

Career Academy of South Bend, Inc.  
Minutes of Meeting of Board of Directors  
October 23, 2018

Directors Present: Daniel Adams, Thomas Coley, Larry Davis, Larry Garatoni, Michael Garatoni, Marian Hodges, Dave Risner, Lori Smith

Absent: Steven Van Bruaene

Staff Attending: Alex Hammel, Rob Kohler, Dean Fecher, Greg Dettinger, Vera Jones, Kim Richardson

Also Attending: Charles Loeser, Emily Gaskill

Larry Garatoni called the meeting to order at 5:45 pm at the Career Academy, 3801 Crescent Circle, South Bend.

A. Minutes of Prior Meeting. The minutes of the prior (September 25) meeting were approved.

B. Extension of Terms/Officers And Committees. Larry Garatoni suggested that the terms of all board members be extended for two years and that the board should likewise extend the term of officers and extend the board committee structure, as follows:

1. Board Member Terms. Larry proposed that the terms of all board members be extended on a staggered basis to the following dates:

| <b>Member</b>     | <b>Term</b>      |
|-------------------|------------------|
| Larry Garatoni    | April 30, 2020   |
| Steve Van Bruaene | October 31, 2020 |
| Marian Hodges     | April 30, 2020   |
| Daniel Adams      | October 31, 2020 |
| Thomas Coley      | April 30, 2019   |
| Larry Davis       | October 31, 2019 |
| Dave Risner       | October 31, 2019 |
| Michael Garatoni  | October 31, 2019 |
| Lori Smith        | April 30, 2020   |

2. Officers. Larry proposed that the current officers be re-elected until December 31, 2020:

|                      |                  |
|----------------------|------------------|
| President:           | Larry Garatoni   |
| Vice-President:      | Thomas Coley     |
| Treasurer:           | Michael Garatoni |
| Secretary:           | Lori Smith       |
| Assistant Secretary: | Charles Loeser   |

3. Committees. Larry proposed that there should continue to be a Finance Committee consisting of Mike Garatoni as Chair together with Larry (Garatoni), Dan Adams and Marian Hodges; any other committees to be elected to deal with specific issues as the board deems appropriate.

After discussion, upon motion made and seconded, the above proposals were unanimously approved.

C. Adjustment of Budget. Alex Hammel reported that there were adjustments to the student enrollment count below the figures used in the budget as approved at the September 25 board meeting: the final count is a total of 1,264:

- 612 for Success Academy Primary School
- 348 for Career Academy Middle School
- 302 for Career Academy High School

This is expected to result in reduction of revenue by roughly \$170,000. Taking into account various other factors (e.g., \$3,600 increase in CTE funding, \$17,000 reduction in Title I funding, \$6,500 cost saving on purchase of bus), Alex recommends no operational changes other than reduction of planned capital expenditure reserves by \$127,022 (reducing the capital expense allowance for the fiscal year to roughly \$202,000, of which roughly \$95,000 is remaining). The budget will then show anticipated net operating cash flow of \$57,048, down \$55,130 from the \$112,178 anticipated in the 9/25 budget. Upon motion, the revised budget was unanimously approved.

D. Financial Statements. Kim Richardson presented financial statements for September and for the 2018-19 fiscal year (beginning July 1) through the end of September, in comparison with the revised budget. The year-to-date income statement showed positive cash flow of roughly \$85,000, which is a positive variance (improvement) from budget. Contributing factors included larger-than-expected payment (net \$21,363) from Medicaid for Special Education services, increased revenue from food service due to the universal breakfast program. Upon motion made and duly seconded, the financial statements were approved.

