

Career Academy of South Bend, Inc.
 Minutes of Meeting of Board of Directors
 March 8, 2016

Directors Present: Thomas Coley, Michael Garatoni, Tracy Graham, Dave Risner, Vivian Sallie,
 Lori Smith
 By Phone : Larry Garatoni, Jinny Longbrake
 Absent: Larry Davis
 Staff Attending: Paul Schlottman, Lydia Jagger, Charles Loeser
 Also Attending: Lindsay Omlor

Vivian Sallie called the meeting to order at 5:40 pm at the Career Academy, 3801 Crescent Circle, South Bend, and led the Pledge of Allegiance.

A. Minutes of Prior Meeting. Mike moved for approval of the minutes of the prior (December 15) meeting, Dave seconded, and the minutes were unanimously approved.

B. School Operations.

1. Demographics. Paul distributed demographics charts showing data including the following:

a. Success Academy Primary School:

Grade	Fall '15	Spring '16	Boys	% Boys	Girls	% Girls	Free Lunch	% Free	Reduced Lunch	% Reduced
K	85	80	53	62%	27	32%	57	67%	5	6%
1	76	71	36	47%	35	46%	55	72%	6	8%
2	91	87	52	57%	35	38%	58	64%	6	7%
3	98	92	45	46%	47	48%	69	70%	7	7%
4	93	92	54	58%	38	41%	47	51%	6	6%
Total	443	422	240	avg 57%	182	avg 43%	286	avg 65%	30	avg 7%

Grade	Total Students	White	% White	Black	% Black	Hispanic	% Hispanic	Asian	% Asian	Am. Indian	% Am. Indian
K	80	39	49%	37	46%	2	3%	0	0	1	1%
1	71	33	46%	35	49%	2	3%	0	0	1	1%
2	87	39	45%	43	49%	3	3%	2	2%	0	0%
3	92	42	46%	42	46%	6	7%	2	2%	0	0%
4	92	52	57%	34	37%	4	4%	3	3%	0	0%
Total	422	205	avg 49%	191	avg 46%	17	avg 4%	7	avg 1%	2	avg 0.5%

b. Career Academy Middle School:

Grade	Sp '15	Fall '15	Spring '16	Boys	% Boys	Girls	% Girls	Free Lunch	% Free	Reduced Lunch	% Reduced
5	69	99	99	48	48%	51	52%	47	47%	10	10%
6	45	110	106	63	57%	43	39%	65	59%	6	5%
7	61	75	77	44	59%	33	44%	34	45%	8	11%
8	58	96	93	44	46%	49	51%	48	50%	5	5%
Total	233	380	375	199	avg 52%	176	avg 48%	194	avg 51%	29	avg 8%

Grade	Total Students	White	% White	Black	% Black	Hispanic	% Hispanic	Asian	% Asian	Am. Indian	% Am. Indian
5	99	56	57%	37	37%	3	3%	3	3%	0	0%
6	106	54	51%	46	43%	4	4%	2	2%	0	0%
7	77	47	61%	19	25%	8	10%	2	3%	0	0%
8	93	59	63%	30	32%	3	3%	1	1%	1	1%
Total	375	216	avg 58%	132	avg 35%	18	avg 5%	8	avg 2%	1	avg 0.2%

c. Career Academy High School:

Grade	Sp '15	Fall '15	Spring '16	Boys	% Boys	Girls	% Girls	Free Lunch	% Free	Reduced Lunch	% Reduced
9	75	63	61	34	54%	27	43%	34	54%	6	10%
10	63	73	68	30	41%	38	52%	33	45%	8	11%
11	60	63	61	35	56%	26	41%	30	48%	7	11%
12	33	53	46	30	57%	16	30%	29	55%	6	11%
Total	231	252	236	129	avg 55%	107	avg 45%	126	avg 51%	27	avg 11%

Grade	Total Students	White	% White	Black	% Black	Hispanic	% Hispanic	Multi	% Multi	Asian	% Asian	Am. Indian	% Am. Indian
9	61	40	66%	10	16%	3	5%	8	13%	0	0%	0	0%
10	68	35	51%	17	25%	5	7%	7	10%	3	4%	1	1%
11	61	40	66%	13	21%	1	2%	5	8%	0	0%	2	3%
12	46	27	59%	14	30%	2	4%	3	7%	0	0%	0	0%
Total	236	142	avg 60%	54	avg 24%	11	avg 5%	23	avg 10%	3	avg 1%	3	avg 1%

Paul noted that the lower grades generally have higher free/reduced ratios and that there are more boys than girls, perhaps because project-based learning is more attractive to boys.

