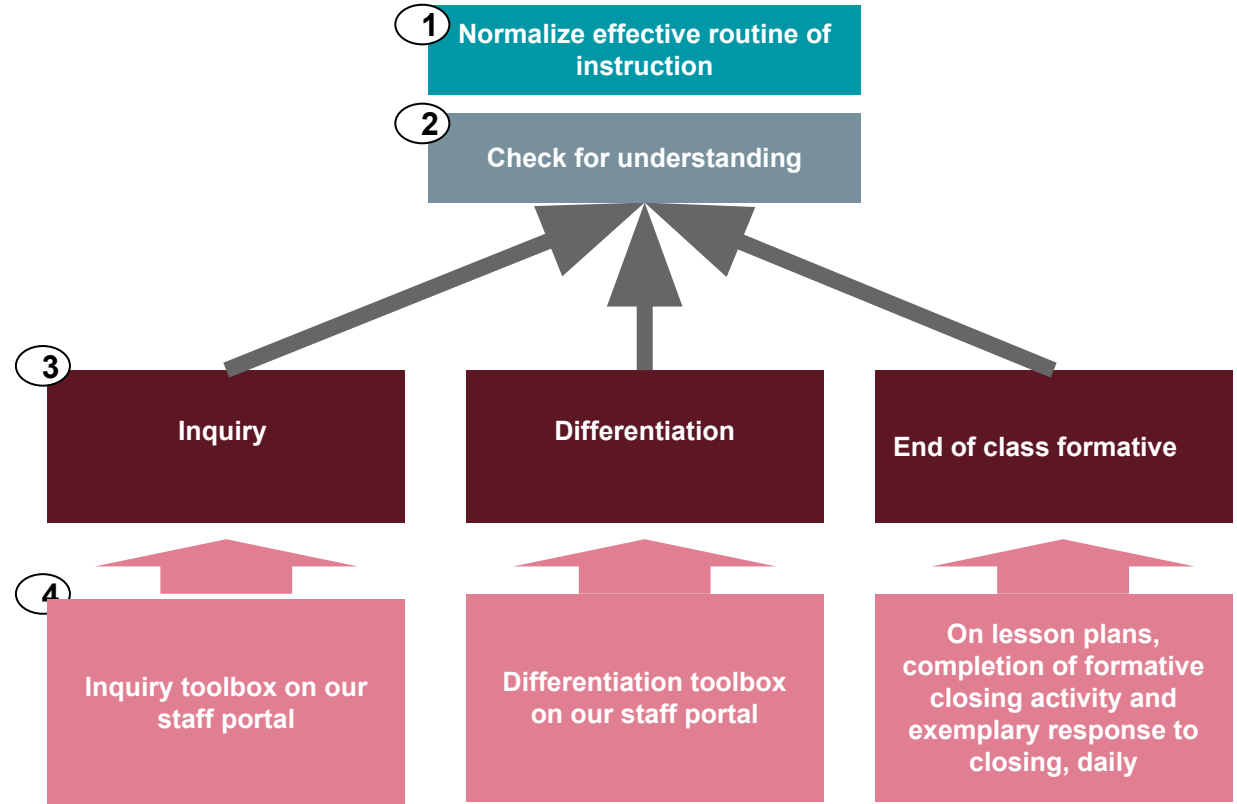
# Communicate Expectations for learning

- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
- ④ **Initiatives:** A smaller workstream will help you realize the key actions