E. School Operations.

1. Academic Data Review: Vera Jones, Director of Curriculum, Instruction and Assessment, presented a powerpoint summary of academic data from the end of the 2017-18 school year and beginning of the current school year. As Vera said in her last board presentation at the February meeting, the most important use of data is to guide differentiated instruction so that teaching is based on student needs and abilities. Vocabulary instruction places priority on academic terms (such as “ratio”) likely to affect academic success and unlikely to be learned independently. Vera explained her focus last year was on the middle school, which is where the improvement in ISTEP passing rates was greatest:

| <b>Career Academy High School and State of Indiana ISTEP Pass Rates<sup>1</sup></b> |                         |                          |             |              |              |               |
|-------------------------------------------------------------------------------------|-------------------------|--------------------------|-------------|--------------|--------------|---------------|
| Year                                                                                | CAHS Both<br>ELA & Math | State Both<br>ELA & Math | CAHS<br>ELA | State<br>ELA | CAHS<br>Math | State<br>Math |
| 2016-17                                                                             | 30.6                    | 34.3                     | 53.2        | 60.5         | 33.9         | 36.8          |
| 2017-18                                                                             | 30.4                    | 33.7                     | 58.2        | 58.9         | 35.4         | 36.2          |
| Gain (Loss)                                                                         | -0.2                    | -0.6                     | +5.0        | -1.6         | +1.5         | -0.6          |
| <b>Career Academy Middle School and State of Indiana ISTEP Pass Rates</b>           |                         |                          |             |              |              |               |
|                                                                                     | CAMS Both<br>ELA & Math | State Both<br>ELA & Math | CAMS<br>ELA | State<br>ELA | CAMS<br>Math | State<br>Math |
| 2015-16                                                                             | 16.5                    | 51.6                     | 38.3        | 66.1         | 19.8         | 58.9          |
| 2016-17                                                                             | 26.8                    | 51.4                     | 40.8        | 65.2         | 36.5         | 58.5          |
| 2017-18                                                                             | 34.9                    | 50.7                     | 51.9        | 64.1         | 43.0         | 58.3          |
| Gain (Loss)                                                                         | +18.4                   | -0.9                     | +13.6       | -2.0         | +23.2        | -0.6          |

<sup>1</sup> Data source: IDOE COMPASS, <https://compass.doe.in.gov/dashboard/overview.aspx>.

For the high school, pass rates for both English and math went up from 2016-17 to 2017-18 while the statewide pass rates went down; for both English and math, CAHS is within 1% of the state average.

For the middle school, pass rates for English rose by 13.6% from 2015-16 to 2017-18 while the state pass rate declined by 2%; for math, the CAMS pass rate rose by 23.2% while the state rate declined by 0.6%. But the state pass rates used for this comparison were for Grades 3-8 overall; since statewide rates vary considerably from grade to grade, the more appropriate comparison is on a grade by grade basis:

| <b>Career Academy Middle School and State of Indiana ISTEP Pass Rates By Grade</b> |                              |         |         |        |             |         |         |        |
|------------------------------------------------------------------------------------|------------------------------|---------|---------|--------|-------------|---------|---------|--------|
| CAMS                                                                               | <b>English Language Arts</b> |         |         |        | <b>Math</b> |         |         |        |
| Grade                                                                              | 2015-16                      | 2016-17 | 2017-18 | Change | 2015-16     | 2016-17 | 2017-18 | Change |
| 6                                                                                  | 31.3                         | 36.6    | 51.4    | +20.1  | 7.6         | 33.7    | 39.2    | +31.6  |
| 7                                                                                  | 26.7                         | 39.1    | 50.0    | +23.3  | 26.7        | 29.7    | 48.9    | +22.2  |
| 8                                                                                  | 48.3                         | 51.9    | 52.4    | +4.1   | 30.0        | 42.0    | 41.5    | +11.5  |
| State                                                                              |                              |         |         |        |             |         |         |        |
| 6                                                                                  | 66.3                         | 66.5    | 65.2    | -1.1   | 59.8        | 59.6    | 57.9    | -1.9   |
| 7                                                                                  | 67.5                         | 65.1    | 64.3    | -3.2   | 52.3        | 50.6    | 50.3    | -2.0   |
| 8                                                                                  | 61.8                         | 61.8    | 63.6    | +1.8   | 53.4        | 55.1    | 55.7    | +2.3   |

CAMS pass rates rose significantly for grades 6 & 7 for the three-year period while state pass rates declined. For grade 8, statewide pass rates rose by roughly 2%, the CAMS pass rates rose roughly 4% for English and slightly over 10% for Math.