Mike asked what is maximum capacity? Paul said the buildings are designed for 100 students per grade (adjustments are possible, as with this year's grade 6), so total capacity for both buildings is 1,300. Lori asked if there's any trend as to where students are coming from. Paul said there are more students coming from Catholic schools and PHM, also there continue to be students coming from home-schooling, especially as they get older, but the great majority of students are still from SBCSC. Paul noted there has been a reduction in enrollment as the year has progressed, but less than in prior years. Vivian asked if we know where departing students are going? Lydia said many students leave because their families are moving; otherwise the reason most often given for leaving is difficulty with transportation.

2. School Operations and NWEA Results/Follow-Up – Career Academy.

a. Discipline. Lydia presented a chart showing disciplinary incidents are significantly reduced from last year: middle school suspensions reduced from 93 to 45, middle school expulsions reduced from 12 to 1, high school suspensions reduced from 204 to 49, high school expulsions reduced from 9 to 3. Paul commented this continues a trend in that disciplinary incidents were reduced last year from the prior year (2013-14).

b. Graduation Rate. Lydia said it is expected that the school's graduation rate will be roughly 75% this year, very different from last year's 42.4% (which was influenced by data of Crossing students; this year for the first time the school's graduation rate will be based solely on students who have attended CASB). There are still nine students needing to pass ECA tests to graduate, and 3 who need additional credits.

c. Attendance. The combined attendance rate for the middle school and high school for 2015-16 is 96.1%, up significantly from the 2014-15 rate of 91.3%. A program of incentives to encourage attendance has been implemented (chances for prizes, posting of attendance rates for each grade, and a future social event).

d. NWEA Mid-Year Tests. Lydia presented a chart showing NWEA mid-year scores compared to beginning-of-year scores and comparison to NWEA national norms:

- i. Grade 7 had above-norm growth in reading (from 96.3% of norm to 97.9%) and science (99.4% to 99.7%), norm growth in language (remained at 99%) and math (97.0% to 97.5%).
- ii. Grade 8 had well-above-norm growth in all subjects (language 96.4% to 98.8%, reading 95.7% to 99.2%, math 96.6% to 98.5% and science 98.1% to 98.5%).
- iii. Grade 9 had near-norm growth in language (99.1% to 99.0%) and above-norm growth in math (98.0% to 99.3%).
- iv. Grade 10, CASB's only class starting at above national norms for language and reading, had moderately above-norm growth in those subjects (language 100.2% to 100.7%, reading 101.4% to 101.5%) and well-above-norm growth in math (Algebra), going from below-norm (96.6%) to above-norm (100.4%).

- v. Grade 11 was the only class which did not show progress: language fell from 98.1% of norm to 97.3%, reading from 98.1% to 95.5%, and math from 99.1% to 98.8%. Obviously this is a focus for follow-up.
- vi. Grade 12 had above-norm growth for language (98.8% of norm to 100%) and reading (97.7% of norm to 99.1%). Math was not tested.

Lori suggested some form of recognition should be given to students and classes who did well, such as the tenth grade (which is the high school's only majority-female class), and asked what information parents are given about NWEA scores. Paul said the NWEA program produces a detailed 3-page report on each student, which the school provides to parents.

Tracy asked to what extent do NWEA scores correlate with ISTEP? Paul said in former years there was a fairly strong correlation but with the more difficult ISTEP test introduced last year, the correlation was reduced, and with this year's again-different ISTEP test, it is very difficult to make predictions. Charles commented that a comparison of last year's math ISTEP scores and NWEA scores for CASB seventh graders showed a strong correlation, i.e., students with higher NWEA scores had higher ISTEP scores, indicating that the tests were measuring the same thing, but achieving good growth as measured by NWEA does not necessarily mean the student will pass the ISTEP test.

Charles asked why were the eleventh grade scores so different from the other grades? Lydia said a major factor is that not all eleventh graders took the NWEA test. Those who had already passed 11th grade English (17 of the 61 eleventh graders) did not take the language/reading test, and since those are the strongest students, the class average would have been significantly higher if they had been tested. Similarly, 11 of the 61 eleventh graders did not take the NWEA math test because they had already passed Algebra II, and since those are the strongest math students, the class average would have been significantly higher if they had been tested.

Mike asked if academic progress can be tracked over years for students who have been at the school for multiple years. Paul said that can be done and has been done from time to time, for example as reported in the October 2015 board meeting the progress of CASB eighth graders (as measured by comparison of beginning of year NWEA scores for 2015-16 compared to 2014-15) who had attended CASB as seventh graders was significantly stronger than the growth for the entire seventh grade of 2014-15 compared to the entire eighth grade of 2015-16; but since that is a minority of the current eighth grade class, the effect on school-wide average scores is limited. As the school is trending to higher retention rates from year to year, measurement of returning-student data will be more important as a measure of the school as a whole.