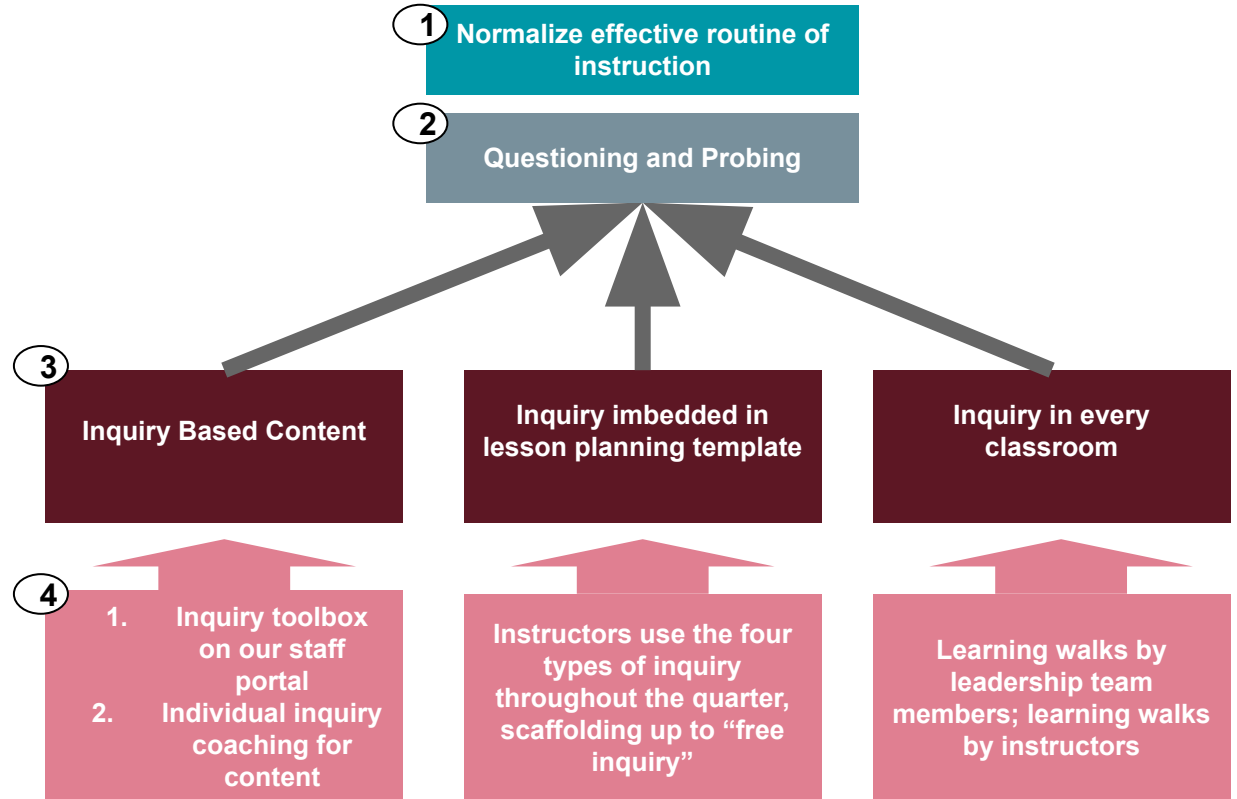
# Check for understanding

- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
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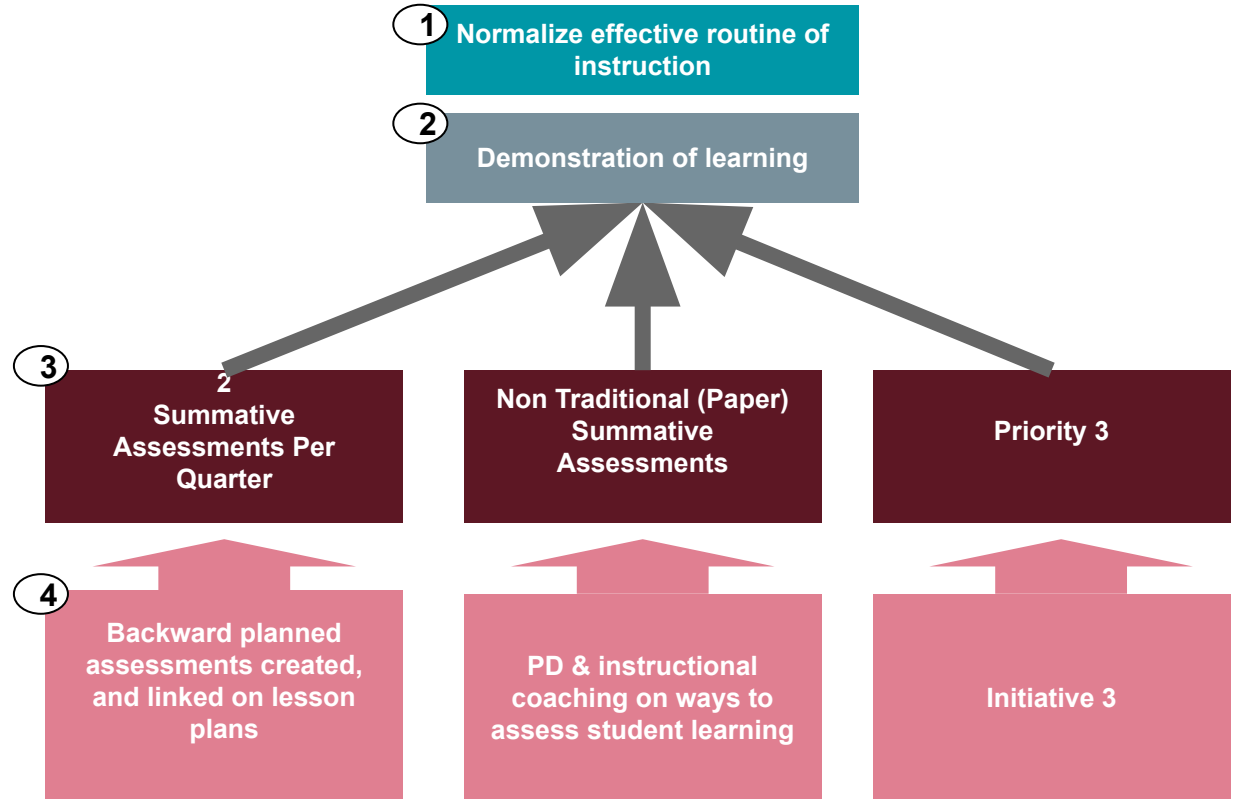
# Questioning and Probing

- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
- ④ **Initiatives:** A smaller workstream will help you realize the key actions



# Demonstration of learning

- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
- ④ **Initiatives:** A smaller workstream will help you realize the key actions



# How are the levers impacting student outcomes and KPIs (Key Performance Indicators)?

**What did SY2122 PARCC data tell us?  
What additional data points are available?  
What data is coming down the road in December?**

# SY2122 PARCC Data

## Reading:

Assessment	Percent
ELA Level 3+ PARCC SY 21-22 9th	54.79%
ELA Level 4+ PARCC 9th	24.66%
ELA Level 3+ PARCC SY 21-22 10th	62.30%
ELA Level 4+ PARCC 10th	29.51%

## Math:

Assessment	Percent
Math Level 3+ PARCC SY 21-22 Algebra	25.35%
Math Level 4+ PARCC Algebra	1.41%
Math Level 3+ PARCC SY 21-22 Geometry	0%
Math Level 4+ PARCC Geometry	22.22%
Math Level 3+ PARCC SY 21-22 Algebra II	0%
Math Level 4+ PARCC Algebra II	20%

PARCC uses five performance levels that delineate knowledge, skills and practices students are able to demonstrate:



# Key Takeaways from PARCC

## ELA

- 10th grade students performing higher than 9th grade students (for scores 3 & 4).
- 55%-62% of students **APPROACHING** grade-level expectations.
- 25-30% of students **MET** grade-level expectations.

## Math

- Math performance significantly lower than ELA performance for students approaching and on grade-level expectations.
  - 0-1% **MET** grade-level expectations.
  - 25% **APPROACHING** expectations in 9th Algebra.
  - 0% **APPROACHING** in Geometry and Algebra II.

# *Additional Data Points*



## Beginning of Q1 Data:

**Student led conference attendance:**

- $115/167 = 69\%$

**Lesson Plan Submission Rate: 20%**

## End of Q1 Data

**Lesson Plan Submission Rate: 75%**

# What now?

- The academic Q2 key levers are in week 3 of implementation.
- Quarter 2 data in comparison to Quarter 1 data will give insight into the impact of the levers.
  - This will include Q2 grades (% failing 2 or more courses)
  - We will be discussing that data, along with MAP data, as a committee in December and January as more data is collected to measure impact on student outcomes.
  - The December Dashboard will include updated academic data for this group to review as well.