Vera noted that although grade by grade pass rates are a common measure of progress, a more meaningful measure is from the diagonal trend. For example, subject to some degree of student transfers from year to year, the group of CAMS students that achieved a 31.3% pass rate for English in 2015-16 as sixth graders went on to achieve a 39.1% pass rate as seventh graders in 2016-17 and a 52.4% pass rate as eighth graders in 2017-18. In math, that group (sixth graders in 2015-16) went from a 7.6% pass rate in 2015-16 to 41.5% in 2017-18. Students who were in sixth grade in 2016-17 had an English pass rate of 36.6% that year and in the following year had a pass rate of 50% as seventh graders, while progressing in math from 33.7% as sixth graders to 48.9% as seventh graders.

For Success Academy Primary School, with a few exceptions pass rates have declined slightly for all grades and for the State as a whole:

| <b>Success Academy Primary School and State of Indiana ISTEP Pass Rates By Grade</b> |                              |         |         |        |             |         |         |        |
|--------------------------------------------------------------------------------------|------------------------------|---------|---------|--------|-------------|---------|---------|--------|
| SAPS                                                                                 | <b>English Language Arts</b> |         |         |        | <b>Math</b> |         |         |        |
| Grade                                                                                | 2015-16                      | 2016-17 | 2017-18 | Change | 2015-16     | 2016-17 | 2017-18 | Change |
| 3                                                                                    | 38.6                         | 38.2    | 36.5    | -2.1   | 21.7        | 19.1    | 20.2    | -1.5   |
| 4                                                                                    | 38.9                         | 20.2    | 33.6    | -5.3   | 24.2        | 12.4    | 16.5    | -7.7   |
| 5                                                                                    | 33.0*                        | 37.8*   | 33.9    | +0.9   | 17.9        | 37.8    | 33.9    | +16.0  |
| State                                                                                |                              |         |         |        |             |         |         |        |
| 3                                                                                    | 69.0                         | 69.4    | 67.4    | -1.6   | 60.1        | 57.8    | 59.3    | -0.8   |
| 4                                                                                    | 68.2                         | 65.9    | 63.8    | -4.4   | 62.4        | 61.9    | 60.9    | -1.5   |
| 5                                                                                    | 63.4                         | 62.4    | 60.4    | -3.0   | 65.6        | 65.8    | 65.6    | 0      |

\*Fifth grade data for 2015-16 and 2016-17 are from Career Academy Middle School.

Comparison with the leading public schools in St. Joseph County shows a contrast between Career Academy High School trending up while other public high schools are for the most part trending down:

| High schools        | ELA Pass<br>2017 | ELA Pass<br>2018 | Change | Math Pass<br>2017 | Math Pass<br>2018 | Change |
|---------------------|------------------|------------------|--------|-------------------|-------------------|--------|
| South Bend BCSC     | 50.7             | 39.4             | -11.3  | 27.5              | 21.8              | -5.7   |
| Penn High School    | 76.4             | 75.6             | -0.8   | 64.6              | 58.4              | - 6.2  |
| Mishawaka H.S.      | 57.0             | 43.0             | -14.0  | 37.5              | 25.1              | -12.4  |
| Career Academy H.S. | 53.2             | 58.2             | +5.0   | 33.9              | 35.4              | + 1.5  |