Lydia noted there are instructional strategies in place for both language and math which should help improve scores, such as vocabulary emphasis, literary circles, and a math paraprofessional who works closely with students. Paul noted the entire teaching staff is being trained in reading intervention. Cyndi McKay, SASB's Social Worker, commented that for many students emotional issues are a barrier to learning, but over time, the school's socio-emotional focus

(the “Responsive Classroom” see <https://www.responsiveclassroom.org/>) should help reduce the effect of those issues.

3. School Operations and NWEA Follow-Up - Success Academy. Dean Fecher being ill and unable to attend, Paul gave a summary of the written report distributed to the board as to the Success Academy. The report showed:
- a. Attendance continues to be over 95%.
 - b. Mid-year NWEA scores show growth from Fall scores, roughly equivalent to growth norms in most grades and exceeding growth norms for the two youngest grades:

Grade	Fall Mean	Fall Norm	%	Fall Gap	Winter Mean	Winter Norm	%	Winter Gap	Gain (Loss)
Kindergarten Math	132	140	94.3	-8	146	151	96.7	-5	+3
Kindergarten English	133	141	94.3	-8	147	151	97.4	-4	+4
Grade 1 Math	150	162	92.6	-12	163	173	94.2	-10	+2
Grade 1 English	148	161	91.9	-13	160	171	93.6	-11	+2
Grade 2 Math	166	176	94.3	-10	175	186	94.1	-11	-1
Grade 2 English	166	175	94.8	-9	175	184	95.1	-9	0
Grade 3 Math	181	190	95.3	-9	190	198	96.0	-8	+1
Grade 3 English	180	188	95.7	-8	187	195	95.9	-8	0
Grade 4 Math	197	202	97.5	-5	201	208	96.6	-7	-2
Grade 4 English	194	198	98.0	-4	199	203	98.0	-4	0
Grade 5 Math	201	211	95.3	-10	206	217	94.9	-11	-1
Grade 5 English	200	206	97.1	-6	204	209	97.6	-5	+1
Grade 6 Math	204	217	94.0	-13	206	221	93.2	-15	-2
Grade 6 English	200	211	94.8	-11	203	214	94.9	-11	0

These results show that K-4 students on average are roughly half a year below NWEA grade level norms, grade 5 is roughly a year below grade level norms, and grade 6 roughly a year and a half below grade level norms.

- c. The Super Reader Program (reading intervention program) made gains with most of the students served:

Grade	Students Served	Made Gains	Gained over 5 pts	Double Digit Gains
Grade 1	19	79%	63%	47%
Grade 2	14	76%	50%	14%
Grade 3	20	90%	70%	50%
Grade 4	22	64%	45%	27%

The report included detail of each participating student who did not make progress and why.

- C. Financial Reports. Kim Richardson, once again acting as the school’s accountant while a new business manager is sought, distributed summaries of the claims paid/banking

detail reports dating back to the last that were approved (full detail available in electronic versions). Kim also distributed financial reports for each building and for central administration ("Management Financial Statements" as distinguished from school entity statements, as discussed at the December meeting).

Larry commented that these statements include substantial one-time cost from the opening of the new building, and the figures are disappointing. Kim will be working with Paul, Lydia and Dean on a budget going forward. The goal is to start with estimated revenue and a planned contingency allowance, divide administrative costs 50-50, and adjust operations to be affordable with what's left. The goal is to have a budget for the board to review at the next meeting (scheduled for April 19).

Tracy moved for approval of the claims reports, Dave seconded, and the reports were unanimously approved.

Kim explained the entity-level financial statements includes rental income/expense between the schools which are eliminated in the Management Financial Statements. Charles said the figures shown for the Public Charter School Program (PCSP) grant for the Success Academy should be confirmed before the next board meeting. Paul commented that there will be adjustments for Medicaid revenue and E-Rate reimbursement.


Tracy asked where do we stand on planning for break-even? Larry said the budget process is intended to address that. Kim said a key part of this process will be orienting the staff to live within a budget, for which a key preparation is for the staff, with the aid of a consultant, to participate in planning the budget. Larry said a great deal of detail on that process is available for any board member who wishes to see it.

Vivian suggested it might be best to wait for the April board meeting to approve financial statements. It was agreed to do so.

D. Update On Strategic Planning. Larry reported the previously-scheduled strategic planning meeting was cancelled since both he and Paul were sick. The process will be continued with the goal of presenting a strategic plan for the board to review at the next board meeting.

E. Public Questions and Comments. Jinny asked how did the robotics team do? Paul said the team will go to St. Louis this week for its first competition, he will send a link so the board can see how it turns out.

There being no additional comments, the meeting was adjourned at 7:15 pm.



Charles M. Loeser, Assistant Secretary