***QUESTIONS?***

***UNUSED SLIDES***

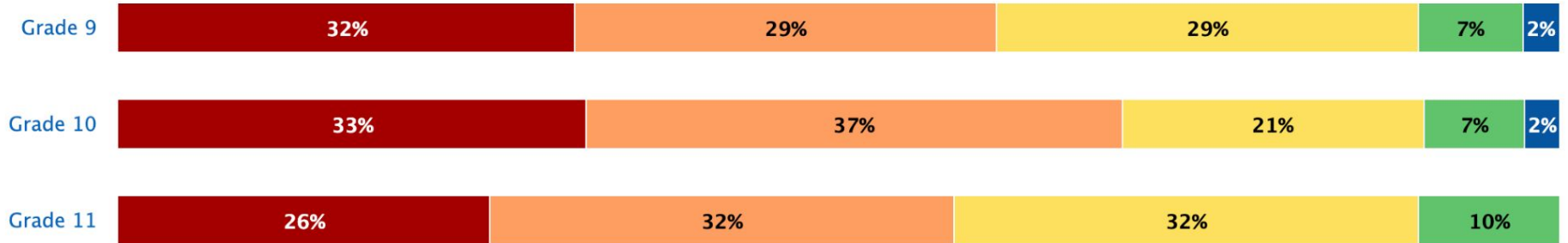
# 22/23 Fall MAP Growth Data

*What percent of GGA girls are meeting their growth goals?*

# 22/23 Fall MAP Growth Data

Girls Global Academy

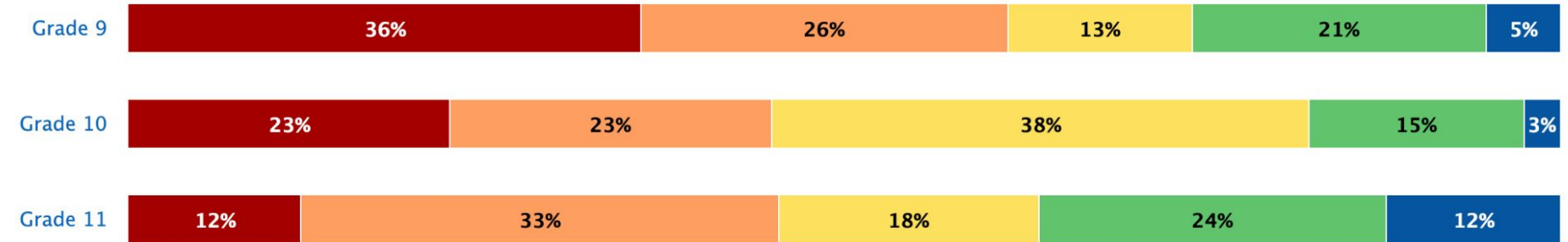
School Achievement **Math K-12**



# 22/23 Fall MAP Growth Data

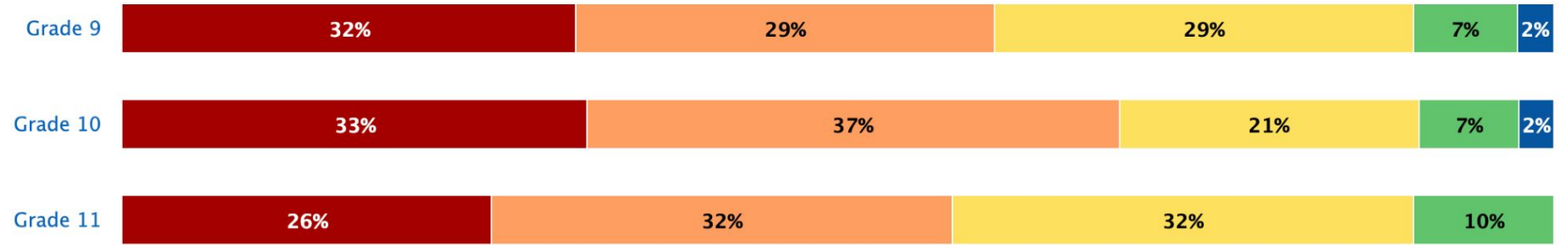
Girls Global Academy

School Achievement Reading

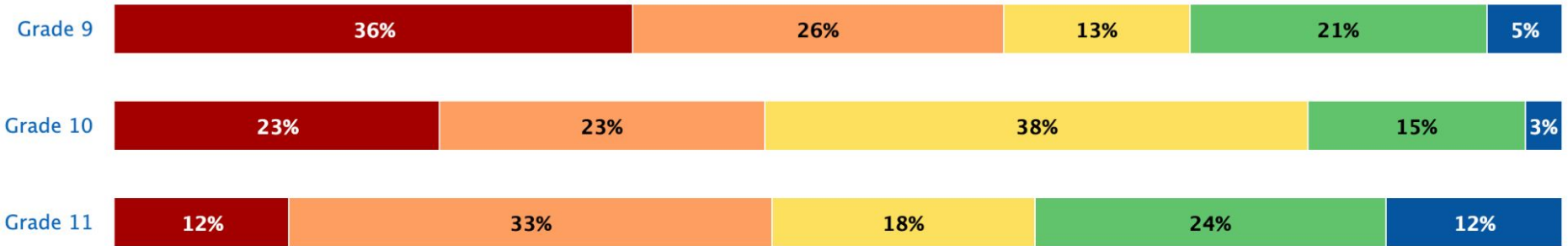


# Math and Reading Comparison, Fall 22/23

## Math:



## Reading:





# Key Takeaways from NWEA