For the most part this is also true for Career Academy Middle School, i.e., pass rates are trending up for CAMS while trending down for the other major St. Joseph County public school systems:

| Grade |       | ELA  |      |        | Math |      |         |
|-------|-------|------|------|--------|------|------|---------|
|       |       | 2017 | 2018 | Change | 2017 | 2018 | Changes |
| 6     | SBCSC | 41.8 | 41.1 | -0.7   | 32.2 | 33.7 | +1.5    |
|       | PHM   | 76.4 | 75.3 | -1.1   | 72.0 | 72.0 | 0       |
|       | SCM   | 61.5 | 49.5 | -12.0  | 53.6 | 44.2 | -9.4    |
|       | CAMS  | 36.6 | 52.5 | +15.9  | 33.7 | 39.2 | +5.5    |
| 7     | SBCSC | 40.1 | 39.3 | -0.8   | 24.3 | 24.7 | +0.4    |
|       | PHM   | 79.6 | 75.5 | -4.1   | 66.0 | 62.6 | -3.4    |
|       | SCM   | 55.7 | 57.0 | +1.3   | 42.0 | 37.3 | -4.7    |
|       | CAMS  | 39.1 | 50.6 | +11.5  | 29.7 | 48.9 | +19.2   |
| 8     | SBCSC | 44.6 | 41.9 | -2.7   | 28.2 | 26.2 | -2.0    |
|       | PHM   | 78.8 | 79.8 | +1.0   | 78.2 | 76.5 | -1.7    |
|       | SCM   | 52.4 | 49.6 | -2.8   | 49.0 | 42.3 | -6.7    |
|       | CAMS  | 51.9 | 52.4 | +0.5   | 42.0 | 41.5 | -0.5    |

Success Academy's trend is similar to other systems with the exception of fifth grade:

| Grade |       | ELA  |       |        | Math |      |         |
|-------|-------|------|-------|--------|------|------|---------|
|       |       | 2017 | 2018  | Change | 2017 | 2018 | Changes |
| 3     | SBCSC | 44.8 | 43.5  | -1.3   | 27.8 | 33.7 | +5.9    |
|       | PHM   | 83.5 | 81.0  | -2.5   | 74.7 | 78.3 | +3.6    |
|       | SCM   | 54.7 | 522.6 | -2.1   | 42.5 | 41.7 | -0.8    |
|       | SAPS  | 38.2 | 36.5  | -1.7   | 19.1 | 20.2 | +1.1    |
| 4     | SBCSC | 39.6 | 34.9  | -4.7   | 33.2 | 32.6 | -0.6    |
|       | PHM   | 83.4 | 82.3  | -1.1   | 80.1 | 79.9 | -0.2    |
|       | SCM   | 51.5 | 49.4  | -2.1   | 46.9 | 41.3 | -5.6    |
|       | SAPS  | 20.2 | 33.6  | +13.4  | 12.4 | 16.5 | +4.1    |
| 5     | SBCSC | 35.6 | 28.7  | -6.9   | 36.2 | 31.9 | -4.3    |
|       | PHM   | 81.6 | 74.0  | -7.6   | 82.5 | 79.4 | -3.1    |
|       | SCM   | 59.6 | 50.0  | -0.6   | 55.8 | 54.0 | -1.8    |
|       | SAPS  | 37.8 | 32.1  | -5.7   | 42.0 | 37.0 | -5.0    |

Vera also distributed data as to the diagnostic tests (the PIVOT formative assessment) given by Career Academy and Success Academy three times during the year. Our experience last year confirmed that PIVOT is a good predictor of passing ISTEP:

| Grade | ELA                              |                        | Math                            |                        |
|-------|----------------------------------|------------------------|---------------------------------|------------------------|
|       | PIVOT Predicted* ISTEP Pass Rate | Actual ISTEP Pass Rate | PIVOT Predicted ISTEP Pass Rate | Actual ISTEP Pass Rate |
| 6     | 53.0                             | 52.9                   | 47.0                            | 39.2                   |
| 7     | 50.0                             | 50.6                   | 50.0                            | 48.9                   |
| 8     | 47.0                             | 52.4                   | 24.0                            | 42.5                   |
| 10    | 59.0                             | 58.2                   | 38.0                            | 35.4                   |

\*Based on final 2017-18 PIVOT test (Spring 2018).

The results of the initial PIVOT test given this Fall show that the percentage of students who as of Fall 2018 are already scoring at or above the end-of-year standard for their grade is:

| PIVOT Fall 2018                        | Grade 6         |      | Grade 7 |      | Grade 8 |      | Grade 10 |             | 9 and 11 ELA |      | Algebra |      |
|----------------------------------------|-----------------|------|---------|------|---------|------|----------|-------------|--------------|------|---------|------|
|                                        | ELA             | Math | ELA     | Math | ELA     | Math | ELA      | Math        | 9            | 11   | I       | II   |
| % scoring at end of year passing level | 19.5            | 7.1  | 29.0    | 14.7 | 30.2    | 40.0 | 64.7     | See Algebra | 64.2         | 78.8 | 66.7    | 36.6 |
|                                        | Success Academy |      |         |      |         |      |          |             |              |      |         |      |
|                                        | Grade 3         |      | Grade 4 |      | Grade 5 |      |          |             |              |      |         |      |
|                                        | ELA             | Math | ELA     | Math | ELA     | Math |          |             |              |      |         |      |
|                                        | 41.6            | 4.0  | 32.2    | 7.6  | 38.8    | 7.4  |          |             |              |      |         |      |

Ongoing data is also provided by instructional systems such as IREADY and Singapore Math; Vera meets on an ongoing basis with teaching staff to review and plan.

With the increasing number of high ability students, Vera said the schools have made curriculum changes to accommodate them, such as creating high-ability classrooms, and more are planned.

In the terms used by education professionals, Vera said, Career Academy and Success Academy have a “guaranteed” and “vertically articulated” curriculum.<sup>2</sup>

2. Initiatives At Success Academy. Dean described the initiatives taken at Success Academy this year, focusing on the two areas considered critical for improvement: student behavior management and classroom instruction.

Victor was brought on as assistant principal in March in part because of his expertise in the PBIS (Positive Behavior Instruction Support) system for student behavior. Additional staff expertise was gained by a staff team going to a PBIS conference this summer. Students are rewarded for good behavior (e.g., by time out of class to play with a selected friend) and are enlisted in the behavior campaign by producing videos of dance/cheer routines focusing on lifeskills (a sample was played for the board; every day one classroom is responsible for creating a video, which is shown at the all-school assembly at the beginning of the next school

<sup>2</sup> See <https://www.mcrel.org/does-your-school-have-a-guaranteed-and-viable-curriculum/>.

day). Teachers are coached on Tier 1 methods, and additional help for teachers in dealing with behavior issues is provided by an administrative team responsible for Tier 2 strategies.

Classroom instruction initiatives include the hiring of an instructional coach, a technology coach, and a Curriculum/Instruction Director (Vera). The schedule has been modified to provide more ELA and math time, including an intervention period for struggling students. Providing books for students to read at the student's level is enabled through a "guided reading" library. Students are assisted in reading by the MindPlay™ "My Virtual Reading Coach" program. Teachers are coached on rigor, pacing, differentiation, engagement and feedback

Larry asked how much cooperation is received from parents in dealing with behavior issues. Dean said cooperation to-date has been outstanding.

3. Marketing Update. Grace Jackson, Career Academy Marketing Coordinator, reported on the extensive project of investigating reasons for students withdrawing. The majority of withdrawals are due to families moving. The next greatest cause for withdrawing was transportation issues. No single school received more than 15% of withdrawing students. Rob Kohler, Marketing Director, reported on measures taken to transform the enrollment process for families using a software program that integrates with the school's PowerSchool system.

F. Trine Report. Emily Gaskill presented Trine's October update of the three schools' status under the charter agreement standards. There has been no material change since last month's review. Emily reported that ISTEP pass rates for "legacy" students (i.e., students tested in 2017-18 who also attended the schools in 2016-17) for eighth grade were 53.3% passing ELA and 45.6% passing math, while for grade 10 legacy students the pass rate was 81% for ELA and 55.6% for math.

There being no further business, the meeting was adjourned at 7:45 pm.

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Charles M. Loeser, Assistant Secretary